



TURKISH RED CRESCENT COMMUNITY BASED MIGRATION PROGRAMS COORDINATION

Protection and Cohesion Program



A LONGITUDINAL RESEARCH ON THE ACCESS TO FACE-TO-FACE EDUCATION FOR REFUGEE CHILDREN DURING AND POST COVID-19 PERIOD

December 2022

toplummerkezi.kizilay.org.tr

[f](#) [t](#) [@](#) [in](#) [v](#) /KizilayTm

#Ourtouchthousandsoflives

A LONGITUDINAL RESEARCH ON THE ACCESS TO FACE-TO-FACE EDUCATION FOR REFUGEE CHILDREN DURING AND POST COVID-19 PERIOD

Türk Kızılay Yayınları

Ankara, Türkiye

Aralık 2022



Authors: İclal KARABEY, Murat ALTUNTAŞ

Contributed by: Beyza TANER, Damla DUMAN, Meryem İNAN

Graphic Design: Ebrar YILMAZ

All rights belong to the Turkish Red Crescent.
Citation can be made by indicating the source. Permission should be obtained from the Turkish Red Crescent
to reproduce some or all of the book.

TABLE OF CONTENTS

Access to Formal Education for Refugee Children in Post-COVID-19 Period	7
Access to Formal Education for Individuals Reaching Legal Age during COVID-19 Period	7
Introduction	7
Objective and Sample	8
Province Breakdown	10
Chart 1: City Breakdown of Sample	10
Gender Breakdown	11
Chart 2: Gender breakdown of respondents	11
Nationality Breakdown	11
Chart 3: Nationality breakdown of respondents	11
Research Findings	11
Present year situation of the children who had access to distance learning in the previous years.	11
Chart 4: Areas of Support Received	12
Transition from distance education to face-to-face education	12
Chart 5: From where you heard of transition to face-to-face education?	13
Chart 6: Satisfaction level on the supports	13
Chart 7: Face-to-face vs. online education	14
Face-to-face education period	14
Chart 8: Challenges in the face-to-face education	15
Chart 9: Motivation to follow up courses in online education	16
Chart 10: Motivation to follow up courses in face-to-face education	16
Chart 11: Level of following up courses in face-to-face education vs. online education	18

How can regular attendance be improved in face-to-face education?	18
Chart 12: What arrangements may improve the regularity of attendance	19
Challenges in the face-to-face education	19
Chart 13: Does student experience a challenge in school adaptation?	19
Chart 14: Challenges experienced by children in the face-to-face education	20
Psycho-social effects of pandemic on the children	21
Chart 15: Anxiety in children	22
Chart 16: Sources of anxiety in the children	23
Chart 17: Are you aware of alternative education models?	23
Chart 18: Are you aware of grade-retention with parents' consent for children who have feel behind courses?	24
Chart 19: In which education model do you think your child is more successful?	25
Chart 20: If the child and his/her parents have the right to choose between face-to-face education and distance education, which would they prefer?	25
Findings on children's transition to elementary and/or higher education:	26
Chart 21: How long do you want your child to attend school?	26
Access to Formal Education for Individuals Reaching Legal Age during COVID-19 Period	26
Chart 22: Are you attending a school?	27
Chart 23: Educational status of respondent	27
Findings and Results	27
Suggestions	29
Bibliography	32

ACCESS TO FORMAL EDUCATION FOR REFUGEE CHILDREN IN POST-COVID-19 PERIOD

Access to Formal Education for Individuals Reaching Legal Age during COVID-19 Period

Introduction

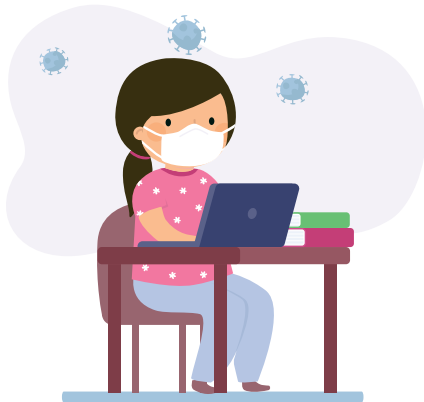
Education is one of the crucial means for every individual to demonstrate their physical and emotional competences and skills, as well as self-actualization (Tekke, 2019; Işık and Bahat, 2021). Education is an established process which significantly supports socio-cultural and economic development of individuals (Özgenel, Işık and Bahat, 2019). Learning through formal education creates space-independent, lifelong permanent changes in individual/society. (Hotaman, 2017). Any change/transformation at the individual level has also implications at the society level. Formal education provides vital means for individuals to guide their developments and motivate them, for their own needs, underpinning the social changes. And educational systems may well be vulnerable, with serious consequences, to the diverse and cross-triggering crises and conditions such as natural disasters, mass migrations, wars, pandemic and economic crises. Nevertheless, education is a fundamental right for all children, without exception, regardless of the conditions. COVID-19, emerged in December 2019, led World Health Organization to declare health emergency on 30 January 2020 and then global pandemic on 11 March 2020 has created barriers for people to physically gather and spend time together for prolonged period of times because of its highly contagious nature. COVID-19 has been observed to contribute to the increased levels of fear, despair and anxiety throughout communities (Kardeş, 2020; Skoda, et al., 2021; Yanardağ and Selçuk 2020). Having reflected also to the formal education, this development even led to distance education being used in the primary education (Akpınar and Çamakkaya, 2021).

Objective and Sample

COVID-19 pandemic triggered many novel developments in terms of using digital means in the learning environments. These forced developments in the education field have been observed to have had serious repercussions on students, teachers, parents as well as all educational institutions. Governments were forced to adopt serious responses in the education field. One of these responses included the suspension of face-to-face instruction modality (Işık and Bahat, 2021). Accordingly, present research aims at surveying such responses in terms of opinions of refugee families and effects on their children in the period from the suspension of formal face-to-face education on 6 March 2020 to the resumption of it after 6 September 2021.

