



## Minutes of the SE Turkey Education Working Group

5 December 2018

UNICEF Office – Gaziantep

**Purpose:** Regular monthly meeting

**Participants:** PDoNE representatives, UNHCR, GIZ, Bir Dünya Çocuk, WATAN, IOM, Balad, Concern Worldwide, Spark, Homs League Abroad, ASAM, Qatar Charity, UNICEF

**Chaired By:** Abdullah Modhesh & Jennifer Roberts

**Minutes by:** Ayse Kapukaya

Agenda item	Summary of discussions	Action point / time frame
<b>Opening, Review of action points from last meetings &amp; Agenda presentation</b>	<p>The agenda was introduced, all the action points from last meeting were addressed. As PICTES coordinator and RAM manager from Gaziantep PDoNE were participating and planned to present in the meeting, participants agreed to postpone discussions on adolescents and B2S to the next meeting.</p> <p>Deema from UNICEF confirmed that MoNE central had sent a letter to PDoNEs to urge school principals to accept all children. It was acknowledged that some schools have physical capacity limitations and that sometimes the issues are due to families trying to send their children to schools that aren't in their neighbourhood but are accepting Syrian children.</p> <p>Unfortunately, children who are turned away and not admitted in schools aren't being tracked. Neither MoNE/PDoNE nor schools are tracking or referring children who are not admitted. Participants requested the co-lead agencies to approach MoNE for a concrete action plan to set up a system for tracking these cases and referring them to other schools.</p>	National Sector Coordinators to approach MoNE for setting up a mechanism to track children who aren't admitted in schools due to space issues and follow up their enrolment in other schools (to be updated every meeting)
<b>PDoNE PICTES Project Coordinator Updates (İsmail Akgedik)</b>	<p>Gaziantep PICTES coordinator made a presentation about the situation of Syrian children's access to education in the province. Key highlights:</p> <p>According to the DGMM database 120,800 school aged children are residing in Antep. Last year this number was 100,000. The increase is partially due to the closure of Karkamis, Islahiye and Nizip camps as people moved from these places to city center and Antep districts. 70% of school aged children were enrolled to schools last year but, this year it decreased to 60% due to the increase in the population.</p> <p>He emphasised that school principals do not have the right to refuse children who want to enrol in school. If schools do not have physical capacity principals must write an official letter to provincial MoNE to explain the situation then solutions will be looked into, such as the possibility of referring those students to another school.</p>	<p>UNICEF to share data from the school registration problem log with İsmail Bey.</p> <p>I/NGOs to contact with Syrian students' office in PDoNE about school registration problems</p>



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	<p>The Governor of Antep wishes to see all children enrolled in school and will hold meetings with all school principals to ensure a common approach.</p> <p>Ismail Bey also confirmed that the PICTES office (third floor in the PDoNE building) and the Syrian Students Office can support I/NGOs to solve school registration problems.</p> <p>Esref Bey from RAM added that even if students do not have ID the schools can facilitate the process with the DGMM to issue an ID card.</p> <p>Due to the high level of mobility among Syrian families, it is hard to track each student. If they are registered to MERNIS system their children will be automatically registered in a nearby school. It was also stated that specific cases and information regarding the children who were not registered would be reported to MoNE.</p>	
<p><b>Bullying in Education Settings</b> + <b>Presentation by Sahinbey RAM Manager</b></p>	<p>There has been a series of discussions in both the CPsWG and SET EWG about bullying in education settings. To define “bullying” and to elaborate on the nature of the bullying a small group work was conducted. Participants noted specific bullying cases that they had encountered.</p> <p>Ample examples were given ranging from cases of students being physically assaulted on the way to or from schools to a case in which counselling services were refused to listen to a Syrian child (a summary of the examples is in the table attached). The examples revealed that cases of bullying were of various types based on the form (physical, verbal or exclusion) and perpetrator (child to child , teacher, school management, or parents) . It was noted that tensions were reported to be higher when the numbers of Syrian students was higher.</p> <p>After the group work, Sahinbey RAM Manager made a short presentation of the role of RAM centres and how they function:</p> <ul style="list-style-type: none"><li>• There are 2 main divisions in RAMs: counselling and special education</li><li>• RAMs are responsible for guiding and coordinating the work of counsellor teachers in schools. At least once in a month all counsellor teachers come together in RAMs and have a meeting.</li><li>• RAMs also identify gifted children and place them in appropriate schools regardless of their nationality.</li><li>• Every year at the beginning of the school year MoNE defines applicable targets for RAMs There are 2 nationwide targets and the other work areas are chosen from the list according to the needs of the</li></ul>	<p>I/NGOs to contact RAMs about the specific problems of education of CwD. UNICEF will be facilitating this process.</p>



