



**T.C.  
KİLİS GOVERNOR  
KİLİS PROVINCIAL DIRECTORATE OF  
NATIONAL EDUCATION**

**EDUCATION FOR ALL**

**THE RESULT OF KİLİS  
STRENGTHENING SOCIAL COHESION  
AND INCLUSIVE EDUCATION  
WORKSHOP**

**2023 Eğitim  
VİZYONU**



**KILISMEM  
KILISMEMARGE**



**TURKEYUNHCR  
KILIS7ARALIKUNIV**

**MEMKILIS  
KILISMEMARGE**



**REFUGEES  
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**UNHCRTURKEY  
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# RECEP SOYTÜRK

## KİLİS GOVERNER



### Opening words

Education is the most important tool for a nation to walk confidently into the future. Therefore, it is as important as basic needs. The future of a country depends on the education of the people of that country," says Einstein. Societies that do not care about the education are doomed to fall behind. Countries that can keep up with the new era and that raise their children and young people with the education required by

the era will always be ahead in this race. With this awareness, we, as the managers, give more importance to education, we identify challenges in the field of education and work to resolve them.

The National Education Vision 2023 document, put forward three target for our Republic in its 100<sup>th</sup> year. It was embraced with great enthusiasm throughout the country. It is almost as if a new education mobilization for education has started across the country. As Kilis city, we want to do our part in this educational advance. With the understanding of "education for all", we have mobilized all our means to strive to remove the obstacles to qualified education and provide access to more people.

We would like to state that we are always with our teachers, parents and students, by reiterating that we will give the necessary importance to education with the understanding of "Time and resources allocated for education will always return to us multiplied.

Recep SOYTÜRK

Kilis Governor

# MEHMET EMİN AKKURT

Kilis Provincial Director of National Education



Dear colleagues,

The world is developing and changing at a dizzying pace. It is necessary to be able to keep up with the innovations brought by this development and change, and to produce effective solutions to the problems that arise. The biggest task in this regard is undoubtedly on our shoulders as educators. It is obvious that we need solution-oriented approaches for this. People

who constantly see the problems, magnifying them their eyes and do not take steps for solution will suffer under these problems. On the other hand, it is a fact that a bright future cannot be built with people who are closed to change and development, do not think or produce, and consume what is ready. On the road to contemporary civilization, seeing that our 2023 goals, which express the vision of the centenary of our Republic, are embraced with great enthusiasm, especially by you, my dear colleagues, makes us hopeful for our country and nation.

Educators have been the pioneers of all change and transformation in societies. The vision of 2023, which will carry our country to a better future, will undoubtedly be realized by the hands of educators. With this awareness, as the Provincial Directorate of National Education, we have carried out an intense and productive workshop with the slogan of “education for everyone with the support of relevant institutions. We aimed to reach a common mind with the understanding that “none of us is superior to other”. We have identified reasonable and permanent solutions by identifying problems. We have identified reasonable and permanent solutions by identifying problems. On this occasion, I would like to thank all teachers, administrators, academics, parents and students who contributed to this workshop.

Mehmet Emin AKKURT

Kilis Provincial Director of National Education

# PROF. DR. MUSTAFA KARACOŞKUN

## KİLİS 7 ARALIK UNIVERSITY RECTOR



### Opening words

Societies that can develop solutions to the problems they face in their era and can always keep this skill alive are described as developed societies. Today's Turkey facing difficult issues with regards to science, culture, art, technology, it should also be aware that these problems should be solved relying on its own internal dynamics.

In Turkey in general, and in Kilis in particular one of the largest national issues, undoubtedly is "education". Of course, it is undeniable that Turkish national education

falls behind other countries in the world in a process where the world is changing and developing rapidly. In this context, it is only possible to develop scientific solutions to the problems encountered in the Turkish education system only by discussing them on a scientific platform. Since 2004, this university has been contributing to Turkish national education by educating teachers in Muallim Rifat Education Faculty. It is possible to say that the workshop organized jointly by Kilis Directorate of National Education and Kilis 7 December University will have a very important function in order to find its worth in the field. From this point of view, the academic experience of Muallim Rifat Faculty of Education and the experience of academicians who are experts in their fields are very valuable in solving the difficulties faced in terms of education. Presenting this knowledge to Kilis and national education is the requirement of fulfilling the duties of Muallim Rifat Education Faculty and Kilis 7 December University.

I would like to thank all the academicians of Muallim Rifat Faculty of Education , who made valuable contributions throughout the workshop, with their effort to produce solutions to the current problems specially to Dr. M. Ruhat Yaşar the Dean and Assoc. Dr, Fatih Bektaş, Vice Dean

I would like to express my sincere gratitude to Kilis Director of National Education, M. Emin Akkurt, who did not withhold any support for the organization of the workshop, and to all managers and teachers.

Prof. Dr. Mustafa KARACOŞKUN

Kilis 7 Aralık University Rector

# ANDREA INGHAM

## UNHCR GAZIANTEP

### Opening words

Education is very important as it protects children from risks; empowers children by providing them with knowledge and skills to lead a productive, fulfilling and independent life; and education enlightens children and enables them to learn about themselves and the world around them.

In line with the Global Compact on Refugees and Sustainable Development Goals Agenda, UNHCR aims to support national authorities to improve conditions, partnerships, cooperation and approaches so that all refugees can receive inclusive and quality education. This Global Approach ensures that refugees are fully integrated into national education systems wherever possible and supported by opportunities for lifelong learning for the rest their lives.

The Ministry of National Education has made the transition from emergency response to the inclusion of children and young people in the national education system, as well as many support mechanisms provided at all levels, such as adaptation lessons and accelerated learning programs. However, as we know, there are

some obstacles. Overcoming obstacles and challenges requires close coordination and cooperation between other institutions, such as UNICEF, which are represented here today, and the government. For example, working together to address the economic barriers to education, to encourage the identification of those most at risk from school children, youth and young people, and to facilitate the transition and completion of school.

UNHCR aims to address protection issues such as child labour and child marriage, and to identify the most at risk children and families. We are also aware of the pressure that the presence of so many refugees in Kilis has given to Public Institutions and UNHCR wants to reaffirm its commitment to support these institutions. Today we come together to show more success stories from Kilis which are made possible by individual commitment, family support, local community, teachers and local authorities working together.

Thank you.

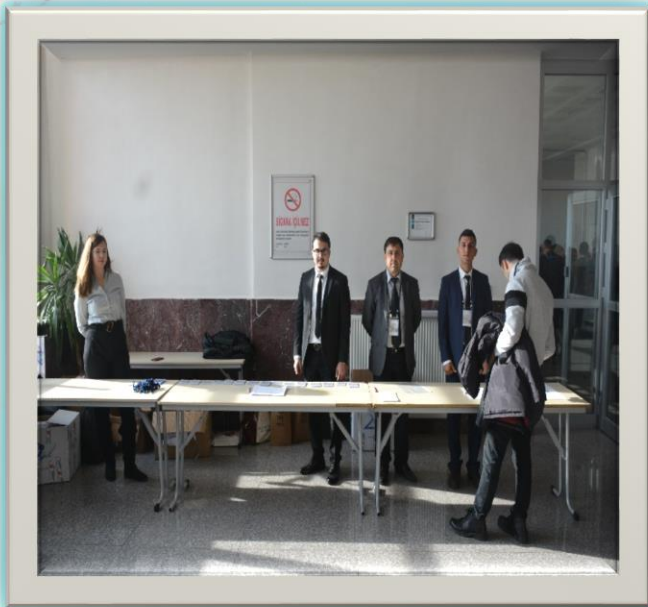
Andrea Ingham





# 1. Photos from Opening Ceremony





## 2. Workshop Desks

### 1. Pre-School Desk

|    |                              |   |                 |
|----|------------------------------|---|-----------------|
| 1  | İbrahim Yağcı                | Branch Manager                          | Pre-School Desk |
| 2  | Mehmet Kafaf                 | School Principal                        | Pre-School Desk |
| 3  | İsmail Öztürk                | Student Parent                          | Pre-School Desk |
| 4  | Mürsel Güler                 | Pre-School Teacher                      | Pre-School Desk |
| 5  | Yağmur Ezgi Akça             | Pre-School Teacher                      | Pre-School Desk |
| 6  | Ayten Erendor                | Pre-School Teacher                      | Pre-School Desk |
| 7  | Dr. Öğretim Üyesi Halil Uzun | Academician                             | Pre-School Desk |
| 8  | Betül Arabacıoğlu            | Pre-School Teacher                      | Pre-School Desk |
| 9  | Ahmet Selim Daşçı            | Information Technology Teacher          | Pre-School Desk |
| 10 | İlhan Güler                  | Ngo/Ingo Representative/Türk Eğitim Sen | Pre-School Desk |

### 1.1. Challenges and Proposed Solutions Regarding Access to Education and In-school Inclusion

#### 1.1.1. Challenges identified by participants

##### 1) Challenges with Education Environment

- Insufficient existing classrooms and crowded classes
- Lack of playgrounds
- Lack of training-oriented material
- Insufficient technological infrastructure at pre-school level
- Dual education is tough
- Cleaning and security problems of schools in lower socio-economic regions

##### 2) Challenges Faced by Administrators and Teachers

- Insufficient auxiliary staff
- Problems encountered with students
- Insufficient teacher capacity to determine interest, abilities and talents of students
- Problems related to personal rights of preschool teachers
- Problems in the implementation of pre-school education programme

##### 3) Challenges with family education and family participation

- Lack of trust in the school administration and teachers
- Unrealistic expectation of children and family from school and teachers



### 1.1.2 Proposed Solutions

#### At School level:

- Schools can make projects and arrangements for the development of playgrounds, and support from local governments and NGOs can be considered.
- It can be planned to receive support from the university (sharing the materials produced in the material development courses), local government and NGOs on educational materials.
- School administrations are recommended to cooperate with local governments and NGOs.

#### At Provincial Level:

- Consider identifying the neighborhoods in need of pre-school education and notify them to the ministry.
- Consider collaboration with the Furniture and Decoration Department within the Vocational and Technical Anatolian High School.
- Part of general budget may be primarily used in the cleaning and security processes of preschool education institutions.
- In cooperation with İŞKUR and the Directorate of National Education and through employment-related projects, the problem of pre-school auxiliary staff can be solved.
- In order to consider diversity of students at schools and distribution of students and to avoid overcrowding in schools, plans can be made for students coming from the relevant departments and high schools to practice at different schools on different days.
- Training programmes can be organized in order to educate teachers to increase their competencies.
- To accept parents as they are, to manage expectations of parents about their children's talents which don't comply with their interest and abilities and to manage expectations of parents with regards to tasks and objectives of pre-school education (reading and writing courses),
- Children want playgrounds to get away from screens and get close to their peers, to improve their independent thinking program through RAMs and school guidance,
- Awareness raising activities, distributing brochures and booklets, effective use of guidance service, family education studies, raising awareness of families about "Parental Attitudes and Their Effects on Children" related to the increase in the number of overprotective families, providing Turkish language trainings, especially for Syrian mothers and especially to newly married couples, before coming to the Preschool Education Institution, applying parent education programs in Municipalities and Public Education Centers, eliminating the wrong perceptions and expectations of families about preschool education, RAM, school guidance services, school administrations and the Directorate of National Education can be considered to be resolved through cooperation.
- Providing trainings to teachers to gain a positive perspective towards special education students and eliminating the lack of knowledge, incorporating individuals who need special education into the education process with early diagnosis, expanding integrative inclusion practices in education, providing local in-service training on the education of students who need special education for preschool teachers.
- It is a fact that teachers do not use interpreters unless necessary in the education process, increasing the number of the Turkish language training centers, reflecting the awareness that Turkish education is not an assimilation but a need, and using it as a unifying feature of the provincial diversity as a unifying feature, with the support of local governments, that Syrian individuals reside in the majority.
- Seminars and awareness raising sessions about refugees can also be considered.