Interviews were held by protection team via an online form, in support of interpreters, between 2020 and 2021 as part of the Turkish Red Crescent Community-Based Migration Protection Program. “Situation Analysis of Children under Temporary and International Protection Access to Distance Education During the Covid-19 Period (No. 1 - 2020)” and “Situation Analysis of Children under Temporary and International Protection Access to Distance Education During the Covid-19 Period (No. 2 - 2021)” is accessible on the reports section of the <https://reliefweb.int/> via search functionality. The third

part of the study involved the Access to the Formal Education for Refugee Children after COVID-19 Period, and the Access to Formal Education for Individuals Reaching Legal Age during COVID-19 Period. The respondents of the present research which is designed according to the case study pattern among the qualitative



and quantitative research methods consist of the students of pre-school, elementary, secondary, high school, university, or university candidates from different cities of Turkey.

Research is based on the surveys conducted in 2020 and 2021. Therefore, the sample of the study consists of respondents which were previously included in the research. Research includes 379 children. The sample size; number of respondents, was 385 at the transition to the distance education in 2020, while it was 365 in 2021. This difference is mainly due to the changed and inaccessible phone numbers of the respondents, while 379 respondents participated in the study conducted in 2022. All studies have included children which were included in the sample defined in first leg of the study in 2020. In addition, respondents who were not legal age in 2020 but reached legal age in 2022 are included in this study via interviews based on a separate set of questions to evaluate their current situations. There are 108 children who have reached legal age since 2020. The interviews with these children were held in April and May 2022 by social workers in support of interpreters to survey their situation after resumption of face-to-face education. This aimed at finding out if they have continued their education during COVID-19 period as well as their current situations. In said survey, interviews were held between 04.04.2022 and 15.05.2022. Interviews were administered by protection team, in support of an interpreter, via phone, and online forms. Each interview took 30-45 minutes on average. Data so collected are analyzed through content analysis. In addition, field observation notes submitted by Turkish Red Crescent protection teams contributed input to this report.

Validity of a qualitative research study is tried to be ensured under the aspects of credibility and transferability (Başkale, 2016). In this present study, expert review is used to maintain and ensure credibility. During survey calls, interviews were continued with the parents whose children do not attend the school, who were asked a set of questions.

Dataset consists of the semi-structured interview form created by researchers and multiple-choice questions.

Present study is carried out at 15 cities where the individuals under temporary and international protection densely live as well as Red Crescent Community Centers are located. Respondents consist of those who were already included in the 2020 and 2021 legs of the study, whom were then selected via province and clustering-based statistical analysis. The following charts provide gender, nationality and city details of the sample included in the needs assessment.

Province Breakdown

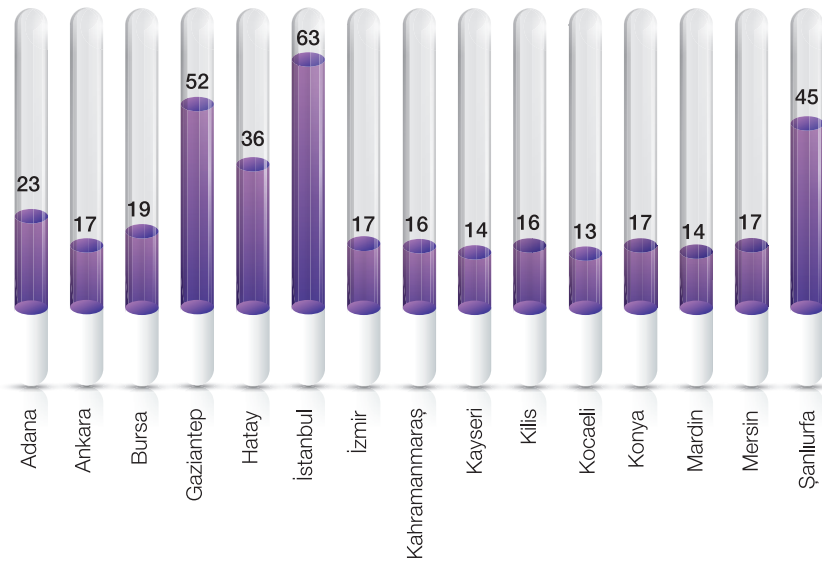


Chart 1: City Breakdown of Sample

The majority of the children included in the study lives in Istanbul, Gaziantep, Şanlıurfa and Hatay cities. These cities are the cities where the individuals under temporary protection and international protection live. The gender composition of the respondents include 53% boys and 47% girls (see. Chart 2).

Gender Breakdown

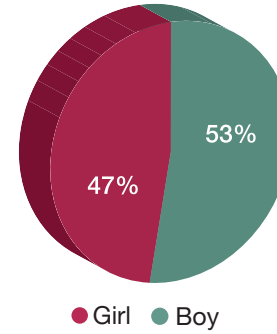


Chart 2: Gender breakdown of respondents

Nationality Breakdown

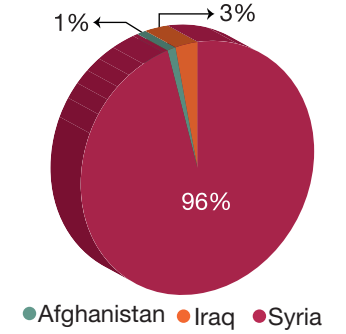


Chart 3: Nationality breakdown of respondents

Research included 364 Syrian children under temporary protection status with 13 Iraqi and 2 Afghan children under international protection.

Research Findings

Present year situation of the children who had access to distance learning in the previous years.

According to the survey conducted in May and June 2022, it is found out that 337 children were able to continue school while 27 children could not continue school due to various reasons. In the survey conducted in 2021, it was observed that 3 children could not continue school. Given these two surveys, there is a significant increase in the drop-out rates. To find out the reasons, respondents were asked why they have dropped out. In light of their responses, it is revealed that, with the resumption of face-to-face education, 27 children dropped out school. Looking at the main reasons of drop-out, it includes inability to follow up the courses during distance education, health conditions, risk of COVID-19 infection, and working as a child labor due to socio-economic difficulties of their family.

According to survey findings, it is found out that drop-out children do not continue to the secondary education. Looking at the drop-out time

of children, majority of them is found out to have dropped out after the resumption of the face-to-face education.

Similar results were also demonstrated in the “Education in Turkey Under Influence of COVID-19” study published in 2021 by Educational Reform Initiative, which highlighted that course attendance rate among the students was already at the low-level during distance education period, implying the potentially increased drop-out rate after resumption of the face-to-face education (Gencer, et al., 2021). And the findings of this research also include the decreased number of students who have continued school after the resumption of face-to-face education.

