

**IMMIGRANT WOMEN'S OUTDOOR TRAINING AND
IMPACT ON THEIR CHILDREN'S EDUCATION
GÖÇMEN KADINLARIN OKULDIŐI EĐİTİMİNİN
ÇOCUKLARININ EĐİTİME DEVAM DURUMUNA ETKİSİ**

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ABSTRACT

Refugees' education is one of the big issues for international society. In this research, the women refugees who left Syria and Iraq due to the war and immigrated to Turkey is focused. They were within the scope of the Vocational Training Program for Young and Female Syrians in Turkey. The project is technically supported by UNIDO, AFAD, Istanbul Ready to Wear and Apparel Exporters Association (IHKIB) and Turkish Ministry of National Education (MoNE). The project has provided students with experience in out-of-school learning, determination of prior learning, training in non-Turkish speaking people, training after severe social trauma, and so on. The project was financed by Japanese government. The data is provided by MoNE and a questionnaire was applied to the trainees. The purpose of this study is to determine the effectiveness of the trainings in terms of positivity, employment and trainees' children's enrollment to school and its sustainability. It is clear that the trainees were positively impacted by these training activities and their perspective of life was partially remedied. So, they started to work and highly motivated to register their children at campus schools.

Keywords: Outdoor education, refugees, school attendance

ÖZ

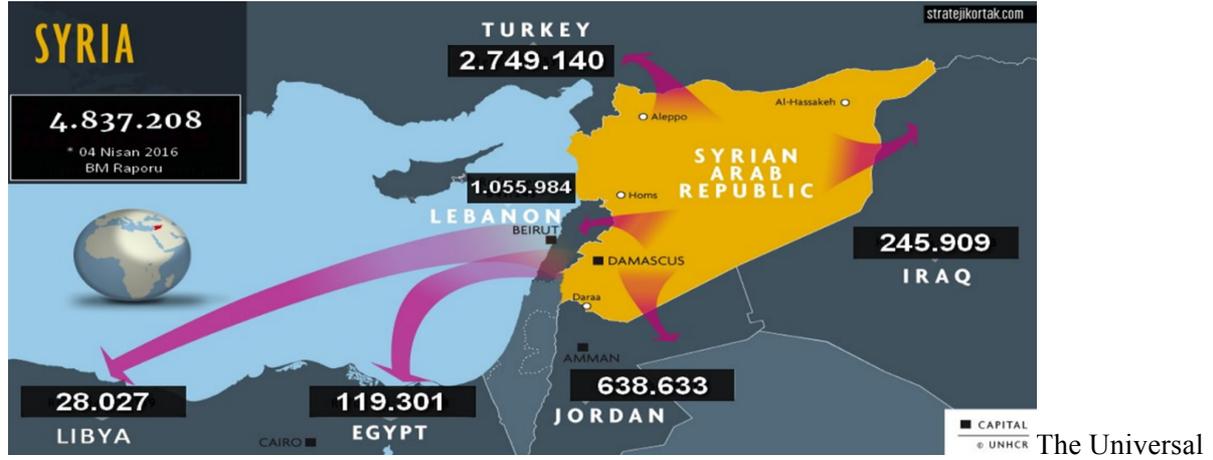
Bu araştırmada Suriye ve Irak'tan can güvenliği nedeniyle ayrılıp, ülkemize sığınan kadınların ve gençlerin Birleşmiş Milletler Sınai Kalkınma Teşkilatı (UNIDO), Türkiye Afet ve Acil Durum Başkanlığı (AFAD), İstanbul Hazır Giyim ve Konfeksiyon İhracatçıları Birliği (IHKIB) ve T.C. Milli Eğitim Bakanlığı MEB) işbirliği ile yürütülen projenin bazı etkileri çalışılmıştır. Japon Hükümeti tarafından finanse edilen "Türkiye'deki Genç ve Kadın Suriyelilere Yönelik Hazır Giyim Mesleki Eğitimi Projesi" kapsamında tekstil ve hazır giyim alanında kadınlar ve gençler eğitilmiştir. Proje okul dışı öğrenme, önceki öğrenmelerin tespiti, Türkçe bilmeyen kişilere eğitim verilmesi, ağır sosyal travma sonrası eğitim yapılması ve benzeri pek çok konuda tecrübe kazanılmasını sağlamıştır. Araştırma verileri Millî Eğitim Bakanlığında temin edilmiş, ayrıca kursiyerlere anket uygulanmıştır. Araştırmanın amacı verilen eğitimlerin kursiyerlerin hayata daha olumlu bakmalarına, istihdamlarına ve çocuklarının okula kayıt olması ve eğitime devam etmelerine katkısını belirlemektir. Sığınmacıların eğitime devamı (özne yüklem uyumsuzluğu var bu cümle yeniden gözden geçirilmeli) uluslararası kuruluşların önemli ilgi alanlarından biridir. Araştırma sonuçlarına göre mesleki eğitime katılan kadınlar ve gençler hayata daha olumlu bakmakta, işe girmekte ve çocuklarını okula göndermektedir.