#### At Provincial Level:

- Construction of new schools and classrooms can be planned.
- Enriching the content of the Elele magazine and increasing its number of publications.
- Enhancing quality and quantity of materials used in preschool education.
- Providing material support to lower socio-economic school areas.

- Improvements in the technological infrastructure of preschool education institutions can be considered. (smart boards, software programs with educational content, internet infrastructure etc.)
- It can be considered to build new schools and classrooms based on provinces and districts, to gain education and to switch from dual education to single education.
- Priority can be given to preschools in the recruitment of auxiliary staff
- Local and central in-service training programs may be considered to increase teacher competencies to identify interests, abilities and talents of children. Cooperation with the University, Local Administrations, NGOs, Directorate of National Education can be considered to use the opportunities or options locally in the educational process.
- It can be considered to make improvements on personal rights of teachers to eliminate problems related to teacher's needs, to eliminate the deficiencies in the personal rights of contracted teachers.
- In order to increase the programme competencies of pre-school teachers, teachers should be trained, theoretically and practically in-service and before the service, increase the out-of-class educational environments, bring the artists living in the place where the child lives to the school or take the students to their workplaces, increase the activities of family participation, increase the learning-centered activities. It may be considered to establish rewarding mechanisms for preschool teachers to produce projects on child education. (certificate of achievement, service score, etc.)
- Implementation of the optional settlement policy in Kilis, where the Syrian population is more than the Turkish population; integration should not be only in education, but also in social life and in all aspects of life; bringing Syrian and Turkish parents together; integrating Syrians into the process according to their own cultural aspects, increasing the number of socio-cultural events; food contests; sport competitions; find ways to create opportunities form challenges, to have Turkish language courses in summer schools; enrolling students who will start preschool in Turkish preparatory integration process in summer times, employment of field teachers and teachers of primary school backgrounds; In the process of integration of preschool teachers, it may be considered for teachers to take in-service training about foreign students and Turkish language teaching.
- Not to recruit teachers whose field of study is not relevant to psychosocial counseling and guidance; preschool institutions are the ones most in need of guidance services for preventive measures; preschool teachers can consider getting a master's degree in the field of child psychology

### 1.1.3. *Other Proposed Solutions*

- Consider giving creative drama training to teachers.
- Increase teacher competencies regarding the assessment dimension in preschool education programme can be considered.
- Consider increasing the content of the courses for the preschool education programme
- Consider that local administrations should support conferences, seminars and projects that develop capacity of families before students start school.
- Under the name of "child of the week", it may be considered to make the activities attractive to children; to conduct interviews, panels and informative studies on the importance of the family factor at children's preschool period.
- Providing trainings in the municipality under the name of "marriage and parenting courses", receiving written declaration about the schools' participation of the children from parents by signing an agreement with the families during the school registration process.
- Consider informing parents about the child's developmental status and to transfer it to the guardian by the guidance services commission.
- Increase the cooperation between the Counseling and Research Center (RAM) and preschool education institutions, making projects together and use of guidance teachers in activities can be considered.
- Providing free of charge products (raisins, milk, nuts, eggs, peanuts, pistachios, almonds, etc.) to preschool education institutions under the name of "Feeding hours" that will contribute to the mental and physical development of the child



## 2. ELEMENTARY SCHOOL

|    |                       |   |                   |
|----|-----------------------|---|-------------------|
| 1  | Nevzat Yıldırım       | Branch Manager                          | Elementary School |
| 2  | Muhiddin Yılmaz       | School Principal                        | Elementary School |
| 3  | Ramazan Vicdan        | Elementary School Teacher               | Elementary School |
| 4  | Meltem Uslu           | Elementary School Teacher               | Elementary School |
| 5  | Leyla Kaya            | Elementary School Teacher               | Elementary School |
| 6  | Mustafa Vurur         | Eğitim-Bir Sen/ Ngo/Ingo Representative | Elementary School |
| 7  | Ar. Gör. Durmuş Burak | Academician                             | Elementary School |
| 8  | Canan Ak              | Information Technology Assistant        | Elementary School |
| 9  | Emrah Şeker           | Information Technology Teacher          | Elementary School |
| 10 | Fatma Bölük           | Student Parent                          | Elementary School |
| 11 | Betul Rıfaioglu       | Unhcr                                   | Elementary School |

### 2.1. Challenges and Proposed Solutions Regarding Access to Education and In-school Inclusion

#### 2.1.1. Challenges identified by participants

##### 1) General problems pertaining to students

- Difficulties in comprehending what is being read

- Problems in voice-based teaching
- Ignoring the age limit (primary school age)
- Transfer of students to the school after the start of the academic year
- Heavy curriculum
- Inadequate contents of textbooks
- Regional difficulty in the applicability of programmes
- Over-expectation of academic achievement at primary level
- Over-expectation of academic success which prevents social and cultural development
- Inability of the teacher to closely follow technological developments
- Irregular attendance: Students registered at schools but do not attend regularly;
- Absence due to persistent health problems
- Absence in rural areas due to seasonal work such as agricultural work

#### 2) Challenges related to IYEP Programme (Elementary School Preparation Programme)

- Difficult exams
- The workload for teachers caused by IYEP
- Inadequate additional courses given to teachers and school administration

#### 3) Challenges Pertaining to Syrian Students

- Turkish parents' negative attitude towards school administration due to the big number of Syrian students
- Language barrier in mixed classes and Syrian students
- The need to provide pedagogical support to teachers in mixed classrooms
- Recommendation: Obtaining support from experts who will provide pedagogical support to teachers
- The disproportionate distribution of Syrian students at schools; in other words, some schools have a big number of Syrian students while other schools have a much smaller number
- Lack of communication of students in Temporary Accommodation Centres due to language barrier
- Frequent absence of Syrian students from schools

#### 4) Problems encountered in merged classes

- Teachers working in the combined classroom have excessive workload
- Teachers experience difficulty accessing schools due to location
- Inexperienced teachers face difficulty in adapting to work at village schools
- Inadequate equipment at village schools
- Inadequate support from institutions and organizations
- Inadequate resources for out-door events and activities
- Lack of resources for social activities
- Inadequate in-house trainings for teachers
- Possibility of peer bullying between students of different grades in merged classes
- Teachers lacking awareness on regional (and therefore cultural) differences encountered with merged classes

#### 5) Expectations of parents and school-parent cooperation:

- Parents' unrealistic expectations
- Parents focus on academic success
- Expectation of financial assistance
- Recommendation: Identifying the poor students and providing assistance in confidentiality

- Parents are either too indifferent or too concerned in their children
- Recommendation: Teachers and the school administration should counsel the parents
- Parents should give close attention to homework

#### 6) Physical condition of schools:

- Insufficient number of classrooms
- Inadequate school infrastructure
- Insufficient security measures in schools like school guards Lack of technological equipment
- Inadequate hardware in schools
- Crowded classes

### 2.1.2 Proposed Solutions

#### At School Level:

- Provide easy access for parents. For example, parent meetings to be held in the conference hall of the schools in the city centre
  - Identify students with poor economic conditions and assist them confidentially
  - Teachers and administration staff should act consistent in doing their works
  - Considering the region they are in, a good nutrition guidance should be supported in order to overcome the existing nutritional deficiencies and complete the development of intelligence.
  - Attendance and follow-up of the student must be done without interruption, and maximum care must be taken to keep them in school within the required period of the course.
- Awareness raising activities should be carried out in order to plan to conduct extracurricular activities, social activities and lessons all together

#### At Provincial Level:

- İYEP courses can be given by school administrators
- Trainings can be organized to raise awareness. Parents can be informed through social activities.
- Get support from specialists who will provide teachers with pedagogical support
- Open courses to disadvantaged groups to cover the education gap
- Selection of İYEP to be done by school administration and teachers
- Teachers should be able to improve their knowledge. In-service trainings should be facilitated, and their professional development should be ensured in a serious manner.

#### At Ministry Level:

- Increasing the number of schools to eliminate the need to transportation
- Getting support from Syrian volunteer trainers as a supporter in classrooms
- Simplifying modules and making them more useful
- In-service trainings to follow technological developments
- To encourage teachers to adopt to their environment and to encourage foreign teachers to overcome the desire of leaving their workplace as soon as possible
- Lack of educational materials in schools affects success negatively. Therefore, resources on this subject should be urgently provided and educational materials in schools should be fully provided.
- Teacher lodging-houses should be built in school districts. In this way, the teacher and the administrator know the people and their problems of the region they work in more closely and take the necessary measures.
- Transporting students from city center to Temporary Accommodation Centre schools is the biggest problem in the region and is a big gap in our education system. Taking a 6 years child to school under bad weather condition and early in the morning doesn't seem a very good practice. For this purpose, both village schools and YİBOs (Boarding Primary Regional Schools), must be kept open instead of daily transporting students, this will be a permanent long-term solution.



- Administrators and teachers in the region experience great pressure of inspectors, their visits once a year cause great stress to teachers and administrators. Investigators and institution managers should take care to guide rather than audit.

## 2.2 Challenges and Proposed Solutions related to School Absenteeism/Absenteeism/Absenteeism/dropouts

### 2.2.1. Challenges identified by participants

- Students are enrolled in school but stay absent;
- Absenteeism/Absenteeism/Absenteeism/dropouts due to permanent health problems
- Absenteeism/Absenteeism/Absenteeism/dropouts in rural areas due to agricultural and animal breeding activities

### 2.2.2 Proposed Solutions

#### At Provincial Level:

- The student should be directed to RAM. Informing parents about home education
- Ensure the continuation of their children at the school in locations where there is seasonal agricultural work.

#### At Ministry Level:

- Provide job opportunities to parents at their address of residence.
- In agriculture, it is known that children contribute to the workforce, and since children are taken from the educational environment without any time, parents should be told about the drawbacks and precautions should be taken to allow children to be present in the educational environment during the lessons.