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	<p>province. Schools are the main implementing party in reaching those targets. For the 2018-2019 schooling year, drug/substance addiction and abuse are the main targets for all schools in Turkey. Gaziantep chose the areas of peer bullying and communication skills from the list to be worked on for this year along with the main targets. Since Sept 2018 56,306 students, 3,335 teachers and 6,668 families were trained on peer bullying, mediation skills, empathy, drama and conflict resolution.</p> <ul style="list-style-type: none"><li>• RAMs are also involved in the identification of children with disabilities and learning difficulties. Schools can refer children with disabilities or learning difficulties to RAMs and the latter refer cases for thorough examinations. According to the result of the assessment, the child can then benefit from RAMs and their special education centers. All children with disabilities, regardless of nationality, have the right to benefit from the services in RAM.</li></ul> <p>The RAM manager underlined the fact that bullying is a general problem in schools and is not limited to the bullying of one group.</p> <p>In response to questions about whether a complaint mechanism exists, it was explained that incidents of bullying should be reported to and discussed with the school principals first. If the issue isn't resolved at the school level, it may be escalated to district education officials. Besides, the PICTES team in the province can be approached for assistance as well. If the bullying takes place out of school, then it is to be reported to the police.</p> <p><u>Areas in which the SE EWG members can support:</u></p> <p>In response to questions about the possibility for NGOs to support, Ismail bey indicated that NGOs wishing to provide support activities to reduce the incidence of bullying in schools must have a protocol with MoNE first. Example of activities that could be carried out then include: organizing art and drama competitions, chess competitions and other sport competitions. Alternatively, NGOs working in community centers and having protocols with the Ministry of Labor, Family and Social Services can organise social cohesion activities targeting Turkish children and Syrian children in their centers.</p> <p>Apart from this, MoNE is planning a series of social cohesion activities for this year including a chess tournament, drama workshop and recreational activities. MoNE also stated that it would like to receive</p>	



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	<p>support from NGOs, and encourages NGOs to provide schools with equipment such chess sets, drawing materials, costumes etc. As a suggestion, all the planned activities should include Turkish children to ameliorate social tension among the community.</p> <p>Another area of potential contribution is with children with disabilities. Turkish children with disabilities have the right to access private education centres with the support of government, however Syrian children cannot benefit from this. Ismail Bey expressed the need for support in this area.</p>	
<b>AOB</b>	<p><b>SE EWG 2019 Planning:</b> Instead of having the regular meeting on 26 Dec., it was proposed to have a full day workshop in the beginning of January to:</p> <ul style="list-style-type: none"><li>- Review of achievements (Sector and SE EWG) in 2018.</li><li>- 2019 Strategic Objectives for the SE EWG &amp; Tentative plan of activities.</li><li>- Market place to showcase good practices and examples from ongoing or completed programs.</li></ul> <p><b>Update from Syria Task Force:</b> 3RP education sector evaluation paper is being prepared by Syria Task Force. This will be shared with EWG members once drafted.</p>	<p>Exact time, venue and agenda for the full-day workshop to be finalized by the coordinators and shared with the SE EWG members by end of Dec.</p>

**NEXT MEETINGS:**

**Thur. 10 January, 2019 (FULL-DAY WORKSHOP)**

**Wed. 30 January 2019 (regular monthly meeting)**