



## SITUATION ANALYSIS OF CHILDREN UNDER TEMPORARY AND INTERNATIONAL PROTECTION ACCESS TO DISTANCE EDUCATION DURING THE COVID-19 PROCESS - 2

### BACKGROUND INFORMATION ON COVID-19 AND DISTANCE EDUCATION

The COVID-19 outbreak, which emerged in Wuhan, the capital of China's Hubei region in December, soon spread all over the world and the World Health Organization (WHO) virus declared a Pandemic on March 11. In Turkey, the first case was determined on March 11, which was the same day as the WHO's pandemic declaration, and as of March 16, compulsory holidays were announced for primary, secondary and high schools and 3 weeks for universities. Then, since the end of the pandemic could not be predicted, solutions were sought for the educational continuity of children in Turkey as well as all over the world. On March 23, it was announced that distance education would continue for primary, secondary and high school students through the Education Information Network (EBA) and TRT. According to the course of the pandemic, even though Turkey took steps to realize the face-to-face education for certain classes, this participation was left to the initiative of the families and in 2021, the education continued mostly remotely.

#### What is Distance Education?

Distance education is a planned systematic educational technology application in which materials, tools, technologies and methods such as written and printed materials, audio tools, technologies, face-to-face education are used in learning-teaching processes, and communication and interaction between the source and the recipients are provided with interactive integrated technologies, allowing "individuality", "flexibility" and "independence" in terms of teaching age, goals, time, place and method, etc. to the recipients in which the source and the recipient are located in separate (distant) environments in most of the learning-teaching processes (Uşun, 2006).

Looking at the background of distance education in our country, it is seen that the idea and application of giving open courses through the newspaper in order to educate the public in the 1860s is maintained by many educational institutions, especially the Ministry of National Education EBA, through different platforms.

EBA, in which distance education is applied, has been used not only as a platform for children who are citizens of the Republic of Turkey, but also for children under temporary protection and international protection who cannot continue their education by being exposed to war, conflict and discrimination in their countries due to the crisis or who come to our country by interrupting the education process, to continue their education, and with this study, the situation information about the continuity of children under temporary protection and international protection to distance education has been analyzed and evaluated within the scope of the sample.

### ACCESS OF CHILDREN UNDER INTERNATIONAL AND TEMPORARY PROTECTION TO DISTANCE EDUCATION DURING THE COVID-19

In April 2020, in order to determine the obstacles to access to distance education more accurately, it was planned to conduct research on children who regularly attended school in the pre-COVID-19 period, and their status regarding access to distance education was investigated by reaching 385 children through the "Conditional Education Assistance Program for Syrians and Other Refugees (CCTE)" lists. As a result of this study, it was concluded that 84% of families and children were aware of distance education, but only 51% were able to continue distance education. 46% of the children who could not access distance education stated that they did not continue education because they did not have information about access to distance education, and 32% of them stated that they could not continue distance education due to technical deficiencies, even though they had this information.