### 3. Secondary School Desk

|    |                              |                                |                       |
|----|------------------------------|--------------------------------|-----------------------|
| 1  | Coşkun Zencirci              | Branch Manager                 | Secondary School Desk |
| 2  | Zeynep Kevser Dağlı          | Information Technology Teacher | Secondary School Desk |
| 3  | Filiz Pehlivan               | Information Technology Teacher | Secondary School Desk |
| 4  | Fatma Durmuş                 | Science Teacher                | Secondary School Desk |
| 5  | Keziban İpek Gençarslan      | Turkish Language Teacher       | Secondary School Desk |
| 6  | Gamze Yıldız                 | Math Teacher                   | Secondary School Desk |
| 7  | Vehbi Öztürk                 | Social Science Teacher         | Secondary School Desk |
| 8  | Mustafa Canbal               | School Principal               | Secondary School Desk |
| 9  | Seher Yel                    | Psychological Counselor        | Secondary School Desk |
| 10 | Revaa Hassano                | Student                        | Secondary School Desk |
| 11 | Livize Tiryaki               | Student                        | Secondary School Desk |
| 12 | Kevser Çataldere             | Science Teacher                | Secondary School Desk |
| 13 | Zeki Altunöz                 | Asam                           | Secondary School Desk |
| 14 | Dr. Öğretim Üyesi Esra Saraç | Academician                    | Secondary School Desk |

#### 3.1. Challenges and Proposed Solutions Regarding Access to Education and In-school Inclusion

##### 3.1.1. Challenges identified by participants

###### 1) General Problems with regards to Students

- School physical capacities and qualifications are insufficient
- Insufficient number of schools in Kilis given the increase in the number of refugee students
- School enrollment can be difficult due to the difference between the real age and documented age of refugee students
- Failure to have consistent school attendance due to frequent address changes of refugee students and their families
- Turkish and refugee students group together, experiencing physical and psychological violence
- Refugee students cannot adapt to the school socially and academically due to language problems



##### 3.1.2. Proposed Solutions

###### At School Level:

- Convert areas that are not actively used in schools into classrooms
- Assign police officers at the entrance and exit hours of the schools with a high number of refugee students in our city.
- Encourage Turkish and refugee students to be in the same teams at schools
- Organize sports and social events
- Create playgrounds in school yards

###### At Provincial Level:

- Correct birth date errors in identity documents by ensuring coordination between Provincial Migration Management and schools.
- Follow-up of students and families through cooperation between Provincial Migration Management, Population Directorates and muhtars.
- Shorten the residence permit procedures in the Population Directorates.
- Provide prevention of peer bullying awareness-raising training to families and students in cooperation with non-governmental organizations.
- Increase the number of language courses for adults by working in cooperation with non-governmental organizations.
- Organize educational seminars and adaptation activities for Turkish and refugee families to overcome their prejudices.

#### At Ministry Level:

- New schools to be built to meet the needs.
- Adaptation classes continue until the language problem is solved.
- Provide areas where students can rest and share in school yards, increasing the number of schools participating in the Green School Project.
- Establish science, maths classes and practice workshops in line with entrepreneurship skills

#### 3.1.3. Other Proposed Solutions

- Removing the obstacles in schools by increasing teacher assignments in the fields of visual arts, music, guidance, physical education, Information Technology in schools.
- To establish language clubs to reinforce what is learned in English lessons and to practice speaking English.

## 3.2 Challenges and Proposed Solutions Pertaining to Absenteeism/Dropouts

### 3.2.1. Challenges

- Failure to attend school, especially because of child marriage of refugee students
- Failure to ensure the continuity of children in school due to child labour
- Absenteeism/dropout problems of students experiencing physical and psychological change due to becoming adolescents

### 3.2.2. Proposed Solutions

#### At School Level:

- Establishing home visit commissions to ensure the attendance of students who are constantly absent

#### At Provincial Level:

- Promote child marriage prevention and response trainings for parents at school by the Ministry of Family and labour and Social Services
- Cooperate with non-governmental organizations, determining role models from refugee families and providing them with awareness raising sessions
- Apply the sanctions stipulated by law to business owners, found to be employing children under the age of 18, by the relevant institutions
- Give educational on parenting and adolescence skills

#### At ministry level:

- Implement summer schools or accelerated education programmes for students who cannot be prevented from working as seasonal workers.

- Families whose income level is below a certain economic level be paid a certain daily incentive for each student attending school.

### 3.2.3 Other Proposed Solutions

- No elective courses in the last grade
- To have e-club lessons once a week.
- Provide in-service trainings to the teachers regarding the newly changed education programmes
- Provide tools and equipment to ensure equality of opportunities in implementation of the renewed curriculum.
- Arrange seminars for families on the value of education.



## 4. ANATOLIAN HIGH SCHOOL DESK

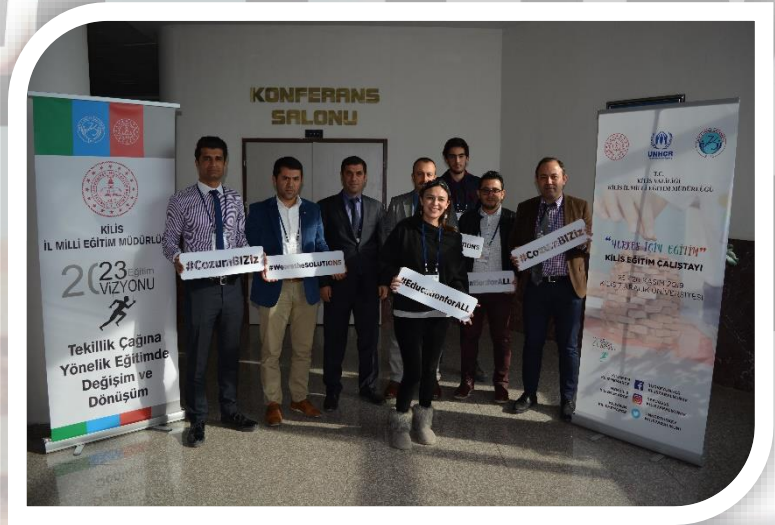
|   |                       |                         |                            |
|---|-----------------------|-------------------------|----------------------------|
| 1 | Mehmet Canarslan      | Branch Manager          | Anatolian High School Desk |
| 2 | Burak Yıldırım        | Physics Teacher         | Anatolian High School Desk |
| 3 | Abdulkadir Demirbilek | Math Teacher            | Anatolian High School Desk |
| 4 | İsmail Kuşoğulları    | Geography Teacher       | Anatolian High School Desk |
| 5 | Hasibe Koç            | Chemistry Teacher       | Anatolian High School Desk |
| 6 | Faruk Aziz Tezgin     | Biology Teacher         | Anatolian High School Desk |
| 7 | Vakıf Dokumacı        | Psychological Counselor | Anatolian High School Desk |
| 8 | Ali Kalli             | School Principal        | Anatolian High School Desk |
| 9 | Dr. Yakup Alan        | Academician             | Anatolian High School Desk |

|    |               |                                |                            |
|----|---------------|--------------------------------|----------------------------|
| 10 | Aysun Nur     | Iom Representative             | Anatolian High School Desk |
| 11 | Ayhan Sutaşır | Information Technology Teacher | Anatolian High School Desk |
| 12 | Fatih Alakuş  | Iom Representative             | Anatolian High School Desk |

## 4.1. Challenges and Proposed Solutions Regarding Access to Education and In-school Inclusion

### 4.1.1. Challenges identified by participants

- Some children go to Anatolian High Schools which are far away from their home respectively neighbourhood.
- Too many students in one class cause lower participation.
- Anatolian High Schools need to be well spread out in towns and not only in the same districts.
- Sports and cultural activities are not given enough importance because of the performance pressure.
- Laboratory classes and infra structure is insufficient.
- Science classes are not enough.
- Guidance teachers are not able to fully fulfil their task which is important especially during the preparation of the University exams.
- Not enough financial support for children whose basic needs are not met.
- Lack of cooperation between parents, students and teachers.
- Students' academic performance is unsatisfactory.
- The 12 years mandatory education is not flexible.



#### At School level

- Guidance teachers (counselors) should not be given other tasks than their actual function allows.
- Low level of readiness.
- Lack of parent cooperation.
- Make the distribution of the curriculum more balanced and distributing the relaxing lessons such as pictures and music to the weekly curriculum.
- Follow developments in the field by giving education to the teachers.
- Increase the sense of belonging by increasing teacher and student motivation.
- Time anxiety. No compatibility between exams and lessons.
- The current publications are inadequate to support the exams. Deficiencies in the validity of the exams.
- Teach students about using time.
- Try to eliminate the difficulties in reading comprehension in exams by gaining the habit of reading books.
- Insufficient number of questions on AYT branch basis. (Physics, chemistry, etc.)

#### At Provincial Level

- Improve the access to school by opening new schools.
- More support for students through extra classes.

- A new Anatolian high school should be opened in the north-east of the city. This will reduce classroom population of other schools and make it easier for children in that area to access education
- Supporting successful students on a provincial basis and on a regional level.

#### At Ministry level

- The placement system should be revised. To go back to a scored system for placement in Anatolian high schools.
- Addition of laboratory practice courses. Opening new laboratories and supporting existing laboratories
- Increase budget to meet basic needs.
- It is necessary to increase the options of the last 4 of the 12-year compulsory education, in this direction, the transition from formal education to non-formal education should go through the transition mechanism instead of certification (supporting industry by establishing industrial elementary schools, industrial secondary schools and industrial high schools).

#### 4.1.2. Proposed Solutions

- Increase cooperation of parents in education by organizing parent visits and awareness raising seminars.
- The distribution of classes should be more balanced. Music or sport classes should serve as classes between the difficult science classes.
- Continuous education for teachers so they can develop in their work and career.
- Increase motivation of teachers and students.
- Ensure cooperation and coordination with local authorities.



## 5. Vocational and Technical High School Desk

|    |                      |   |   |
|----|----------------------|---|---|
| 1  | Ömer Faruk Gümüőalan | Branch Manager                                      | Vocational And Technical High School Desk |
| 2  | Ziya Talay           | School Principal                                    | Vocational And Technical High School Desk |
| 3  | Mehmet Gültekin      | Teacher   | Vocational And Technical High School Desk |
| 4  | Ali Murat Pehlivan   | Teacher   | Vocational And Technical High School Desk |
| 5  | Mehmet Aslansoy      | Teacher   | Vocational And Technical High School Desk |
| 6  | Őükrü Kasar          | Teacher   | Vocational And Technical High School Desk |
| 7  | Murat Kurt           | Teacher   | Vocational And Technical High School Desk |
| 8  | Seda Üçkan           | Psychological Counselor                             | Vocational And Technical High School Desk |
| 9  | Őevket Memiler       | Head Of Union Of Chamber Of Merchants And Craftsman | Vocational And Technical High School Desk |
| 10 | Mehmet Nur Korkmaz   | Head Of Chamber Of Ironsmiths                       | Vocational And Technical High School Desk |
| 11 | Erkent Ekmekpiőiren  | Student Parent                                      | Vocational And Technical High School Desk |
| 12 | Tahsin Uslu          | Information Technology Teacher                      | Vocational And Technical High School Desk |
| 13 | Ümit Deniz Akyavuz   | Academician   | Vocational And Technical High School Desk |
| 14 | Tuğçe Atak           | UNHCR   | Vocational And Technical High School Desk |

### 5.1 Challenges and Proposed Solutions Regarding Access to Education and In-school Inclusion

#### 5.1.1 Challenges identified by participants

- There is not enough public awareness about the opportunities offered by vocational education and a negative perception in society regarding vocational education.
- Some individuals cannot continue their education due to social and financial challenges
- Foreign students are not able to benefit from the school dorms
- Language problems of Syrian students
- Students in vocational high schools mostly come from families with economic difficulties and their financial support from their families is limited.
- The majority of students cannot consciously make choices when choosing vocational high schools and their knowledge of it is insufficient.

