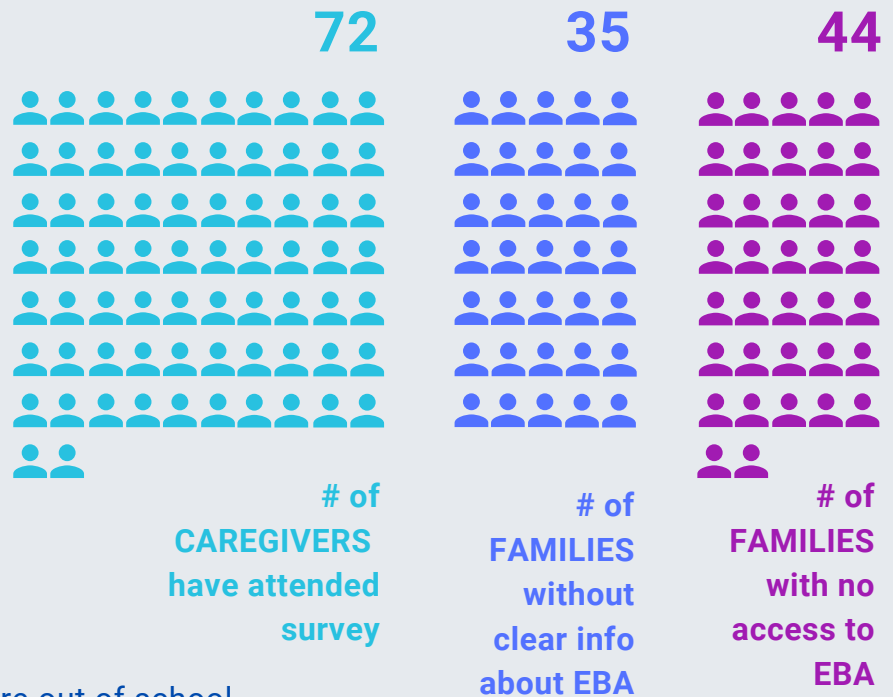


MoNE had decided to provide distance learning until 30th of April. Distance learning programme, namely EBA, is provided through online courses as well as TV broadcast by TRT.

Bir Dünya Çocuk conducted survey about EBA with the caregivers (from its PSS program) between the dates 26 - 30 March 2020.

The aim of the survey is to understand the knowledge of the caregivers about the EBA and obstacles preventing Syrian children to access EBA.

Accordingly, out of 87 identified Syrian&Iraqi caregivers, 72 of them were able to attend survey.



11 families' ALL SCHOOL-AGED children are out of school

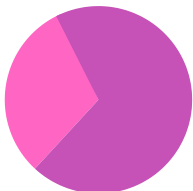
16 families' children have no problem in access EBA platform

Some of the families ask for technical support to access to EBA. EBA Arabic guidance translated by Bir Dünya Çocuk has been shared with those families: https://bit.ly/eba_ar

178 TOTAL # of Children in assessed families

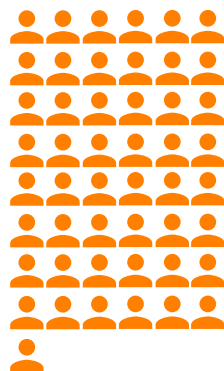
38 out of school children

43 have access to EBA



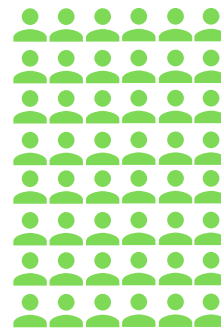
97 DON'T have access to EBA

49



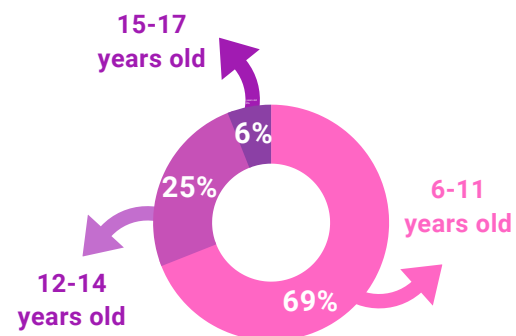
Girls do not have access to EBA

48



Boys do not have access to EBA

Age group for those not have access to EBA



ASSETS - families have



94% Smartphone



83% Television



79% Internet



15% Laptop or Tablet

38% of respondents dissatisfied with EBA platform.

Language barriers, technical problems (internet etc.) or concentration problems for children are main challenges.

Because of COVID19 - induced isolation, kids are cooked up at home and feeling bored and got more aggressive recently.

Families asking for information sessions about COVID-19 and activities with children.

CONCLUSIONS & RECOMMENDATIONS

Conclusion

According to survey results, the following key figures have been identified by Bir Dünya Çocuk:

22% of the families have access to EBA

61% of the families have no access to EBA at all

48.6% of the families do not have clear information on EBA in terms of how to access it and/or how to use it online

The main obstacle for children in access to EBA is that families **have only NileSat (satellite mostly broadcast Arabic TVs)** instead of TURKSAT in their houses and they face challenges to access EBA through online platforms.

Among the families have access to EBA, **38% of them** are dissatisfied with the EBA platform due to language barriers, and/or technical problems (internet etc.) in accessing EBA in addition to the concentration problems that children have while listening to lessons on TV.

38% of the families have stated that they are not neither satisfied or dissatisfied with the EBA since they believe that distance learning method is not efficient or qualified as education in schools. Furthermore, they face challenges to understand EBA methodology in the beginning due to lack of clear information in Arabic. Accordingly, EBA Arabic guidance translated by Bir Dünya Çocuk has been shared with those families who asked for technical support.

In addition to questions on EBA, Bir Dünya Çocuk also checked with the families for their children's well-being in these days, during COVID19 - induced isolation and since kids are cooked up at home, they feel bored and became more aggressive recently and this impact negatively the motivation of children to follow up lessons very well.

CONCLUSIONS & RECOMMENDATIONS

Recommendations

The Ministry of Education of Turkish Republic's response to providing a distance learning opportunity to children during the suspension of schools was very fast and high quality. Planning, development of curricula, implementation was done in less than a month was impressive. Additionally, PICTES project has implemented "Turkish for Cohesion" classes within the same time frame which supports non-turkish speaker children.

However, according to gaps and needs for Syrian and non-Syrian refugee families identified by the survey Bir Dünya Çocuk recommends the following points to be taken into consideration:

1. EBA TV to be broadcasted on NileSat in addition to TURKSAT to reach Syrian and non-Syrian refugee children.
2. Vulnerable children to be supported for their access to distant education in terms of technological equipment such as TV, satellite receiver, tablets, computer or internet connection.
3. Additional languages such as Arabic and Farsi to be added as the teaching language during distance learning when the children might not have an opportunity to ask for the terms she or he doesn't fully understand.
4. Technical guidance and support to be provided in additional languages such as Arabic and Farsi for caregivers of children to support children during distance learning.
5. Contents to provide quality, age appropriate activities for children when they are isolated at home regarding their mental and physical wellbeing to be added on the TV broadcasts.