As part of the survey, respondents are asked “Have you ever requested support (neighbor, institution, teacher, etc.) for continued school attendance of your child?” 335 of the respondents who answered the question responded “no”, with 44 respondents as “yes”. Respondents answered “yes” are further asked which type of service they have received. Main answers included the cash based education assistance, stationery assistance, and psycho-social support. Chart 4).

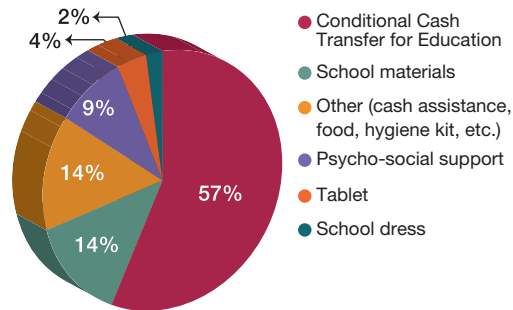


Chart 4: Areas of Support Received

Also, some respondents reported that they requested help from many institutions but without avail. Some also noted that they could not receive response from institutions they applied for assistance.

Transition from distance education to face-to-face education

In the this study, respondents were asked the questions in connection with the transition from distance education to the face-to-face education. These included the transition to the face-to-face

education, supports provided by non-governmental organizations or governmental organizations, satisfaction with the face-to-face education, comparison between face-to-face education and distance education as well as the level of their motivation.

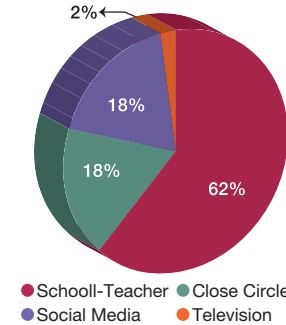


Chart 5: From where you heard of transition to face-to-face education?

Majority of the respondents heard of the transition to face-to-face education through school administration or teachers. They also reported to have got information via social circle or social media (see Chart 5). Respondents were asked questions to find out their satisfaction levels regarding the information, school days, classroom conditions, material support, etc. supports from non-governmental organizations or the government in the course of transition to face-to-face education. Of the respondents, 207 found supports insufficient with 124 who found sufficient. 48 respondents remained indecisive.

When respondents asked their level of satisfaction on the transition to face-to-face education, 91% reported as “satisfied”, followed by 3% as dissatisfied and 6% as somewhat satisfied. As frequently reported by the field workers and beneficiaries during the field studies on the refugee children, adverse effects of missing school attendance during the pandemic strongly support this question. While lack of technological means required by the pandemic to attend the school courses contributed negatively to the attendance, distance education system which offer lesser opportunities for students to ask questions to teachers compared to the face-to-face education, coupled with the irregular attendance, led to decreased

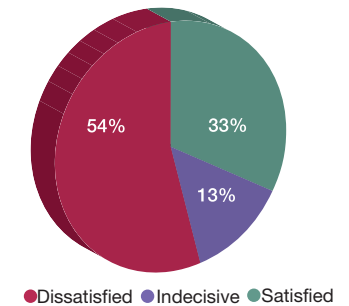


Chart 6: Satisfaction level on the supports

academic performances and language development of the students. Respondents were asked “Which one is economically more advantageous, online or face-to-face education?” in order to find out the effect of the income level on the sample. According to answers, every two of three respondents found face-to-face education more advantageous (see Chart 7). As the reason of this, most of them pointed out their restricted access to the Internet. Respondents also found face-to-face education more advantageous as they found it difficult to follow the courses via computer, tablet or phone, and further reported that, despite having Internet access at their home, their children were lack of the technological devices in sufficient number. This problem of accessing the distance education due to lack of technical means in the course of distance education is also reported by the studies conducted by Turkish Red Crescent Community-Based Migration Programs Protection and Cohesion Programme in 2020 and 2021 (Turkish Red Crescent, 2020; 2021).

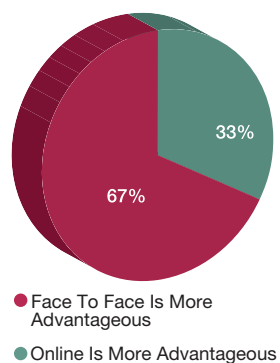


Chart 7: Face-to-face vs. online education

In a study conducted by Ünal, it is revealed that Syrian children under temporary protection has a very low level of course attendance due to the lack of technological means in the period of distance education (Ünal, 2022).

Face-to-face education period

While respondents found face-to-face education more effective, they were also asked questions on the challenges they encounter during this education period, as well as their levels of satisfaction and expectations. In this respect, 83% of the respondents reported that they have no issues in the schools, while 17% as experiencing issues in the school. When the latter was asked to clarify the challenges,

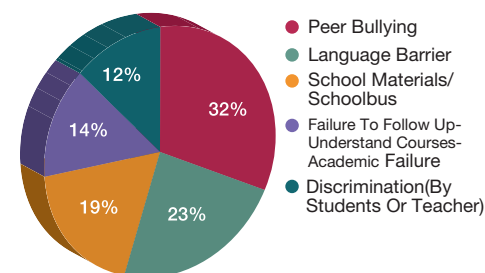


Chart 8: Challenges In The Face-To-Face Education

majority of the responses included the peer bullying and language barrier (see Chart 8).

Respondents reported that children experiencing challenges in the school are exposed to peer bullying, as well as have difficulty in understanding the course contents as they do not have necessary proficiency in Turkish language. One of the field observations included that children had difficulty in school adaptation as they remained distanced to the school during the pandemic. This is mainly due to the irregular course attendance of the children as well as “social cohesion classes” which were possible in the face-to-face education but left aside during distance education, resulting in adverse impacts on language acquisition and academic performance of the children. As another finding, respondents reported that adults and employable individuals of the household have lost their job opportunities due to the pandemic, and they experienced difficulty in purchasing school materials for their children. This is also supported by the studies of Bozkurt, Işık and Bahat in 2020 and 2021, which concluded that parents could not meet the school material costs of their children due to the unemployment and financial problems further exacerbated by the pandemic (Bozkurt, 2020 and Işık and Bahat, 2021). Besides the economic hardships, the motivation of children towards physical and digital access to education is considered as another factor that should be surveyed separately. Therefore, respondents were asked to compare online and face-to-face education and score distance education and face-to-face education on a scale of 1 to 5. Furthermore, they were asked questions relating to the problems they experienced in face-to-face education.