#### 5.1.2 Proposed Solutions

##### At School Level

- Introduction of occupations at the primary level education by using the website of General Directorate of Vocational and Technical Education under MoNE
- Information sharing activities for students and parents about financial support and loan opportunities for newly graduated people.



### At Provincial Level

- Careers guidance should be provided for the students and advisors, schools can make planning about these kinds of activities and implement legal regulations for terms of references and assignments.
- Public service ads on the opportunities offered by vocational training and importance of vocations and value of them in our society should be circulated through different communication channels.
- Appointment of a vocational teacher in the commissions established within the scope of careers counselling of students when they decide on their futures.
- Determine number of vocational and technical high schools according to local needs and provide internship opportunities by establishing collaborations with local chambers of tradesmen and artists , vocational chambers, chambers of industry and commerce, and to make partnerships and projects that will be useful in placing new graduates into work.

### At Ministry Level:

- Prepare a public service advert about the opportunities offered by vocational education
- Support the vocational education centres with dorms, meeting the accommodation needs of the students who continue vocational education and at the same time, continuing art and cultural activities in these dorms apart from vocational education.
- Opening vocational training centers for provinces with dense populations
- Make arrangements for Boarding Scholarships, Social Assistance and School Regulations at the official schools affiliated to the Ministry of National Education, ensuring that Syrians benefit from Boarding Schools.
- Intensify the orientation education in elementary schools;
- Give Turkish education in summer courses before moving from basic education to vocational education; to make legislative arrangements related to this, to give relevant instructions at provincial level





## 6. ANATOLIAN IMAM HATIP HIGH SCHOOLS AND SECONDARY SCHOOLS DESK

|    |                           |                                |                 |
|----|---------------------------|--------------------------------|-----------------|
| 1  | Mehmet Ali Yılan          | Branch Manager                 | Imam Hatip Desk |
| 2  | Yücel Çıkmaz              | Branch Teacher                 | Imam Hatip Desk |
| 3  | Leyla Yarımdağ            | School Principal               | Imam Hatip Desk |
| 4  | Haydar Ercan              | Branch Teacher                 | Imam Hatip Desk |
| 5  | Abide İlgen               | Branch Teacher                 | Imam Hatip Desk |
| 6  | Yusuf Bektaş              | Branch Teacher                 | Imam Hatip Desk |
| 7  | Meryem Özpolat            | Student                        | Imam Hatip Desk |
| 8  | Rame Hassun               | Student                        | Imam Hatip Desk |
| 9  | Hacer Mermi               | Student Parent                 | Imam Hatip Desk |
| 10 | Pınar Çetinkaya           | Care Representative            | Imam Hatip Desk |
| 11 | Ebru Bayram               | Information Technology Teacher | Imam Hatip Desk |
| 12 | Faculty Member Ali Güngör | Academician                    | Imam Hatip Desk |
| 13 | Mustafa Koçak             | Branch Teacher                 | Imam Hatip Desk |
| 14 | Hasan Danagoz             | Unhr                           | Imam Hatip Desk |

### 6.1. Challenges and Proposed Solutions Regarding Access to Education and In-school Inclusion

#### 6.1.1 Challenges identified by participants

- Lack of motivation related to active participation of students in lessons in Imam Hatip schools
- Lack of language and adaptation problems that prevent Syrian students from participating in class
- Imam Hatip and project Imam Hatip schools need teachers
- Teachers' insufficient use of technology in the school
- High number of courses in Imam Hatip schools
- The problem that the school administrators in



Imam Hatip schools are not teachers of vocational courses

- Lack of learning and teaching activities to ensure the active participation of students in activities
- The problem of insufficient knowledge of students and parents about Hafizlik (Memorization of the Qur'an from beginning to end) practice in Imam Hatip schools
- Inadequate introduction of Imam Hatip schools

### 6.1.2 Proposed Solutions

#### At School Level:

- Student and parent meetings,
- Home visits,
- Using different teaching methods and techniques to ensure the effective participation in the lessons, diversification of materials, taking part in workshops, forming social media groups and organizing information sharing sessions to enable teachers to interact with each other.
- Organizing activities to ensure integration with refugee students through social activities

#### At Provincial Level:

- Increasing on the job trainings for teachers and administrators
- Organizing social, cultural and educational activities promoting Imam Hatip and project Imam Hatip schools

#### At Ministry Level:

- Evaluation of teachers should be made by the heads of departments and school principals in that area together and guidance from the education inspectors should be received from time to time
- Updating and re-implementing teacher career leveling (previously removed and suspended). In this context, encourage teachers to study postgraduate education.
- In Imam Hatip schools, if the school principal is not a vocational course teacher, the vice principals should be selected from the vocational course teachers
- Preparation of management guidelines for the administrators of Imam Hatip schools
- Enriching the EBA on content and taking encouraging measures for effective use of teachers
- Introduction and brochure studies on hafizlik education starting from the fourth grade

### 6.1.3 Statistics

**Number of Syrian Students in Imam Hatip Secondary Schools in kilis: (4110)**

**Number of Syrian Students in Imam Hatip High Schools in kilis: (655)**

#### Number of Turkish and Syrian Students in Our Schools

|  |   |
|--|---|
| - <b>Selam İHO</b><br>618 Syrian and 196 Turkish         | - <b>Ekrem Çetin Girl İHL</b><br>516 Turksih 180 Syrian |
| - <b>İl Özel İdare İHO</b><br>1036 All Syrian            | - <b>Kilis Erkek İHL</b><br>393 Turksih 295 Syrian      |
| - <b>Elbeyli Mehmet Akif Ersoy İHO</b><br>570 All Syrian | - <b>Ahmet Yesevi İHO</b><br>359 Syrian 200 Turkish     |
| - <b>Şehit Sakıp İHO</b><br>296 All Syrian               | - <b>Musabeyli İHL</b><br>43 Turkish                    |
| - <b>Elbeyli Necip Fazıl İHO</b><br>543 All Syrian       | - <b>Hürriyet İHO</b><br>508 All Syrian                 |
| - <b>Gazi İHO</b><br>180 Syrian 177 Turkish              |   |

### 6.1.4 Other Proposed Solutions

- Meet the need for teachers in Imam Hatip Schools.

- Due to decrease in workload in the project schools teachers do not prefer them, so schools provide education with paid teachers.
- Carrying out in-service trainings on education approaches in multicultural schools for teachers who are providing education in provinces with refugees.
- Dissemination of the use of guidance books.
- Encourage the adequate use of technology by teachers. (Promoting the teachers on this subject and rewarding the teachers who produce materials in different ways)
- Update and re-functionalization of teacher career levels. (previously suspended implementation) In this context, encouraging teachers to graduate education.
- Increase cooperation with theology faculties in order to continue the development of Imam Hatip vocational course teachers after their undergraduate education. (Provide opportunities to benefit from the library, the academicians should cooperate with the students.) (Our teachers of vocational courses should come together and make consultations once a month)
- Strengthen the cooperation with the Provincial and District Mufti Offices in order to ensure the professional development of Imam Hatip students.
- Increase in-service trainings for teachers and administrators.
- Make use of the education managers in the province and the district as well as well-trained and experienced teachers in the field of candidate education.
- While supervising the teachers, the heads of the departments and school principals in this area should perform supervision and evaluation together and from time to time receive guidance from the education inspectors.
- Shortly after the managers start their duties, they should be given orientation training by the relevant department chiefs and managers in the province and district.
- If the school principal is not a vocational course teacher in Imam Hatip schools, the assistant principals should be selected from the vocational course teachers.
- Preparation of management guides for the administrators of Imam Hatip schools.
- Since the diversity of courses in Imam Hatip schools is high, students should be guided during the course selection process.
- In the process of course selection after the eleventh grade, the necessary arrangements should be made for the AYT-TYT exam for the students to choose vocational courses.
- Importance should be given to R & D studies, and teachers and administrators should be trained on this subject.
- Increase learning and teaching activities to ensure the active participation of students in the activities. (using different teaching methods and techniques to ensure effective participation, diversifying materials, including workshops, creating social media groups to enable teachers to interact with each other)
- Create a practical learning environment in Imam Hatip schools and activities related to the course content should be integrated into the classroom environment.
- Level differences between Syrian and Turkish students. (establishing level classes, preparing preparatory classes, examining Syrian students, giving language courses during summer holidays, increasing the motivation of the students, reducing the external factors that lead to conflict)
- Organize monthly meetings in a school in Kilis to increase the motivation of teachers and to exchange information about the lessons.

## 6.2. Challenges and Proposed Solution Pertaining to School Absenteeism/Absenteeism/Absenteeism/dropouts

### 6.2.1 Challenges

- Economic difficulties of families
- Failure of students in schools other than vocational education as a result of inadequate referral services in schools and inability to convince parents

- Inadequate school-parent cooperation (Inadequate parent visits)
- Prejudices of families towards Imam Hatip schools
- Marriage of Syrian female students under the age of 18
- The idea that Syrians will not be permanent in the country
- Inability to adapt to foreign students in some schools
- Last grade students increased absenteeism in order to prepare for the exam and hence the disruption of education

### 6.2.2 Proposed Solutions

#### At School Level;

- Student and parent meetings
- Home visits, information sharing
- Absence letters

#### At provincial Level:

- Cooperate with other institutions of the province and district (police directorate, population directorate, family and social policy directorates, migration administration etc.)

### 6.2.3 Other Proposed Solutions

#### ARTISTIC, SPORTS AND SOCIO- CULTURAL ACTIVITIES

- Educational and cultural activities should be carried out in order to enable the students to know our country and the Islamic world.
- Excursions to cities bearing the traces of our cultural and civilization heritage can be organized to introduce students to our civilization and cultural heritage.
- Peer education should be used in social cultural activities in schools. Peer support students should be identified, and their studies should be carried out. In addition, social cultural activities in schools should not be entirely competition-oriented but should be in different formats in which students develop their skills.
- Summer education activities can be organized to compensate the deficiencies of the students.
- Activities such as conferences, seminars or lectures are organized in order for the students to adopt our cultural values, to acquire proper attitude in the footsteps of knowledge and wisdom, and to acquire basic life skills.