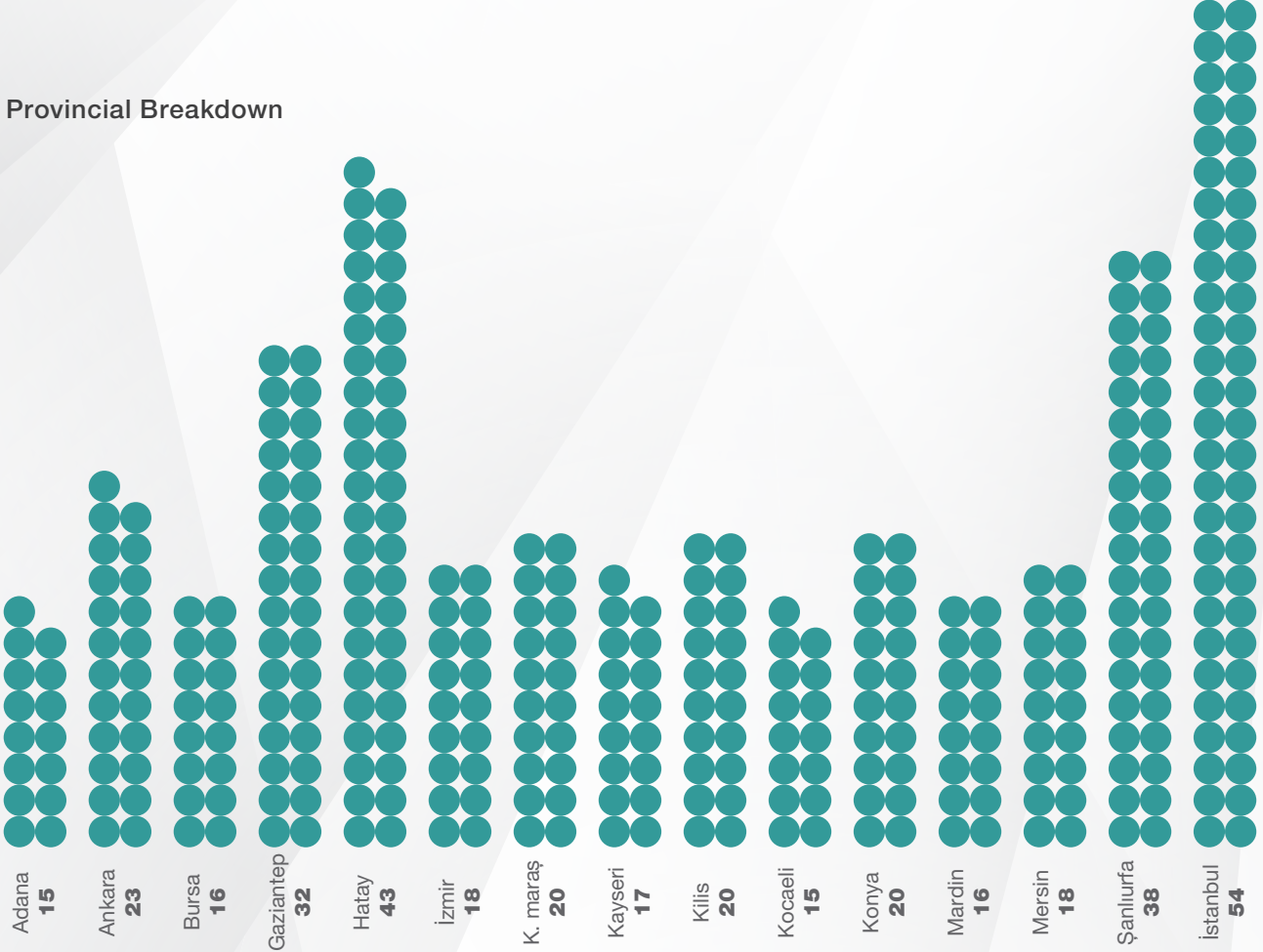
In April 2021, **the same children** were called again and asked questions about their access to education. This long-term study presents important findings on access to distance education for children under international and temporary protection.

#### Objective and Sample

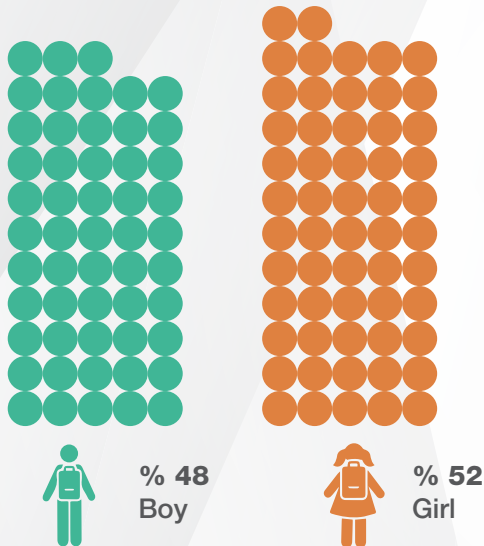
It has been aimed to evaluate the distance education practices within the scope of pandemic measures in terms of children with temporary protection and international protection status with this study. The situation

analysis study of children under international and temporary protection, which we carried out in April 2020, was carried out with 385 children, with the announcement of the transition to distance education within the scope of COVID-19 measures. The same children were called again in May 2021 and this sample is presented over 365 children because 20 children could not be reached due to phone number changes, not answering calls, etc. While creating this sample, at the same time, a situation analysis was tried to be made by asking separate questions for those who continued distance education last year and those who did not. It was determined that 268 of the 365 children reached had access to distance education in 2020 and 97 had no access to it.