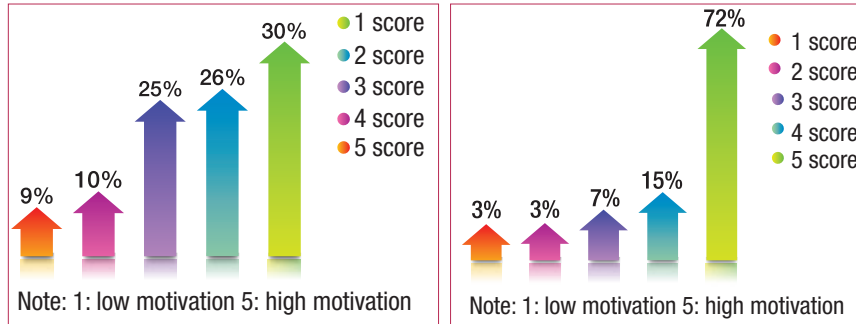


Chart 9: Motivation to follow up courses in online education

Chart 10: Motivation to follow up courses in face-to-face education

When compared the motivation of children on the face-to-face and digital education, 72% reported high motivation towards face-to-face, while it is just 9% towards digital education. Likewise, when looked at the low motivation rate, it is higher in the digital education with 30%, compared to the face-to-face education. Respondents are found out to not lean towards distance education with low motivation towards following up the courses. During interviews, respondents stated that they could not follow up the courses as they lack of the required technological means. And they added this led to the low motivation. Prolonged distance education negatively affected the school age children who are at the lower end of the socio-economic spectrum. It is clearly seen that face-to-face education is a larger source of motivation than distance education, which is mainly because, inter alia, it enables students to follow up course easily, does not require sophisticated technological means, and provides an environment for socialization.

Another issue relating to the course attendance that arose from the distance education as applied during pandemic is the high variance in frequency and quality of the teachers' monitor on the children in distance education compared to the face-to-face education. To verify such variance, respondents were asked about "their relative

satisfaction on teacher's monitor between distance and face-to-face education."

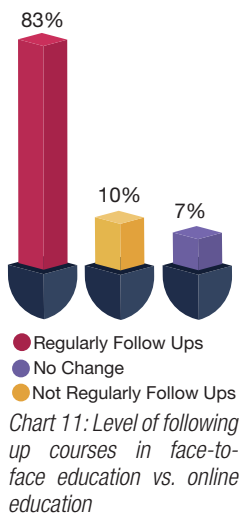
In the face-to-face education, 323 respondents answered "I am satisfied of teacher's monitor" while 32 reported low or none monitor by teacher on the courses of their children.

In the distance education, 258 were not satisfied of the teacher's monitor, with 97 reporting that teachers monitor the courses of their children. When looked at the relative rates, it is safe to say that teacher's monitor is more effective in face-to-face education.

Another factor that is as much important as the effect of variance in teacher's monitor on the attendance of the children is the regularity of children in following up the courses, even if not completely severed from the education. To analyze this in the face-to-face education transitioned by September 2021, respondents are asked "the level of following up courses in face-to-face compared to distance education". Majority of the respondent reported they follow up the courses more regularly (see Chart 11). When examined the studies conducted



by Turkish Red Crescent Community-Based Migration Programs Protection and Cohesion Programme in 2020 and 2021, it is seen that there are few number of students regularly following up the courses in the distance education, while it is clear by far that children attend courses much more regularly in the face-to-face education (Turkish Red Crescent, 2020; 2021). This is mainly because of, inter alia, lack financial means to purchase Internet, computer, tablet and phone devices in the distance education, relatively lower economic effect of attending the courses physically in the face-to-face education, as well as the fact that children being in a social environment such as school has higher driving effect on the motivation of the children.

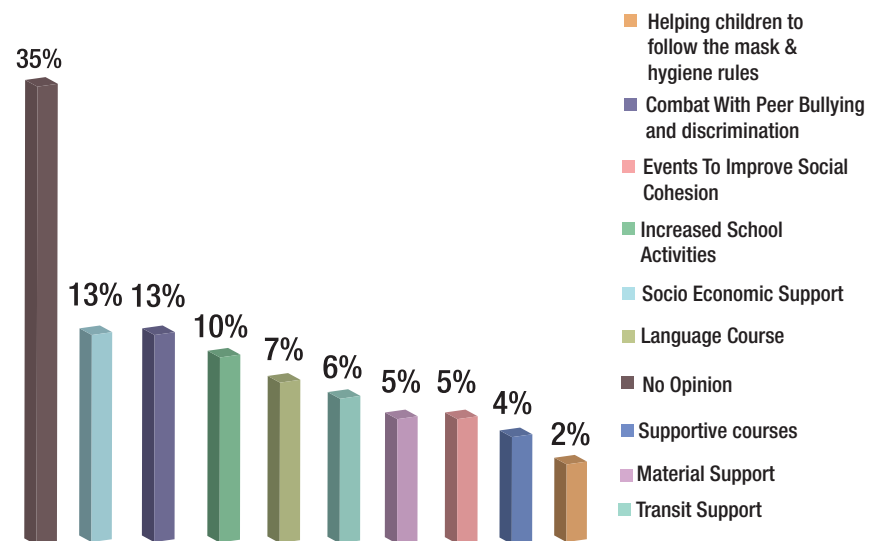


How can regular attendance be improved in face-to-face education?

As part of study, respondents were asked “What arrangements may improve the regularity of attendance among children?” and 35% of the respondents answered “no opinion”. This “no opinion” answer given by almost one of the three respondents is among the important findings of this study. 13% of the respondents demands socio-economic support with 6% who reported the need for the school bus support (see Chart 12).