#### PROBLEMS IN ``HAFIZLIK`` EDUCATION

- In the context of students' professional development, mufti offices and divinity faculties are very important. In order to meet the expectations of our students and parents in the field of religious education carried out in schools, we should cooperate with these institutions.
- In cooperation with the provincial and district mufti offices, during the Ramadan months, Hafiz (Students who have memorized the Qur'an from beginning to end) students should be able to read their preach in mosques and perform tarawih(The special prayer performed during Ramadan days) prayer by Hatim (Recitation of the Qur'an from beginning to end).
- Within the framework of cooperation with the Mufti's Office, the students were encouraged to improve their Quranic recitals, to receive sound and breath training, and to recite the Quran recitation, prayer, divine and so on. Contribute to the acquisition of reading skills.
- Make presentations to the 4th grade primary school students about the hafizlik preparation programme to be implemented in Imam Hatip secondary schools.
- Promotions on social media about hafizlik training
- Open courses to contribute to the school courses in the Qur'an courses

- Ensure that the student receives at least 2 months of accelerated Quranic education during the transition from Grade 4 to Grade 5
- Introduce Holy Quran lessons to the first hours of the day in the weekly programme.
- Organize activities to introduce Hafizlik education to parents.

#### SOLUTION PROPOSALS FOR IMAM HATIP SCHOOL PERCEPTION IN SOCIETY

- Explanation that Imam Hatip schools are an institutions of the state.
- Students who have graduated from Imam Hatip schools and who are studying at the university should be invited to the Imam Hatip schools and meet with Imam Hatip students.
- Participation of students in school presentations.
- Explain to society that Hafiz students have priority in the field of religious affairs
- Share the good examples of Imam Hatip students with the society.
- Organization of prayer, Mevlite(form of a religious ceremony) and Hatim Programs in order to contribute to the spirit of unity and solidarity
- Effective use of positive activities arising from Imam Hatip schools in written and visual media.
- Organizing joint activities with all Imam Hatip schools in our province during the week of Imam Hatip
- The budget of the ministry should be transparent and the public should be told that it is wrong to think that Imam Hatip schools are more supported than other schools.

### 6.3 Challenges and proposed Solutions pertaining to Absenteeism/dropouts

#### 6.3.1 Challenges

- Changing priorities in today's unfavorable conditions (insufficient meet of basic needs)
- Student failure and Absenteeism/dropout in schools other than vocational education as a result of inadequate referral services in schools and inability to convince parents
- Inadequate school-parent cooperation (Inadequate parent visits)
- Prejudices of families towards Imam Hatip schools
- Marriage of Syrian female students under the age of 18
- The idea that Syrians will not be permanent in the country
- Lack of legal registration of recent Syrians and their children not being given a TP ID

#### 6.3.2 Proposed Solutions

##### At School Level

- Student and parent meetings,
- Home visits

##### At Provincial Level

- Cooperate with other institutions of the province and district (police directorate, population directorate, family and social policy directorates, migration administration etc.)

##### At Ministry Level

- Accelerate and increase educational investments in Kilis, where the Syrian population is dense
- Increase the number of teachers to promote flexibility amongst staff, increasing the incentives for teachers to come to the region,
- To make arrangements for teachers employed by PİKTES to take courses in their fields in addition to language teaching in the schools where Syrian students are concentrated,

- Take measures to ensure that immigrant students who do not have legal records are not deprived of education in cooperation with the school.

## 6.4. Problems and Solutions Related to Professional Acquisition and Professional Competence After Education

### 6.4.1 Challenges identified by participants

- The reluctance of the students who graduated from Imam Hatip high schools to acquire a profession in the field in which they are educated,
- Inadequacy of professional work placements in institutions within the structure of Mufti Offices and inadequate number of teachers to provide guidance on this subject,
- Lack of vocational guidance,
- Lack of sufficient knowledge about the diversity of employment in the field of religious services,
- Ignoring the vocational courses at Imam Hatip high school because Syrian students are accepted to higher education through YÖS exam, not the achievement score of secondary education.

### 6.4.2 Proposed Solutions

#### At School Level:

- Carry out guidance and orientation studies.

#### At Provincial level:

- Cooperate with the Mufti's Office

#### At Ministry Level:

- Legislation on personal rights granted to teachers and students in other vocational high schools in professional practice. (Internship Insurance, Paying Guidance Teachers)



## 7. SCIENCE AND SOCIAL SCIENCE HIGH SCHOOL DESK

|    |                              |   |   |
|----|------------------------------|---|---|
| 1  | Hüseyin Şentürk              | Branch Manager                            | Science And Social Science High School Desk |
| 2  | Dr. Öğretim Üyesi Hülya Dede | Academician                               | Science And Social Science High School Desk |
| 3  | Fatih Menciloğlu             | School Principal                          | Science And Social Science High School Desk |
| 4  | Abdulhaluk Oğuz              | School Principal                          | Science And Social Science High School Desk |
| 5  | Serkan Erdoğan               | Physics Teacher                           | Science And Social Science High School Desk |
| 6  | Hüsnü Özeltun                | Litrature Teacher                         | Science And Social Science High School Desk |
| 7  | Habib Boybeyi                | Math Teacher                              | Science And Social Science High School Desk |
| 8  | Niyazi Yıldırım              | Geography Teacher                         | Science And Social Science High School Desk |
| 9  | Selahittin Kurtaran          | Chemistry                                 | Science And Social Science High School Desk |
| 10 | Ayşe Coşgun                  | Biology Teacher                           | Science And Social Science High School Desk |
| 11 | Ahmet Semih Çelik            | Student                                   | Science And Social Science High School Desk |
| 12 | Hamza Alshareef              | Student                                   | Science And Social Science High School Desk |
| 13 | Meltem Poçulu                | Psychological Counselor                   | Science And Social Science High School Desk |
| 14 | Özgür Çakmak                 | Eğitim-İş Sendicate Representative        | Science And Social Science High School Desk |
| 15 | Zeynep Ateş                  | Information Technology Teacher            | Science And Social Science High School Desk |
| 16 | Ali Ziya Yapıcıoğlu          | School Family Association /Student Parent | Science And Social Science High School Desk |

### 7.1. Challenges and Proposed Solutions Regarding Access to Education and In-school Inclusion

#### 7.1.1 Challenges identified by participants and Proposed Solutions

- **Roles of student and teacher gets mixed.**

This is because teachers are not competent enough or they are inexperienced. The teacher should improve his/her knowledge. Class management seminars should be given to teachers. Fixed term appointed teachers should be attained to Science and Social Sciences high schools.

- **Some educational methods result in negative behavioral change.**

Teachers should not be telling the students to only get into any university. Ethical aspects of life should be added to education. The teacher should be an example to the student. There should be seminars on ethical behavior to families and students.

- **Classes are too overcrowded because of Syrian students.**

Large population of Syrians in Kilis is affecting the schools. There should be a mapping that shows that Syrian are not equally distributed to all cities in Turkey. More schools should be built with the support of Syrian businessmen, NGOs and UN agencies



- **Social tension between Syrian and Turkish students.**

Syrian students should learn Turkish before attending schools with Turkish students. Turkish teachers are having challenges with communicating with Syrian students which effects the classes, consequently effecting academic success of the students.

- **Minimum communication with PDoNE.**

Seminars, courses, workshops arranged by MoNE and PDoNE should be held in schools.

- **In the schools who have students that attend to school either in morning or afternoon, morning school starts very early.**

More schools should be built in Kilis.

- **Tübitak projects are not prioritized.**

Science fairs with University support. could be done in public places so communities can participate These events should be announced through social media, municipalities and local media. Teachers should receive training on preparing students for TUBITAK Projects.

- **Lack of Qualified High School.**

Another Anatolian High School should be better equipped for science students.

- **There is no equal rewarding system.**

Rewarding is not done objectively and according to solid criteria. New standards and criteria should be established.

- **Lack of activities to promote the benefit of reading books.**

Public education centers and schools should start fast reading courses. Teachers and parents should read books with students. Activities such as book fairs, writer visits and book promotion days should be arranged. There should be book cafes in Kilis.

- **There is no support to have activities that meet the students' interests and talents.**

Parents and teachers focus on academic success only and they do not give importance to achievements other than academic ones.



- **Repair and maintenance of schools should be done in Summer.**

Repair tenders should be done before the term breaks so the repairs can be done during school breaks.

- **Lack of staff for supporting services.**

Like cleaning services.

- **Lack physical conditions in boarding schools.**

Study classes should not be in schools, they should be close to dormitories. There should be more social activities in these schools.

- **School shuttles get more students than its capacity.**

Drivers of the shuttles are not qualified to work in school shuttles. There should be periodic inspection of the drivers. All students should go to the school close to their addresses.

- **Lack of foreign language education.**

There should be foreign language labs inside schools.

- **Schools lack physical conditions for social activities such as sports areas or conference rooms.**

Schools should include sports areas especially boarding schools.

## 7.2. Challenges and Proposed Solutions Pertaining to Absenteeism/Absenteeism/Absenteeism/dropouts

### 7.2.1 Challenges and Proposed Solutions

- **What can be done to improve academic successes of the students?**

Study methods should be taught by the school counselor. Individual study methods should be formed and refrain old methodology. There should be a coaching system and extracurricular activities. There should motivation boasting activities. There should be communication with students inside the classes as well as on breaks.

- **Social science high schools should be promoted.**

During the selection of high schools counselling teachers should give an information session on Social Sciences high school. Academic referral tests should be conducted. Students should be encouraged to enjoy classes by means of informing the benefits of the classes so that they can apply what they learn in their lives. When education system changes, transition should be smooth. Motivation of the teacher should be maintained by means of training on the evolving technology. Social media should be used more effectively.

During assessment of the success rate of the students, success rate of the school should be included too. Diploma grade sometimes renders the student behind the ranking. If school success is calculated, this problem would be solved. For the students who ranked high in Tübitak competitions, should be given incentive of points in entrance to university exam.

Virtual reality classes should be established, and experts should be hired. Universities should be more active in social activities.

- **How parental cooperation should be?**

House visits should be conducted to selected students. Student information should be given to parents in a timely manner and disciplinary interventions should be immediately noticed. Parental guidance trainings should be conducted. School counsellor, schools' principals and teachers should have separate meetings with the parents. Parents should be informed of the benefits of the school by means of involving them more in all matters especially social activities.

- **Absenteeism/dropout Challenge**

There is no high rate of Absenteeism/dropouts in science high school. There may be Absenteeism/dropout challenges with social sciences high schools that would be because students who come from rural areas have difficulties with preparation classes.

- **Tyt- Ayt- Dyt Exams and concerns**

Exam anxiety of the students should be identified by school counsellors and individual counselling should be provided. Additionally, education system and exam format changes in short periods of time, therefore the students have difficulty in adapting to the new system. YGS and LYS exam models should be brought back.

- **What can be added as training to teachers' programs to strengthen student attendance to schools?**

Teachers financial and moral motivations should be increased. Ministry should provide training to teachers before any change in education system.

Universities should contribute to teachers' trainings. Each teacher should be trained on their subjects so that they can update their knowledge by the experts. These trainings should be done through various modalities to enable teacher to apply them in theirwork.

- **How schools can make needs assessment and increase donations to education?**

Needs of the students should be prioritized. There should be tasks which have positive impacts. Parent- teacher association should be used actively. Needs should be relayed to the ministry through Mebbis. Some of the needs could be requested from donors but this method should not be used frequently. That is why ministry should donate money to parent teacher association annually.

- **How would education system and changes contribute to cohesion, participation of the talented students?**

There should be qualified teachers who can educate these students. There not adequate education institutions for these students. Science and arts centers cannot provide this education.