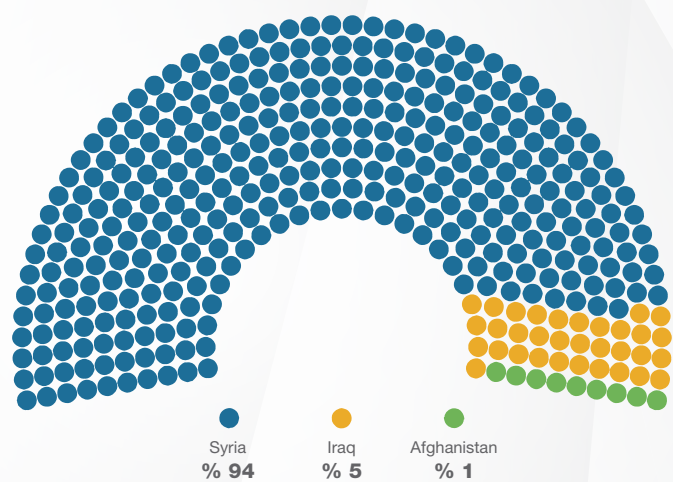
### Provincial Breakdown



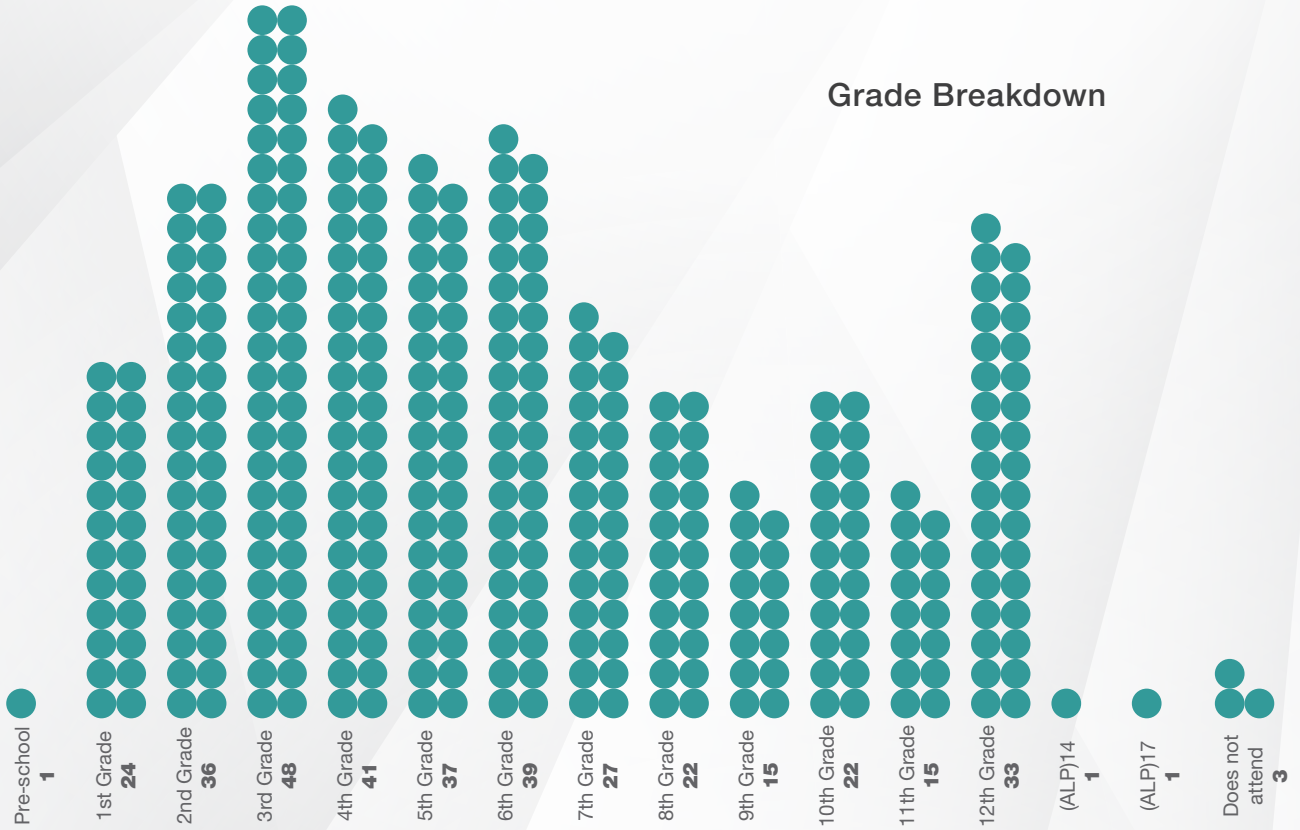
### Gender



### Nationality



Compared to the analysis conducted last year, some children could not be included in the analysis study due to the reasons such as not using the numbers of children who provided distance education in Adana, Mersin and Bursa provinces, especially in Gaziantep province, and not being able to reach the phone (due to common reasons such as using the phone line by someone else, closing the lines because the invoice was not paid, etc.). In addition, it was learned as a result of the searches made by some children.

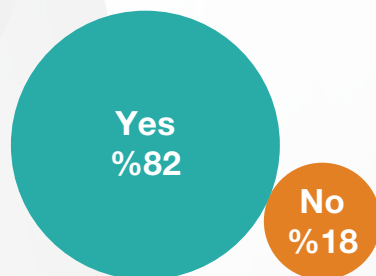


Considering the grade status of the children who continued distance education last year, it was seen that children at primary and secondary school levels could not continue to the next grade in 2021. Among the children, 3 children who had to pass from 2nd Grade to 3rd Grade and 7 children who had to pass from 3rd Grade to 4th Grade made grade repetitions. **When the analysis is examined, it is seen that the most frequent class repetition is in the class transitions between 5th and 6th Grades, where 9 children repeat the class.