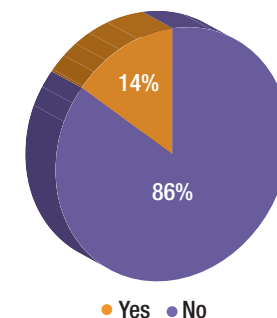
Peer bullying and discrimination are two most-reported challenges as experienced by students under temporary protection and international protection in the face-to-face education. Also, in this study, 13% of the respondents noted the necessity to combat with any forms of bullying and discrimination experienced by their children in the schools. Examined the feedbacks of the respondents, the major

driving factors in the school attendance is clearly demonstrated as the economic support and social cohesion, as pointed out in unison by the findings from different studies.



Challenges in the face-to-face education

As part of the study, respondents were asked if children has had any school adaptation challenges in order to identify the challenges experienced in the school by children under temporary protection and international protection. Of the respondents, 86% responded no challenges, with 14% reported as having challenges in the school adaptation (see. Chart 13). A study of Rabia Ünal revealed that refugee children experience social cohesion problems in the school, which, in turn, leads for children to have emotional and psychological voids (Ünal, 2022).



Respondents were asked about their suggestions on the activities that will support school adaptation. When respondents were asked if they have any idea on activities that will help school adaptation, 49% answered yes, with 22% stated “no” and 29% having no idea on the subject. It is one of the striking findings that respondents having insufficient information about the matter have no idea about what school adaptation improvement activities and methods are.

Main challenges experienced by children under temporary protection and international protection in the face-to-face education include the language barrier, and the lack of materials that are hard to access due to the economic problems. Despite the higher costs in the distance education due to the technological requirements, the same problems in the distance education still persists after transition to face-to-face education. One of the findings of the study is the higher number of students experiencing language barrier in the distance education, compared to the face-to-face education.

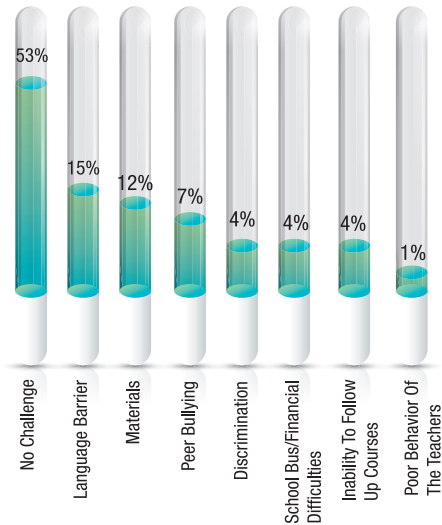


Chart 14: Challenges experienced by children in the face-to-face education

As part of this survey, 4% of the refugee children is exposed to the discrimination in the school, with four percent stating as unable to take the school bus and receive daily pocket money from their parents because of their socio-economic conditions (see Chart 14).

Similar findings are also found in the article of the Saklan and Karatürük, who highlighted that Syrian children under temporary protection are

mostly exposed to language barrier and peer bullying in the school. (Saklan and Karakütük, 2022). While children have varied needs in terms of education in transition to the face-to-face education, when surveyed if their digital needs as emerged with the pandemic still persist, more than half of the respondents said their tablet, smartphone, computer, etc. digital needs have in fact declined.

Psycho-social effects of pandemic on the children

Students had remained away the school for a prolonged time due to the response measures taken to slow down spread of the virus during COVID-19 pandemic. This, in turn, brought along certain problems with respect to the students. According to the studies, COVID-19 pandemic also led to an increase in the psychological problems such as increased anxiety, health anxiety, stigmatization and social isolation (Aşkın, et al. 2020).

Restricted social interactions in the public spaces had psycho-social effects on the individuals which had to stay at home during pandemic, not only in Turkey but also entire world. The use of social media is adopted by the public in general as the main socialization area, which also included the children, except for the refugee children especially who do not have necessary finances to use these socialization areas. This and the adult members of refugee families mainly watching the channels in their own mother tongue have adversely impacted the cohesion process and development levels of them in Turkish language. Children were exposed to difficulty in self-expression as their development in education, social and language areas were slowed down in the course of pandemic, and accordingly caregivers of the children were asked on their observations on the anxiety level of their children, as a different factor.

Questions were also asked on the anxiety levels of the school children given the transition to the face-to-face education. 84% of the respondents reported no anxiety developed in transition to the face-to-face education, with 13% noted as anxiety experienced (see Chart 15).

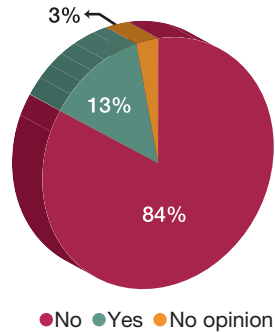


Chart 15: Anxiety in children

Respondents who said as children having had anxiety were asked to clarify the anxiety they experienced, 29% stated as school and courses, with 24% as contracting COVID-19 virus. Thus, the fact that adaptation to the school courses was a challenging process for students with the face-to-face education encounters us in a different expression. The sheer number of the children who had challenges particularly in the school adaptation

is among the prominent findings of our study. Another striking finding is the anxiety of being exposed to peer bullying, as reported by 21% of the respondents (see Chart 16). Respondents reported that their children shared them that they cannot establish healthy communication with their school friends, and are exposed to peer bullying, and these problems are not (cannot be) solved. Academic study of Halaçlı and Gül noted that Turkish students do not play games with foreign students, and do not want to communicate with them, which is mainly caused by the cohesion problems (Halaçlı and Gül, 2021). One of the most frequent problems encountered by the refugee children in the school is the peer bullying, which is another important result among the findings. As an important problem, peer bullying adversely affects the school adaptation and academic concentration of refugee children, as underlined by many studies. It can be said that peer bullying further exacerbates the introverted attitudes among the refugee children who have already exposed to the difficulties of a foreign language, culture and country. It is found out that this adversely affected their genuine attitude as they could not express themselves adequately, and have not been exposed to discrimination based on the different language, culture and habits. In addition, most of the individuals exposed to peer bullying has observed to have violence-based behavioral disorders and psychological problems such as peer bullying.