Monitoring houses, science centers, health, architecture, agriculture, sports, special research centers should be province based so that the students can get more information on these subjects.

### 7.3. Possible solutions for Science and Social Sciences High School and what would be the challenges and solutions?

#### 7.4.1 Challenges identified by participants and Solutions

- **Expectations of school from the students**

School expects students to study regularly, attend classes, to be self resilient and self-reliant, modern, successful, respectful, patriotic, ethical, problem solving, and participate in national projects. They should use technology but should not be addicted to technology. Student model that formed because of the national education system should be eliminated. The students should be open to criticism. For democratic education, school student committees should be reactivated.

- **Expectations of students and their parents from the school**

More social, cultural and sports activities should be conducted. There should be activities in which students will actively participate. Ministry, municipalities and governorate can organize tours for historical sights and universities. Classes should be taught by using exercises.

Parents should be received in schools with sincerity, attention should be given to them.

- **Effective studying methods**

School counselor should be active in these areas but teachers should contribute to students in their studying methods. The studying methods should be monitored and evaluated in order to identify what works and what does not.

#### - Support and Training Courses (DYK)

Dyk has advantages and disadvantages.

Advantages; these courses are important for students who do not have any other choice than to get education in schools. Students who cannot attend private schools can benefit from these courses. These courses should not have a minimum participation criteria to continue, even if the course has 1 student, it should be continued.

Disadvantages; it is too intense for students to have extra classes. This leaves no time for individual study time. Which is why course duration should be revised because 8 hours a week after school is too much for the student that results in the student spend 7 days a week in school.



## 8. SPECIAL EDUCATION AND RAM (COUNSELLING AND RESEARCH CENTRE) DESK

|    |                                  |                                |                                   |
|----|----------------------------------|--------------------------------|-----------------------------------|
| 1  | Mustafa Bozgeyik                 | Branch Manager                 | Special Education And Ram Teacher |
| 2  | Memet Mustafa Doğan              | Ram Manager                    | Special Education And Ram Teacher |
| 3  | Mustafa Salcan                   | School Principal               | Special Education And Ram Teacher |
| 4  | Sena Nur Kamiloğlu               | Special Education Teacher      | Special Education And Ram Teacher |
| 5  | Selma Öztürk                     | Special Education Teacher      | Special Education And Ram Teacher |
| 6  | Kübra Ulutopçu                   | Psychological Counselor        | Special Education And Ram Teacher |
| 7  | Mustafa Elmalı                   | Psychological Counselor        | Special Education And Ram Teacher |
| 8  | Meltem Özcan                     | Special Education Teacher      | Special Education And Ram Teacher |
| 9  | Serap Merve Doğan                | Carerepresentative             | Special Education And Ram Teacher |
| 10 | İlker Cankılıç                   | Information Technology Teacher | Special Education And Ram Teacher |
| 11 | Dr. Öğretim Üyesi Mustafa Karnas | Academician                    | Special Education And Ram Teacher |
| 12 | Dr. Öğretim Üyesi Esra Asıcı     | Academician                    | Special Education And Ram Teacher |
| 13 | Tulay Dasedemir                  | UNHCR                          | Special Education And Ram Teacher |
| 14 | Sayed Aliunnaqi Amini            | UNHCR                          | Special Education And Ram Teacher |
| 15 | Hümeyra Köse                     | Teacher                        | Special Education And Ram Teacher |
| 16 | Ali Genç                         | Bilsem Manager                 | Special Education And Ram Teacher |
| 17 | Esra Arıççeği                    | Head Of Family Union           | Special Education And Ram Teacher |
| 18 | Mehmet Akif Berksözlü            | Assistant Ram Manager          | Special Education And Ram Teacher |

### 8.1 Challenges and Proposed Solutions Regarding Access to Education and In-school Inclusion

#### 8.1.1 Challenges identified by Participants

##### 1) Challenges Pertaining to Special Education

- Lack of special education school in the early childhood system.
- Students who are in need of special education can only begin formal education at the age of 5.
- Although there is a title in the regulation called 'teacher who provides mobile special education services', there is lack of implementation of this regulation in practice.
- Families(caregivers) lack enough information with regards to special education.
- Due to the lack of awareness of the society on the special education issue, there is lack of early diagnosis on the children's special education needs until they start school
- Lack of attendance to the rehabilitation centers
- Lack of capacity of special education schools in terms of physical capacity, material, tools and guidelines
- Lack of rehabilitation practice guidelines for parents whose children need special education

- Issues with regards to the establishment of support education centers for integration of students
- Lack of capacity of teachers in preparing individual education programmes; the misperception that individual education programmes should be prepared by school counselor teachers.
- Lack of enough number of personnel in special education
- Students with specific needs and teachers who work with students with specific needs do not receive proper attention from Ministry, Governorate and Directorates, also the lack of trainings related to the teachers' motivation.
- High ISKUR staff turnover
- Since there is no limitation of preparations regarding catch-up classes in private schools, there is issue of arrangements of available times while booking the Science and Art Centers
- Due to the difficulties that students have in terms of controlling their emotions during their adolescence period, they are bullied by their peers and adults
- Difficulties in placement of internship programs for students who are working at vocational school of special education; students not being accepted as interns by employers
- Lack of personnel and the lack of physical capacity of ateliers at special education high schools
- Inexistence of the health personnel in special education schools
- Lack of inter-institutional coordination
- Issues of identification of refugee children with specific education needs
- Lack of attention and care of parents of refugee children



## **2) Challenges pertaining to RAM Services**

- Lack of awareness of school administration regarding psychological counselling and guidance services
- Lack of physical capacity of schools, the lack of room and materials, and schools are overcrowded
- Lack of capacity of psychological counselling and guidance teachers in assessing students' mental health
- Due to high ISKUR staff turnover at pre-school classes, there is a lack of support to the students
- Lack of formator and trainer of family-training for 0-18 y/o students
- Lack of toolkit for parent education in pre-school classes.
- Existence of only one counselling teachers for each pre-school
- lack of hygiene and self-care among Syrian students
- Lack of participation of parents
- Absenteeism
- Since training to parents are not provided via interpreters, provided trainings are not effective enough
- Lack of standard orientation programme for newcomer students
- Lack of inclusion of parents to the orientation programme
- Too much workload of psychological counselors due to the unclarity of the terms of reference of "school psychological counselor" in the regulation,
- The professionally inappropriate section within the regulation regarding school psychological counsellors to stay night shift at work.
- Absenteeism of students at elementary and high schools within refugee camps
- Child marriage among refugee students

- Mandatory assignment of school psychological counselors during the school election period
- Although the 'Combating Substance Abuse Training Program' includes different modules for different age groups, students are not able to receive training for every module.
- Students who are living in refugee camps are not willing to enroll into high school due to the concerns of not being able to integrate into national formal education system.
- Since there are only Imam Hatip high schools in refugee camps, there is no chance for students to be transferred to other schools
- Refugee students who study at preparatory integrated classes are not able to catch-up with others
- Lack of effective communication of caregivers with school administrators and teachers, and that they do not know their limits
- Although there are a variety of organizations, foundations and communities which provide services to refugee children and youth, there is lack of communication and coordination amongst those
- Same building is used as BILSEM and Counselling and Research Center together
- Issues faced due to family separation in both Turkish and Syrian children

### 8.1.2 Proposed Solutions

#### At School Level

- Awareness raising seminars targeting parents with regards to the special education needs of the children
- Technical capacity building of school psychological counselor teachers who are working with preparation of individualized education program
- A reward system for special education teachers in order to increase their motivation
- School psychological counselors need to provide capacity building trainings for teachers, school administrators and parents with regards to the childhood sexual development.
- School principals to dedicatively improve the physical conditions of the schools, to meet the need for room and materials for conducting psychological counseling and guidance services.
- Project proposals funded by development agencies to increase the knowledge and skills of school psychological counselors should be developed by schools.
- In order to facilitate inclusion of Syrian children into the school system, teachers and school counselors should increase awareness Turkish children regarding Syrian students.

#### At Institution Level:

- RAM to propose to the provincial directorate of national education to open a special preschool educational institution.
- RAM to propose the provincial directorate of national education to open a special preschool educational institution for under 3 years old children.
- Informing different segments of the society about the children who need special education by RAM. For example, training of Muhtars.
- Organizing seminars for teachers working in the school on the preparation of individual education programmes (IEP) by RAM
- Offer rewards in order to increase the motivation of special education teachers.
- Organize family education programmes by public education centers to raise awareness of refugee families about children who need special education.

#### At District Level:

- Providing incentives to special education teachers in order to increase their motivation

#### At Provincial Level

- Establishment of early childhood special education and initiating official communication with the Ministry as well as Coordination with civil society organizations if needed
- Establishment of special education schools for children below 3 y/o and initiating official communication with the Ministry. Coordination with civil society organizations if needed.
- Activate mobile special education services for children who are in need of special education services at home.
- Monitor students' regular attendance to rehabilitation centers, providing awareness raising sessions to caregivers with regards to absenteeism.
- Rehabilitation of physical capacity of special education schools, and increasing technical capacity of special education vocational high schools, as well as providing materials and books
- Establishment of education support classes and ensuring systematic monitoring of the institutions.
- Signing Protocol with Municipality in order to provide assistance to students who are studying at special education vocational schools to conduct their internship.
- Taking measures to eliminate the negative perceptions and attitudes of school administrations regarding special education and psychological counselling services.
- School administrators should establish risk mitigation measures in order to prevent negative perceptions of special education and psychological counselling services.
- School psychological counselors who are working at early childhood education institutions should be provided with internal capacity building plan. Within this capacity building plan, psychological tests, and play-therapy courses can be considered Trainings can be funded through teacher academy or development agencies.
- Eliminating hygiene issues amongst Syrian students and improving self-care and well-being of children through Protocol signed with Ministry of Health. Trainings should be organized for caregivers and children.
- Capacity building of interpreters who communicate with students and parents in order to increase effectiveness of the services, and signing protocol with Kilis 7 Aralik University in this regard.
- Minimum standards should be established with regards to the provincial orientation programme. Parents should be trained during this orientation programmes.
- Establishment of an alternative high school at refugee camps
- The number of children who are disadvantaged are high in Kilis, for this reason Governorate should establish coordination mechanism amongst different institutions, foundations, organizations, and communities.
- Not to use Bilssem (Science and arts education centers) building for any other purposes

#### At Ministry Level:

- Establishment of rehabilitation guidance services at Special Education and Counseling Services, and within this objective, personnel should be hired, and regulations should be aligned with the mandatory participation of parents.
- School administrators should strengthen support services at schools.
- Provide incentives to special education teachers in order to increase their motivations.
- ISKUR personnel should be trained before they start working at special education centers, ensuring the sustainability and continuity of the hired health staff based on the protocol signed with ISKUR.
- Limitations should be provided regarding catch-up programmes at private schools. BILSEM (Science and Arts Education Centers) should get included into formal education system.
- Opening quota for hiring health personnel at special education schools.
- Promote training programmes for parents of refugee children who have special education needs at Public Education Centers.
- Provide Guidance Document for each school, regardless of the number of students that they accommodate
- Establishing minimum standards with regards to the content of the school orientation program. Parents should also be included within the orientation programme.
- Clarifying roles and responsibilities of school psychological counselors in the regulation.
- Technical guidance efforts should start during early childhood education.