** In the first year of the pandemic, it was understood that the grade repetition rate of children who passed from primary school to secondary school was higher than other groups. The fact that children who pass to secondary school cannot share the physical environment with their teachers and classmates in distance education and that most of the children and parents do not have communication with the school administration has made it difficult for children to establish a connection with their schools. It is seen that 2 children among children are included in the Accelerated Education Program due to the language barrier, which is one of the problems of access to distance education brought by the pandemic, being physically absent from school for a long time and learning becoming difficult.

## THIS YEAR'S STATUS OF CHILDREN WHO ACCESSING DISTANCE EDUCATION LAST YEAR

### Continuity in Distance Education

Considering the situation of children who had access to distance education last year, it is revealed that there is a decrease in their attendance status.



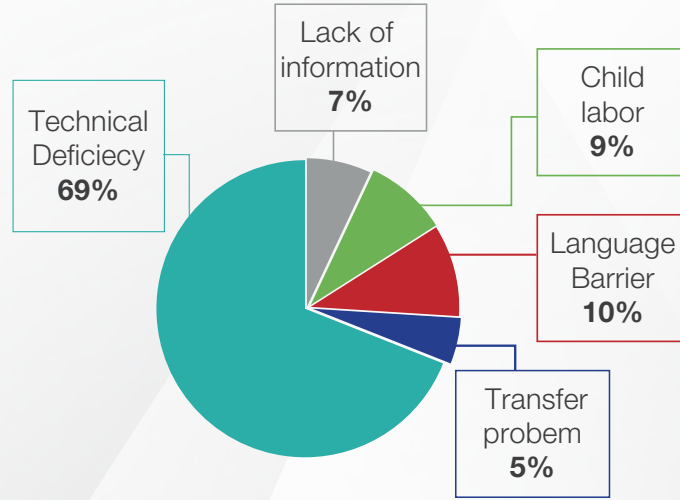
### Period of Dropping Out of Distance Education



Considering the data of children who had access to distance education last year, it was determined that some of them did not have access to education (see Graphic: Period of Dropping Out of Distance Education) In general, it is seen that children who cannot access education decrease their attendance and/or cannot access distance education in December-January-February and June-July-August, that is, in the time intervals close to school closure and break holiday periods.