When looked at the problems experienced by refugee children, they mainly include leaving the school and prolonged time of remaining away the school, as the field studies show. In this context, Red Crescent

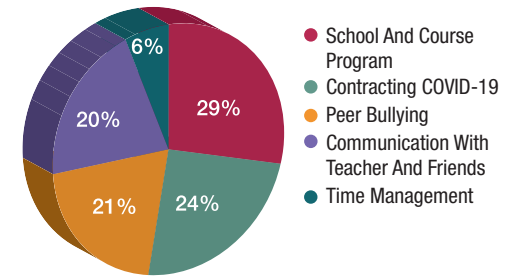


Chart 16: Sources of anxiety in the children

protection teams provide referrals to alternative education models which support language development, school adaptation, and income generation for the benefit of children who cannot attend the face-to-face education. According to the results of the academic studies, and the field observations by non-governmental organizations, these alternative education models include applications that provide benefits to the children of 10 to 18 age. As one of these types of programs, Accelerated Learning Program (ALP) is one of the main programs that Turkish Red Crescent protection teams have been making referrals. For this purpose, respondents were asked if they are aware of the alternative education models (Accelerated Learning Program, Vocational Training

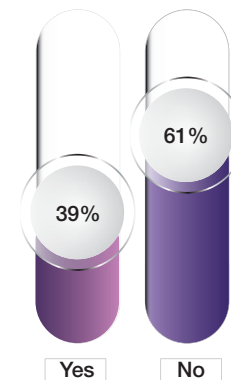


Chart 17: Are you aware of alternative education models?

Center, Open Education, etc.) to measure awareness of the respondents on this subject. 39% of the respondents are aware of the programs with 61% who have not heard of them (see Chart 17). Most of the respondents being unaware of the alternative education models (Accelerated Learning Program, Vocational Training Center, Open Education, etc.) is among the most important findings of present study.

The challenges experienced by children with the transition to the face-to-face education are provided as part of the research findings. Any potential decline in the academic success and

absenteeism-related fails of these children who cannot regularly attend the courses and have low level of motivation to attend school are among the predictable results. In this respect, Ministry of National Education



provided the option to repeat a grade at the request of parents, as triggered by the pandemic conditions. In this context, Turkish Red Crescent teams carried out information and referral activities for the parents to use this option, with a petition, for their children who had regular school attendance prior to pandemic but disrupted due to the pandemic. When respondents were asked “Are you aware of grade retention with parent consent for children who have fell behind the courses?” to see the awareness level of the respondents on such option, 31% answered “no, I am not aware”, with 25% as “yes, I am aware, I want to use”, and 27% as “yes, but I don’t want to use” (see Chart 18). The high number of respondents which do not want grade retention for their children despite of falling behind the courses is one of the important findings of the present study.

Respondents were asked “In which one of the education models do you think your child is more successful?” in order to make a comparison

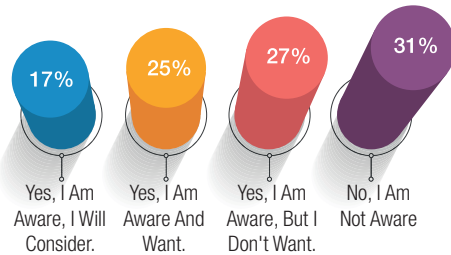


Chart 18: Are You Aware Of Grade-Retention With Parents’ Consent For Children Who Have Feel Behind Courses?

between the distance and face-to-face education, as one of the most important and basic findings of present study. 94% of the respondents thinks that their children will be more successful in the face-to-face education model. 2% thinks distance education model is better (see Chart 19).

The studies conducted by Turkish Red Crescent Community-Based Migration Programs Protection and Cohesion Programme in 2020 and 2021 also reached the finding that half of the respondents were unable to access the distance education in the period of distance education (Turkish Red Crescent, 2020; 2021). It is one of most basic findings that the face-to-face education is much more preferable education model in parallel with the answers of the respondents, with the resumption of the face-to-face education

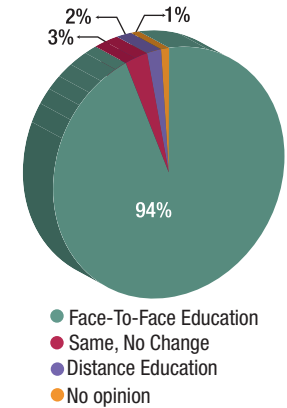


Chart 19: In which education model do you think your child is more successful?

after a prolonged period of distance education. As a support to this finding, when respondents were asked “If the child and his/her parents have the right to choose between face-to-face education and distance education, which would they prefer?” 95% of the respondents preferred the face-to-face education which is found, as stated by 87%, making easier to understand and follow up the courses, with 5% preferring the distance education because of being less costly (see Chart 20). Those who preferred distance education due to the poor socio-economic conditions made this choice due to the high cost of the school.

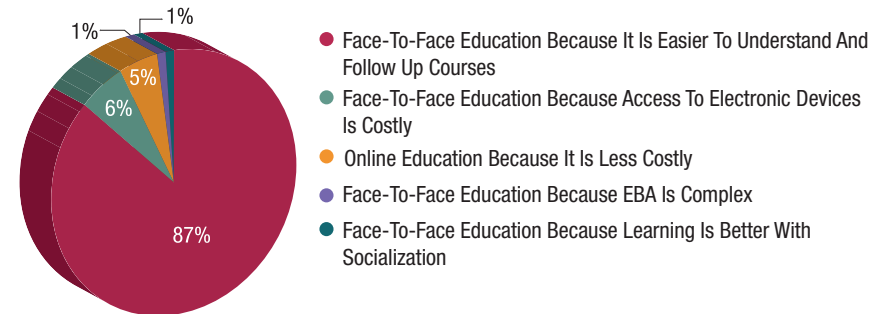


Chart 20: If the child and his/her parents have the right to choose between face-to-face education and distance education, which would they prefer?

Findings on children's transition to elementary and/or higher education:

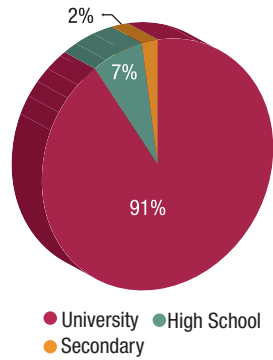


Chart 21: How Long Do You Want Your Child To Attend School?

While this study assesses the needs arising along with the transition to the face-to-face education, it is also aimed at identifying the motivations of children as well as caregivers' motivation towards continued attendance of their children in the education, as another question of the survey. In this context, respondents were asked the question "How long do you want your child to attend school?" Of the respondents, 91% answered "university", with 7% as secondary school and 2% as high school (see Chart 21).