- Volunteerism should be taken into consideration with regards to the school selection counselling or give opportunities to the school psychological counsellors to provide school selection counselling within their residence city during school vacation times.
- Programming for Combating with Drug Addiction in Turkey through the whole education cycle.
- Integration classes for Syrian children should operate in a similar way to the preparatory classes.
- Signing a Protocol with Ministry of Family, Labour and Social Policies in order to increase effectiveness of coordinated efforts on support to children whose parents are separated





## 9. Lifelong Learning Desk

|    |                         |                                |                        |
|----|-------------------------|--------------------------------|------------------------|
| 1  | Hasan Turfanda          | Deputy Manager                 | Lifelong Learning Desk |
| 2  | Hasan Yiğit             | Head Of Unit                   | Lifelong Learning Desk |
| 3  | Salim Yılmaz            | Deputy Manager                 | Lifelong Learning Desk |
| 4  | Didem Türker            | Technology And Design Teacher  | Lifelong Learning Desk |
| 5  | Ayşe Çağlar Uyucu       | Information Technology Teacher | Lifelong Learning Desk |
| 6  | İsmail Tüysüz           | Furniture Design Teacher       | Lifelong Learning Desk |
| 7  | Zeynep Duman            | Psychological Counselor        | Lifelong Learning Desk |
| 8  | Hülya Soydiç            | NGO/INGO Representative        | Lifelong Learning Desk |
| 9  | Murat Fındık            | Student                        | Lifelong Learning Desk |
| 10 | Vahid Kammaz            | Student                        | Lifelong Learning Desk |
| 11 | Doç.Dr. Mustafa Cinoğlu | Academician                    | Lifelong Learning Desk |
| 12 | Sinem Gochan            | UNHCR                          | Lifelong Learning Desk |
| 13 | Andrea Ingham           | UNHCR                          | Lifelong Learning Desk |

### 9.1 Challenges and Proposed Solutions Regarding Access to Education and In-school Inclusion

#### 9.1.1 Challenges identified by participants

- Lack of materials at schools creates a challenge for following the syllabus of the class.
- For the applied education, lack of applied classes is a challenge.
- Course module timeframe does not meet the needs of the possible participants.

#### 9.1.2 Proposed Solutions

##### At School Level

- There should be family counselling sessions .
- In order to avoid racial discrimination, exclusion, there should be extra awareness raising sessions.
- Attendance to courses must be encouraged, if the reason for Absenteeism/dropout s is because family problems, extra family counselling should be provided.

##### At Provincial Level:

- Physical conditions of the classes should be improved. Extra material can be acquired by means of establishing partnership with NGOs.
- Applied classes should be established.

##### At Ministry Level:

- Course module timeframes should be revised. Some course modules are too long and some are too short.
- Modules should include group exercises.

### 9.2 Challenges and Proposed Solutions Pertaining to Absenteeism/Dropouts

### 9.2.1 Challenges identified by participants

- Transportation challenges for students.
- Family problems. Families may be reluctant to send their children to courses together with other nationalities.
- There are not enough course modules based on needs.
- Course centers do not have social settings for attendees.
- Methodology of courses could be amended in a way that will attract the attention of the participants.
- Daily course time frame is too long.
- Lack of counselling services for the participants.
- Lack of course materials and physical conditions for the courses.
- Changing circumstances of the participants. (losing job, sickness etc.)
- Cultural pressure to stop attending the courses.



### 9.2.2 Proposed Solutions

#### At Centre Level:

- Public Education Centers should start joint courses with schools.

#### At Provincial Level:

- In order to solve the transportation gap, courses should be held in various locations.
- Family counselling should be emphasized, and extra support training should be organized to prevent issues such as racism and exclusion. In addition, counseling services should be available to ensure continuity and resolve family problems that cause absenteeism.
- Various social events and programmes on special days should be organized to ensure socialization with refugees. Unity can be achieved if events with a common goal are organized. Heterogeneous groups can be created in team games.
- Men could be encouraged to attend the courses outside of work hours.
- Instead of theory courses more applied courses could be opened.
- By organizing activities on special occasions (picnic, Ashura, etc.), course centers can be made more attractive.
- For students who are facing financial challenges, referral to FLSS to receive SED (psychosocial support) could be done. Once their needs meet, they can resume attending the courses
- In order to reduce cultural pressure to women, awareness raising sessions should be conducted periodically.
- Awareness raising sessions on women's rights, gender discrimination, social cohesion, cultural pressure could be arranging to all the participants and their families by experts.
- Family Training Programs for families to be provided by experts to raise the awareness on women rights, gender identity, social cohesion between Syrian and Turkish communities and lifting sociocultural barriers
- Cash assistance can be provided to men and boys who are working so that they can attend the courses.
- For the physical gaps in courses, the needs should be listed and submitted to relevant authorities.

- For applied courses there should be applied course classes and materials for the modules.
- Partnership with NGOs can be established for support.

#### At Ministry Level:

- Course module timeframe should be revised. Some course modules are too long, some are too short, they need to be reorganized.
- Emphasis on applied course can attract more attention than theoretical courses.
- New course modules to be designed based on needs.
- In order to meet the needs for counseling, new counseling staff to be appointed to the centers.

## 9.3 Challenges and Proposed Solutions for individuals who do not attend the courses continuously

### 9.3.1 Challenges identified by participants

- The reason why the target group does not attend lifelong learning courses may be because they are not aware of the existence of these training courses.
- There may not be a desire to participate in the courses due to the language barrier.
- Due to economic problems they may not be able to participate in education.
- There may be transportation problems due to the distances.
- The age limit in existing modules may not cause everyone benefit from education.
- The fact that the mothers participating in the course do not have the knowledge that child care centers exist may prevent them from attending the courses.
- The Ministry's social media filter prevents social media promotions of the institution.
- Insufficient courses in schools during the summer period.
- Illiteracy may prevent them from coming to the course.

### 9.3.2 Proposed Solutions

#### At Centre Level:

- Launch on-site courses in schools and institutions in cooperation with them.
- During the summer months, summer courses suitable for the needs of the students can be organized by assigning teachers by using the physical facilities of the schools by PECs
- The products created by the Successful Examples study can be promoted and the public can be made aware of this issue by sharing it on social media.
- Promotion can be made in cooperation with public institutions.
- Encourage refugees to come to the courses via Arabic brochures or SMS about language courses
- The courses opened within the scope of the literacy campaign were given to the people to be literate. The literacy rate in the city was maximized. Various campaigns were organized to increase demand or reach people in the farthest areas. Announcements were made through local and social media. In addition, Syrian refugees under the name of Teaching Turkish to Foreigners were given literacy training.
- Provide childcare services for mothers attending the course.

#### At Ministry Level:

- Age limits in the terms of conditions of course modules pose problems in some courses. A solution should be brought for them and age groups should be rearranged.
- Introduction and presentations can be made about the courses on Social Media. Also, the local press can be used for introductions. The target group can be increased by sending invitations to the trainees via social media. A channel can be opened, and videos can be uploaded. Since the use of Social Media is restricted in the ministry's intranet, entries are limited. Access to the Ministry for the managers can be facilitated.
- If financial support is provided to working males and children to compensate for economic loss, they may be encouraged to attend courses.

- Opening financially supported, incentivized courses

## 9.4. Problems and Solution Processes related to Professional Acquisition and Professional Competence after Education

### 9.4.1 Challenges identified by participants

- Insufficient physical conditions and application materials in vocational courses.
- The age limit in the existing modules hinders the education of some individuals.
- Lack of literacy may prevent them from attending vocational courses.

### 9.4.2 Proposed Solutions

#### At Centre Level:

- Support people who have never been to school or had to leave school by referring them to distance education so they can complete their education.
- Courses that meet certain conditions can be provided through distance education.
- Literacy courses to be provided
- Courses to be opened within the scope of literacy mobilization, The aim should be to maximize the literacy rate in the city. Various campaigns should be organized to reach people in the farthest areas. Announcements should be made through local and social media. Also, literacy education should be given to foreigners.

#### At Provincial Level:

- Physical conditions should be improved and application materials should be provided.

#### At Ministry Level:

- Age restrictions in the modules need to be reviewed

Supportive Courses (LYS - KPSS - TEOG etc.), handicrafts courses and other variety of vocational courses should be increased.

## 10. Foreign Language Learning Desk

|    |                                |                                     |                                |
|----|--------------------------------|-------------------------------------|--------------------------------|
| 1  | Serdar Karadağ                 | National Education District Manager | Foreign Language Learning Desk |
| 2  | Esra Çeştan                    | Psychological Counselor             | Foreign Language Learning Desk |
| 3  | Ayşe Kılınc                    | English Teacher                     | Foreign Language Learning Desk |
| 4  | Serap Cebe Eroğlu              | English Teacher                     | Foreign Language Learning Desk |
| 5  | Ahmet Vurğun                   | English Teacher                     | Foreign Language Learning Desk |
| 6  | Meltem Aksoy                   | English Teacher                     | Foreign Language Learning Desk |
| 7  | Melehat Güven                  | English Teacher                     | Foreign Language Learning Desk |
| 8  | Tuğçe Nur Keser                | Deputy Manager                      | Foreign Language Learning Desk |
| 9  | Faculty Member A. Emrah Peksoy | Academician                         | Foreign Language Learning Desk |
| 10 | Abdülbaki Bilen                | Information Technology Teacher      | Foreign Language Learning Desk |
| 11 | Muhammed Okur                  | English Teacher                     | Foreign Language Learning Desk |
| 12 | Abdullah Koyuncu               | UNHCR                               | Foreign Language Learning Desk |
| 13 | Temim Bedra                    | University Student                  | Foreign Language Learning Desk |

## 10.1 Challenges and Proposed Solutions Regarding Access to Education and In-school Inclusion

### 10.1.1 Challenges identified by participants

- Language differences between students, negative attitude of students and parents towards foreign language learning
- Lack of experience with and not being exposed to foreign language
- Foreign language curriculum is not appropriate to students' level
- Students sometimes have insufficient level of their native language
- School infrastructure is inadequate
- Lack of self-confidence among students
- Low effect of English language points in University Entrance Exam comparing to other subjects
- Parents don't give necessary importance to learning a foreign language for their children



### 10.1.2 Proposed Solutions

#### At School Level:

- Organizing foreign language activity days, such as theatre, movies, competitions etc.
- Seminars and workshops for parents to change negative attitude against foreign language

#### At District Level:

- Travels and activities to better know foreign language and different cultures
- Supporting foreign language courses in schools
- Providing school material

#### At Provincial Level:

- Organising foreign language camps, tours

#### At Ministry Level

- Creating a foreign language directorate
- Increasing the point rate in university exams (LGS)
- Setting foreign language support courses according to standardized reference systems
- Designing the textbooks according to student levels
- Letting teachers be included in the edition of schoolbooks
- Piloting projects need to be implemented in representative schools

### 10.1.3 Other Proposed Solutions

- Transforming topics of University English test to the standard IELTS topics (writing, speaking, listening, reading)
- Setting foreign language classes according to Turkish classes
- Increasing foreign language classes
- Further training for teachers
- Ensuring teachers can spend 1 year in a country where English is spoken

## 10.2 Challenges and Proposed Solutions Pertaining to Absenteeism/dropouts

### 10.2.1 Challenges identified by participants

- Students' negative attitude towards foreign language
- Fear of oral exams
- Students' despair of learning a foreign language
- Sanctions following Absenteeism/dropout are not being applied

### 10.2.2 Proposed Solutions

#### At School Level:

- Social club activities should be enriched in the field of foreign language.
- Increase parent visits

#### At provincial Level:

- Reinforce penalties pertaining to student absenteeism

#### At Provincial Level:

- Create a commission to investigate reasons for dropouts/absenteeism

#### At Ministry Level

- Ensure the supervision of the attendance status of students by experts appointed by the ministry
- Open social cohesion clubs to increase the interaction of Syrian students

## 10.3 Challenges and Solutions Pertaining to Out of School Children

### 10.3.1 Challenges identified by participants

- Children at education ages are exposed to labor or child marriage
- Negative cultural and religious perspectives of parents against education.
- Basic needs of the child are not met and the child cannot attend school.