Last year, we learned that distance education could not be accessed due to the lack of knowledge and technical deficiencies. When we look at this year, it is seen that children who have access problems due to lack of knowledge are largely involved in education but still cannot attend school. 69% of these children who could not continue distance education could not continue due to lack of technical materials such as internet and electronic devices. Due to technical deficiency, the problem of inaccessibility to distance education is followed by the language barrier with 10%, child labor with 9%, lack of knowledge with 7% and the problem of transfer of children due to school change with 5%.

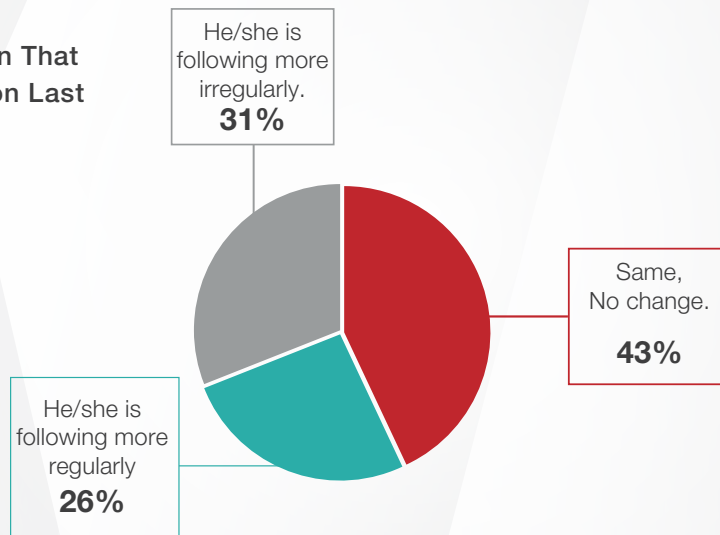
**Reasons for Not Accessing Distance Education**



## COURSE FOLLOW - UP

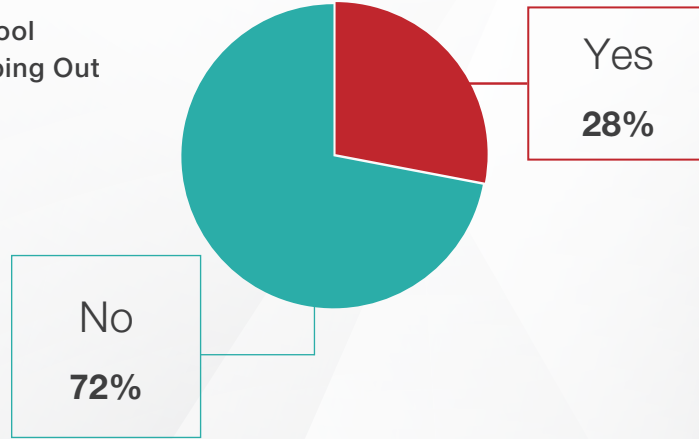
Considering the course follow-up status of the children who provided continuity to distance education last year, it is seen that 31% of the children who followed their lessons this year followed the lessons more irregularly than last year. When interviewed with the parents of children who do not attend distance education in order to understand the sub-causes of their absences, the lack of device and online connections or insufficient amount for the children at home, difficulty in speaking and understanding Turkish, lack of source books and the need for additional courses prevent their participation in distance lessons.

**This Year's Status Of Children That Accessing Distance Education Last Year Course Follow-Up**



Looking at the questions asked to families within the scope of the school administrations' follow-up of children's lessons irregularly and their attendance to education, it is understood from the data on Chart **"Follow-up of Teachers/School Administration in the Dropping Out Process"** that the situation of children whose participation in distance education is not regular is largely monitored/neglected by the teacher and the school administration. At this point, it can be said that the problem of the child's access to distance education arises due to sub-dimensions such as the difficulties related to the language barrier between the family-child-school, the closure of telephone lines due to economic deficiencies and the failure to communicate due to the line change.