Overwhelming majority of the respondents reported that they want their children to have university education.

Access to Formal Education for Individuals Reaching Legal Age during COVID-19 Period

A separate study involving the sample is conducted to survey the current educational situation of the children who reached legal age among those included in the survey samples of the "Situation Analysis of Children under Temporary and International Protection Access to Distance Education During the Covid-19 Period (No. 1 - 2020)" and "Situation Analysis of Children under Temporary and International Protection Access to Distance Education During the Covid-19 Period (No. 2 - 2021)", conducted by Turkish Red Crescent Community-Based Migration Protection Program via interviews held by protection team via an online form, in support of interpreters, between 2020 and 2021.

Sample of this part of the study consists of the individuals of 18 age and older. Sample is made up of 108 respondents under temporary protection or international protection status.

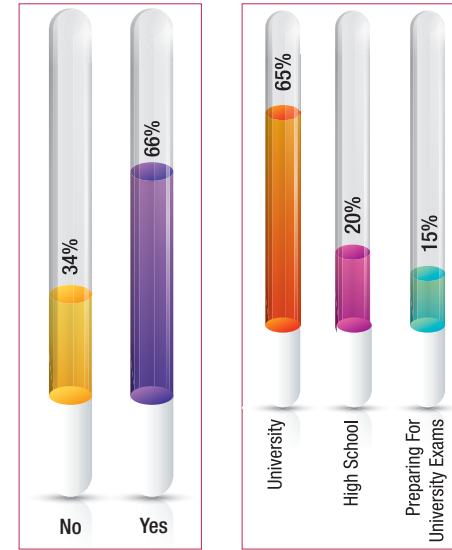


Chart 22: Are you attending a school?

Chart 23: Educational status of respondent

As part of the survey, 66% of the individuals who attended school in 2020 reached 18 age by 2022, continued his/her education, with 34% who do not continue education. (see: Chart 22). Half of the respondents continuing their education is found out to have been attending university education. 20% is continuing the high school education, at the schools with face-to-face education, or open education, and 15% is preparing for the university exams, as revealed by this study. (see: Chart 23).

As reported by the respondents who do not/cannot continue education, they cannot do so because of their poor socio-economic conditions and, therefore, having to start working.

Findings and Results

COVID-19 pandemic instigated crucial changes in the education field. In present study, it is aimed to research and compare the opinions on the experiences of the refugee students in the distance education and face-to-face education in the period of COVID-19 pandemic. While the basic versions of the study conducted in 2020 and 2021 assessed the effects of the distance education, present study surveyed the post-COVID effects after transition to face-to-face education.

It is found out that, with the resumption of face-to-face education, 7% of the respondents dropped out school. It is an important finding that they could not attend the school due to lack of means to follow up the courses, risk of COVID-19 infection, and insufficient socio-economic

conditions during the distance education period. Majority of the respondents are seen to have not received support for school attendance and education. And this adversely affected the school attendance of the students.

More than half of the respondents found face-to-face education more advantageous. Respondents who preferred face-to-face education stated they did so because of their restricted access to the Internet. Respondents reported that they find face-to-face education more attractive because of difficulty in following up courses via computer, tablet or smartphone.

Lack of economic means, language barrier, peer bullying and discrimination are the most-reported challenges as experienced by students under temporary protection and international protection in the face-to-face education. 20% of the respondents noted the necessity to combat with any forms of bullying and discrimination experienced by their children in the schools.

Lack of school materials is another main challenge experienced by children under temporary protection and international protection in the face-to-face education. The problem of “Lack of school materials” has continued in the form of notebooks, additional means, etc. in transition to face-to-face education from distance education where the technological materials were of main concern.

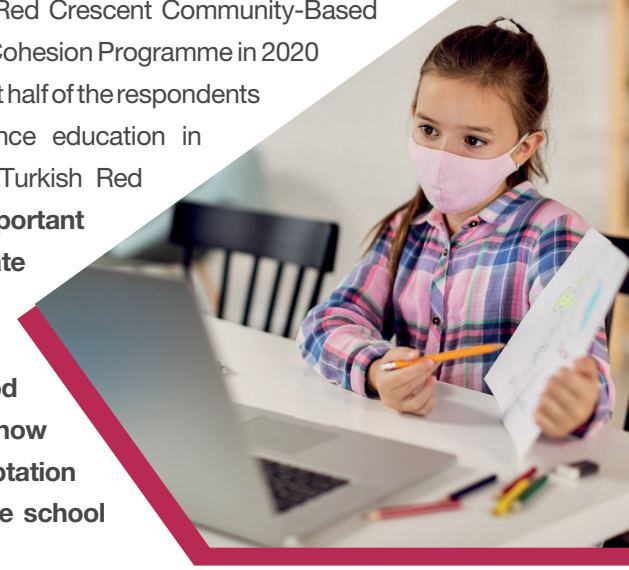
One of the findings of the study is the higher number of students experiencing a language barrier in the distance education.

The overwhelming majority of the respondents thinks that their children will be more successful in the face-to-face education model.

Most of the respondents noted that they do not want grade retention despite of their children falling behind the courses. This result is considered as a subject that will be able to affect the academic success of the children in the next period, requiring close attention.



The studies conducted by Turkish Red Crescent Community-Based Migration Programs Protection and Cohesion Programme in 2020 and 2021 also reached the finding that half of the respondents were unable to access the distance education in the period of distance education (Turkish Red Crescent, 2020; 2021). **Another important finding is that the attendance rate of the children has increased with resumption of face-to-face education from a prolonged period of distance education, however, now they have been experiencing adaptation issues as they remained away the school for a long period.**



Overwhelming majority of the respondents reported that they want their children to have university education.

Findings of the study also include the current educational situation with respect to the respondents that were included in the previous versions of the study. In this context, 66% of the respondents is continuing their education with 34% discontinued their education life. **Half of the respondents continuing their education is found out to have been attending university education. The remaining 34% include students attending high school (20%) and preparing for the university exams (14%).** Another important finding is that respondents who do not/cannot continue education cannot do so because of their poor socio-economic conditions and, therefore, having to start working.

Suggestions

- Effective and structured psycho-social counselling services can be provided in order to overcome the emotional and psychological void that children experienced during pandemic.