### 10.3.2 Proposed Solutions

#### At School Level:

- Establish a commission that investigates the causes of Absenteeism/dropouts and produces solutions

#### At District Level:

- Assistance should be provided to meet the basic needs of individuals.
- Visiting the parents of the persons identified by the District National Education Directorate

#### At Provincial Level:

- Family planning training should be provided for parents

#### At Ministry Level:

- Public adverts showing negative aspects of child marriages should be broadcasted via the media.



## 11. Inclusive Education and PICTES Desk

|    |                      |                                 |                                     |
|----|----------------------|---------------------------------|-------------------------------------|
| 1  | Mahmut Kesikminare   | Pdone Deputy Manager            | Inclusive Education And Piktet Desk |
| 2  | Nesrin Yandak        | Teacher                         | Inclusive Education And Piktet Desk |
| 3  | Nihal Genç           | Teacher                         | Inclusive Education And Piktet Desk |
| 4  | Mustafa Kandemir     | School Principal                | Inclusive Education And Piktet Desk |
| 5  | Cumali Çelik         | School Principal                | Inclusive Education And Piktet Desk |
| 6  | Mustafa Şen          | School Principal                | Inclusive Education And Piktet Desk |
| 7  | Abdulkadir Tanık     | Kızılay Team Leader             | Inclusive Education And Piktet Desk |
| 8  | Yusuf Göktepe        | Pictes Turkish Language Teacher | Inclusive Education And Piktet Desk |
| 9  | Muzaffer Ural        | Pictes Edebiyat Öğretmeni       | Inclusive Education And Piktet Desk |
| 10 | Mizgin Yıldırım      | Pices Elementary School Teacher | Inclusive Education And Piktet Desk |
| 11 | Sevgi Uzun           | Parent                          | Inclusive Education And Piktet Desk |
| 12 | Ömer Sevvadi         | Student Parent                  | Inclusive Education And Piktet Desk |
| 13 | Muhammed Hachasan    | Student Parent                  | Inclusive Education And Piktet Desk |
| 14 | Murat Alemdar        | UNICEF                          | Inclusive Education And Piktet Desk |
| 15 | Alexandra Zehra Aksu | UNICEF                          | Inclusive Education And Piktet Desk |
| 16 | Esra Topçu           | Information Technology Teacher  | Inclusive Education And Piktet Desk |

|    |                    |                         |                                     |
|----|--------------------|-------------------------|-------------------------------------|
| 17 | Zeynel Amaç        | Academician             | Inclusive Education And Pıktes Desk |
| 18 | Yıldız Burcu Doğan | Academician             | Inclusive Education And Pıktes Desk |
| 19 | Kevser Sağlam      | Ngo/Ingo Representative | Inclusive Education And Pıktes Desk |
| 20 | Sevda Koçak        | Ngo/Ingo Representative | Inclusive Education And Pıktes Desk |
| 21 | Renas Uruç         | UNICEF                  | Inclusive Education And Pıktes Desk |
| 23 | Esra Cento         | University Student      | Inclusive Education And Pıktes Desk |

## 11.1 Challenges and Proposed Solutions Regarding Access to Education and In-school Inclusion

### 11.1.1 Challenges

- Due to the lack of a secure environment, as a result of missile attacks to Kilis, experienced teachers went to other cities reducing the quality of education in Kilis.
- As a result of the decrease in Kilis's success rate in central exams in previous years, Turkish parents have concerns about their children's academic achievements.
- The effect of recent inflation on housing market in Kilis is one of the barriers for civil servants, especially teachers, in coming to Kilis.
- Students under temporary protection have problems in terms of Turkish language proficiency.
- Purpose of the training for students under temporary protection is not clearly defined.
- Lack of motivation of students and their parents about learning Turkish and not seeing education as a need.
- Increasing the number of Syrians under temporary protection in our city compared to the local population that would require inclusion in education.
- Due to the concentration of Syrian population under temporary protection in certain neighborhoods, the fact that they are more numerous in some schools than Turkish students makes language learning and social cohesion difficult. Local to Syrian student ratio should be 15% and it has increased to 60% and above.
- Schools classrooms and other physical spaces are not enough and. For this reason, student numbers in each classroom has reached 40 or above. and teachers have to do dual education. Even the playgrounds for students are placed in container classrooms There are deficiencies in the material available to teachers and students.
- Although teaching norms has been promoted with the increase in the number of students, the need for teachers was not met at the same rate.
- Teachers have pedagogical shortcomings in providing inclusive education to children under temporary protection. For this reason, for example, they are incompetent in classroom management and the educational needs of both temporary and Turkish students are not fully met.





- Students with temporary protection who have graduated from temporary education centers have problem with obtaining international equivalence for their diplomas.
- With the concern of losing their mother tongue and culture, some students and parents who are under temporary protection resist learning Turkish. This negatively affects communication.
- Parents of children under temporary protection cannot provide the necessary support to teachers.
- There is uncertainty about the legal status of Syrians under temporary protection.
- The uncertainty of the role and competence of Syrian volunteer trainers raise several problems.
- Students who are under temporary protection who obtained a Turkish identity are not included in the integration classes and it prevents the development of Turkish language proficiency.
- Misconceptions about Syrians under temporary protection have a negative impact on education investors.
- Central grants to schools are insufficient. There is insufficient support from national and international NGOs, the European Union, the United Nations and NGOs.
- There is a lack of coordination resulting from the idea that problems can be solved only by the “teachers” or “National Education” community.
- Due to the lack of classrooms in schools, relocation of Syrian students to remote schools poses problems for students and their parents.
- Turkish parents complain that their children suffer from hygiene problems and that this is due to the high number of students under temporary protection.
- Since the 2016-2017 academic year, there is a lack of appreciation and achievements in school management-
- Summer schools were opened in the summer months in order to provide language education to children from pre-school period, but the desired participation was not achieved.
- While participation in education at primary level is successful, the participation rate decreases at secondary, high school and university level and this involves various risks.
- Non-attendance increases the risk of child marriages and child labor.
- Activities on social cohesion remain superficial, and not in a long-term and sustainable format.
- The city of Kilis was designed for 120,000 local population and is managed by the central budget sent to this population, but the population has doubled, and because the money remains the same, there are problems with infrastructure such as health, transportation, education and water.
- There is resistance to sending their children to school by parents who are under temporary protection in secondary and high schools, and even in some primary schools when girls and boys are educated together.
- The enrollment and attendance of students under temporary protection to vocational high schools (such as trade, industry profession and girls' profession) is insufficient. There is a concentration in Imam Hatip High Schools.
- Students and their parents under temporary protection have traumatic behavior resulted from war experience. This triggers post-traumatic stress disorder. Peer bullying is also seen as a popular problem.
- There are inadequacies in the identification and training of individuals in need of special education.

### 11.1.2 Proposed Solutions

- Children are not responsible for the conflict. Education is the right of every child and cannot be postponed.
- Studies should be carried out at the national and local level for negative perceptions of those under temporary protection and discourses that marginalize others should be abandoned. This applies to both Turkish and Syrians.

#### At School Level:

- In order to support social cohesion, Turkish and Syrian students should be trained together, or a different model should be developed for Kilis.
- Class teachers should focus primarily on making children love school.

- Syrian and Turkish students should be together in the school clubs. Social cohesion will be ensured if the clubs are created where children mix and spend time together. The experience of successful schools (administrators, teachers, parents, students, etc.) should be utilized.
- Collaborative guidance can be carried out with classroom guidance teachers in cooperation with school guidance teachers. There may be ways to communicate with students using body language through games and activities.
- Administrators and teachers with temporary students at school should be given financial and symbolic incentives to increase motivation.

#### At Institution Level:

- Deficiencies in infrastructure services such as health, education and municipal services should be eliminated and Kilis should be accepted as a city with a population of "250 thousand".
- Managers and teachers of Syrian students in their schools should be given motivation-enhancing financial incentives.

#### At District Level:

- Administrators and teachers with temporary students at school should be given financial and symbolic incentives to increase motivation.

#### At Provincial Level:

- Research should be conducted on the understand the reasons of resistance of Syrian students to language learning.
- Workshops for teachers, students and parents and processes related to inclusive education should be held outside PICTES.

#### At University Level:

- Research should be conducted on the resistance of Syrian students to language learning.
- A workshop should be held on students under temporary protection in higher education.
- Pedagogical skills should be increased by providing seminars on inclusive education for teachers of all levels.

#### NGOs/INGOs

- National and international NGOs should do their part for the classroom needs and the classroom needs should be met urgently. (In classrooms of 30 people each, we need 1200 classrooms to be able to move to normal education in all fields.)
- ESSN card can be used as a motivation tool if given by taking into consideration the skills of using Turkish.
- Schools should be provided with professional support for effective guidance.
- Post-traumatic stress information and activities (psychosocial training programs) should be organized.

#### At Ministry level:

- Orientation classes were beneficial for the students in Kilis. They must be resumed
- Pre-school education should be emphasized. It should be compulsory and 2 years for Syrians.
- The physical needs of schools (from cleaning materials to educational materials) and personnel needs (cleaning and security personnel) must be met.
- Distance education is an increasing need for continuing education. Those under temporary protection who cannot attend school should be given the opportunity to continue though distance education. Deficiencies in digital infrastructure and challenges in access to course content should be addressed.
- Within the scope of distance education, videos and posters should be prepared on subjects of citizenship, traffic education, basic life skills and social skills.



- Vocational high schools should be made attractive for students.

### 3. Thanks to

We would like to thank the Kilis Education Workshop, the United Nations High Commissioner for Refugees (UNCHR), and Kilis 7 December University for their cooperation and support, which we started with the slogan 'Education for All', discussing the educational problems in Kilis, the problems of social cohesion experienced and solution suggestions. Thank you.

### 4. Photos of Closing Speech