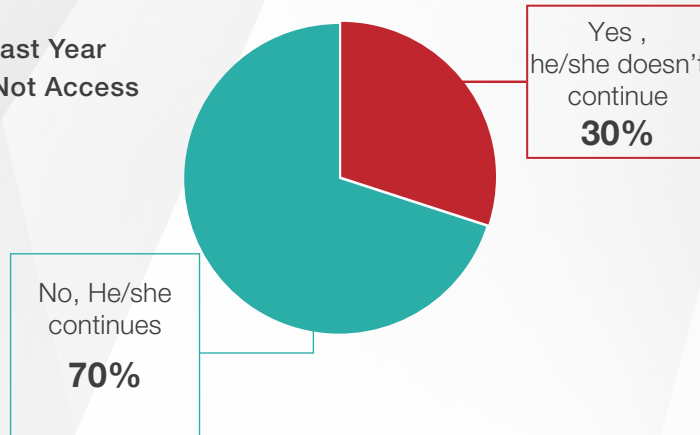
#### Follow-up of Teachers/School Administration in the Dropping Out Process



#### THIS YEAR 'S STATUS OF CHILDREN WHO COULD NOT ACCESS DISTANCE EDUCATION LAST YEAR

Last year, we learned that distance education could not be accessed due to the lack of knowledge and technical deficiencies. When we look at this year, it is seen that children who have access problems due to lack of knowledge are largely involved in education this year. However, as a result of the study, it is understood that there are children who still cannot continue distance education.

#### Distance Education Last Year Children Who Could Not Access This Year Status



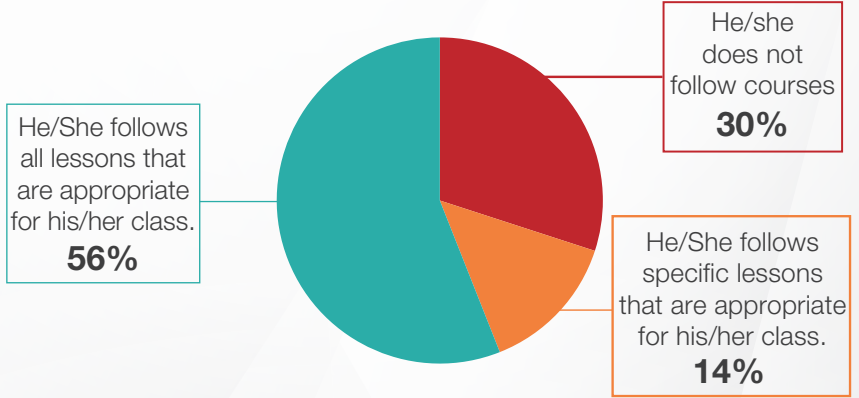
While 34% of the children could not participate in distance education in the research conducted last year, it is seen that 70% of the children participated in distance education in the interviews conducted this year with the children in this part of the sample. When the information about the conditions of the children participating in the classes is examined, it is seen that only 1 child can be involved in distance education with the tablet support provided by the school, while it is seen that the acquisition of internet, tablet and phone materials by families is effective in the participation of these children in distance education.

In this context, **"internet access"** was added to the basic needs items that increased with the increasing deep poverty during the pandemic process as an indispensable need in terms of continuity to education, and despite socioeconomic difficulties, families tried to provide challenging ways to support children's continuity to education.

Considering the reasons why children who do not continue education this year do not continue their education, it is seen that they turn to Arabic education, support their caregivers in the household and start to work as child

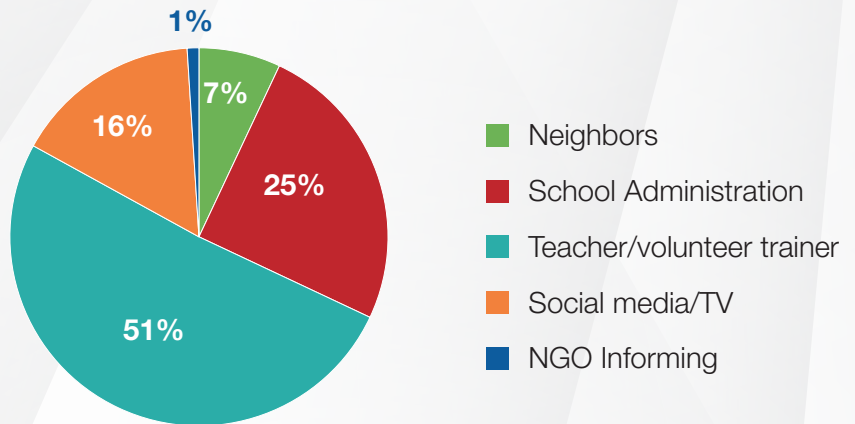
workers, even if the rate is low. In addition, some of the children who were willing to access education but could not follow the lessons regularly due to lack of internet and tried to follow the lessons by doing the homework sent to the families via WhatsApp with the support of their teachers.