- At the schools, school counselors can carry out inclusive activities in terms of post-pandemic developmental and social adaptation issues of children. Under the leadership of Ministry of National Education, modular activities can be developed in cooperation with non-governmental organizations in order to facilitate post-pandemic school adaptation. Modules that are also inclusive of the refugee children may have a positive effect on the resolution of the social cohesion, peer bullying and discrimination issues among children.
- It would be useful to diversify and regularly continue the facilities for meeting basic needs. Making such activities a policy rather than a social responsibility project will contribute better to the physical, social and psychological development of the children.
- As the ways of supporting the access to the educational rights for the foreign children after pandemic, the initiatives to identify the children who are forced into the child labor based on the irregularities in the attendance of the students, and have them schooled first at formal educational institutions, or vocational training centers or via open education.
- Promotional and communication activities should be made to raise awareness on the supportive education classes as applied at the schools. Effective visibility should be maintained on the courses held on weekends as additional courses to support academic skills, under the name of IYEP (Primary Education Program), and Supportive Education Program at other upper levels.
- Coverage of the activities, together with monitoring, can be extended, addressing the dropouts due to poor academic success to bridge course gaps through make-up courses, together with means for continued attendance, and dropouts due to the language barrier via language courses in parallel with the formal education.

- Given the important effect of families on improving the motivation of their children, models should be developed to support family participation, accordingly such models can be launched using the capacities of non-Governmental Organizations, schools and public authorities under the working principles of inclusiveness and multi-levelness.

Bibliography:

- Akpınar, T. & Çakmakkaya, B. Y. (2021). Pandemi (Covid-19) Sonrası Lisansüstü Uzaktan Eğitim. Sosyal Bilimler Metinleri, 2021 (1) , 1-14.
- Aşkın R, Bozkurt Y, Zeybek Z (2019). Covid-19 pandemisi: Psikolojik etkileri ve terapötik müdahaleler. İstanbul Ticaret Üniversitesi Sosyal Bilimler Dergisi.
- Başkale, H. (2016). Nitel araştırmalarda geçerlik, güvenilirlik ve örneklem büyüklüğünün belirlenmesi. Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi, 9 (1), 23-28.
- Bozkurt, A. (2020). Koronavirüs (Covid-19) pandemi süreci ve pandemi sonrası dünyada eğitime yönelik değerlendirmeler: Yeni normal ve yeni eğitim paradigması. Açıköğretim Uygulamaları ve Araştırmaları Dergisi, 6 (3) , 112-142 .
- COVID-19 Sürecinde Geçici ve Uluslararası Koruma Altındaki Çocukların Uzaktan Eğitime Erişimi Durum Analiz Raporu-1 2020 Tarihli, <https://reliefweb.int/report/turkey/turkish-red-crescent-situation-analysis-children-under-temporary-and-international>. Accessed on: 04.08.2022.
- COVID-19 Sürecinde Geçici ve Uluslararası Koruma Altındaki Çocukların Uzaktan Eğitime Erişimi Durum Analizi – 2, <https://reliefweb.int/report/turkey/turkish-red-crescent-situation-analysis-study-access-children-under-international-and>. Accessed on: 04.08.2022.
- Çakır Kardeş, V. (2020). Pandemi Süreci ve Sonrası Ruhsal ve Davranışsal Değerlendirme. Türk Diyab Obez; 2: 160-169.
- Gencer, Ekin Gamze ve diğerleri (2021). COVID-19 Etkisinde Türkiye’de Eğitim. Eğitim Reformu Girişimi. İstanbul.
- Gün, M. & Yüksel, S. (2021). Dünyada Göçmen Eğitimi Politikaları Bağlamında Türkiye’nin Göçmen Eğitimi Sürecinin Değerlendirilmesi ve Çözüm Önerileri. Milli Eğitim Dergisi, Türkiye’de ve Dünyada Göçmen Eğitimi
- Hallaçlı, F., & Gül, İ. (2021). Suriyeli öğrencilerin Türkiye’de eğitim sürecinde karşılaştıkları sorunlar ve çözüm önerileri. Journal of Human Sciences, 18(2)

- Hotaman, D. (2017). Eğitim Programlarının Geliştirilmesinde Felsefenin Rolü. Mersin Üniversitesi Eğitim Fakültesi Dergisi, 13 (2), 430-437.
- <https://reliefweb.int/report/turkey/turkish-red-crescent-situation-analysis-children-under-temporary-and-international> (Accessed on: 29 April 2022).
- <https://reliefweb.int/report/turkey/turkish-red-crescent-situation-analysis-study-access-children-under-international-and> ((Accessed on: 29 April 2022).
- Işık, M. & Bahat, İ. (2021). COVID 19: Eğitimde Yeni Arayışlar. Üniversite Araştırmaları Dergisi, 4 (1) , 82-89.
- Özgenel, M. Işık, M. ve Bahat, İ. (2019). Öğretmenlik İmajı: Bir Ölçek Geliştirme Çalışması, Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 52(3).
- Saklan, E. & Karakütük, K. (2022). Türkiye’deki Suriyeli Eğitim Çağı Çocuklarının Eğitim Süreçleri Üzerine Bir Çözümleme. Mersin Üniversitesi Eğitim Fakültesi Dergisi.
- Skoda, EM. Spura, A., De Bock, F. et al. (2021). Veränderung der psychischen Belastung in der COVID-19-Pandemie in Deutschland: Ängste, individuelles Verhalten und die Relevanz von Information sowie Vertrauen in Behörden.
- Tekke, M. (2019). Maslow’un ihtiyaçlar hiyerarşisinin en son düzeyleri: Kendini gerçekleştirme ve kendini aşmışlık. Eğitimde Nitel Araştırmalar Dergisi, 7(4), 1704-1712.
- Ünal, R. (2022). COVID -19 Pandemisi Döneminde Geçici Koruma Altındaki Suriyeli Öğrencilerle Gerçekleştirilen Uzaktan Eğitim Sürecinin Değerlendirilmesi. Journal of Interdisciplinary Education: Theory and Practice.
- Yanardağ, U, Selçuk, O. (2020). COVID 19 Pandemi Sürecinde Sosyal Hizmet. Türkiye Sosyal Hizmet Araştırmaları Dergisi.