### This Year's Lesson Follow-Up of Children Who Couldn't Access Distance Education Last Year



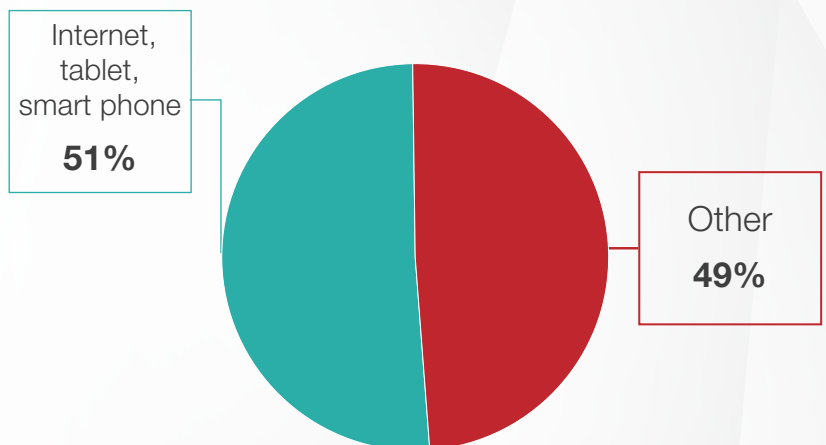
Considering the data of the children who could not access distance education last year in terms of course follow-up, and the children who we learned that they had access to education as a result of the screening this year, it is seen that 56% of the children who provided course follow-up this year followed every course suitable for their class. The biggest factor in ensuring the continuity of children was the acquisition of technical materials by families during the pandemic process.

### Information Sources Acquired Regarding the Distance Education



It is seen that children and families mostly obtain information about the opening of schools, exam periods, and distance education information updates from volunteer instructors and teachers. The school administration follows these sources of information about education with a percentage of 25%; the remaining majority of individuals have obtained up-to-date information about education through social media.

### Factors That Allow Children Who Cannot Access Distance Education to Continue Distance Education This Year



Considering the other data of children who continue distance education regarding access to distance education, the other reasons are that children do not have information about distance education for a while but access this information later, benefit from the EBA classes created in schools, their teachers reach out to children, the

difficulties experienced while continuing face-to-face education do not have problems in distance education and while they could not attend school in the previous year due to health problems, they continue school this year due to the elimination of health problems.

If distance education activities are evaluated, it is seen in comprehensive researches that students use written materials more, and their participation in live courses and watching videos related to lessons are low (Can, 2020). Considering this, the obstacles to the access of migrant children to education in our country appear as a difficult right to access due to reasons such as having caregivers who cannot work in regular jobs, especially the language barrier factor. While children's attendance to education is relatively low in the face-to-face education period, seeing it at low rates in the distance education continuation period can be explained for the stated reasons.

## IN LIEU OF CONCLUSION

With this research, the two-year process of adaptation of immigrant children who regularly participated in formal education before the pandemic to remote access applications was examined. Considering the 2-year evaluation of the children in this study who regularly attend school in face-to-face education, while there are many different risks related to the existing poverty, language barrier and peer-to-peer relationships, children faced with the necessity to cope with a secondary risk factor because of pandemic.

Studies conducted show that children's education awareness was affected during the pandemic period, not only due to lack of materials but also due to their presence at school and lack of socialization hours, and a motivational decrease was observed in children regarding education. Families and teachers play an important role in the recovery of this motivation. In this context, the most critical step of this process will be the access of teachers, students and parents to psychosocial support. For this, providing access to experts as well as access to the psychosocial support kit shared by MoNE will help the process to proceed in a healthier way(ERG, 2020). In addition to the deep poverty reinforced by the pandemic, it has become more difficult to achieve social adaptation with school adaptation. Another result of this research is that internet and device access are considered as a basic need during the pandemic process, considering that children's access to distance education is a fundamental right.

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TRT EBA TV, where primary, secondary and high school courses opened in cooperation with the Ministry of National Education and Turkish Radio and Television Institution are taught remotely, has started its broadcast. (23 March 2020) NTV

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