Anahtar Kelimeler: Okuldışında öğrenme, sığınmacılar, okula devam

INTRODUCTION

Due to security reasons 4,837,208 Syrians has immigrated to Turkey, Lebanon, Jordan, Iraq, Egypt and Libya since April 4, 2016. Their population is 408.161 in İstanbul, 396.728 in Şanlıurfa, 377.643 in Hatay, 318.595 in Gaziantep, 148.991 in Adana, 135.457 in Mersin, 99.220 in Kilis, 93.481 in Izmir, and 93.216 in Mardin. There are totally 2.749.140 Syrian refugees in Turkey. As seen in Figure 1, 57% of those who migrated from Syria came to Turkey (AFAD, www.afad.gov.tr, 2016).

Figure 1: Distribution of Syrian refugees by country



Declaration of Human Rights, the European Convention on Human Rights, the European Convention on the Legal Status of Migrant Workers, the International Convention on the Protection of the Rights of All Migrant Workers and Family Members, the Convention on the Legal Status of Refugees and the 1951 Geneva Convention are the international documents about refugee rights. The states shall apply to refugees the same treatment as they did to their own citizens in respect of basic education and also shall ensure that refugees receive as much assistance as possible in the fields of education outside primary education. In particular in their employment, education certificates from foreign schools, recognition of university diplomas and degrees, exemptions from tuition and grants and educational scholarships, and, in any case, they will treat it less unacceptably.

All of the statistical data of Syrian refugees in education and training is registered at Education Management Information System (EMIS) Database of the Ministry of National Education of Turkey. In cooperation with all of the stakeholders, the educational facilities and services is expanding to ensure that the wounds of Syrian children are temporarily protected in Turkey and that there will not be a lost generation. As of the beginning of 2016-2017 education and training year, 149,936 students under temporary protection in 9,945 schools affiliated to the Ministry of National Education were educated with Turkish curriculum. The number of students enrolled in Foreign Student Information System (FSIS) in 2016-2017 education and training year was 327,470. The number of students enrolled in MONE schools is 477,406. According to the data the Syrian education age population in Turkey is 833,039. So, the schooling rate of Syrian refugees is 57.3% (Table 1).

Table 1: Number of Syrian Students Education in Turkey

Grade	The number of students registered at YÖBİS	The number of students registered at E - School
Preschool	1.961	14.034
1	5.415	53.074
2	46.005	22.071
3	34.396	14.577
4	24.697	10.705
5	13.499	13.382
6	13.698	5.899
7	11.693	4.286
8	10.470	3.164
9	6.267	4.862
10	6.722	1.812
11	4.484	1.234
12	5.751	834
Number of Classified Students	185.058	149.934
Number of Unclassified Students	142.412	-
Total	327.470	477.404

Source: Ministry of National Education, EMIS, 2017

By the end of 2017, it is expected that 170,152 Syrian children will begin in official schools and 326.244 children to the temporary training centers. In 2018, these numbers will be 300.000, 200,000 and 550,000 respectively. Thus, 65% of Syrian school age children will continue to education in Turkey by the education year of 2017-2018.

Before mentioning the training courses which are the subject of this article, we have to briefly inform about the education and training activities for refugees in Turkey. A total of 7,283 students were graduated from Turkish schools up to now. Due to different reasons, 16,503 students cancelled their registration from the YÖBİS Foreign Student Information Database, mainly to turn back to Syria or immigrate to the other countries. In the YÖBİS system, there are 142,412 students whose grades have not been determined with official documents yet. They

will be evaluated by the Provincial Certification Equivalence Commissions. So, their class levels will be determined, and some the students will be passed to the upper classes. They were registered in the 12th class in the provisional training centers although they have completed their high school education in Syria. So, they were compensated for their lack of diploma due to the lack of proficiency and equivalence in the university entrance exams of OSYM in Turkey.

Ministry of National Education is organizing courses on different subjects within the scope of non-formal education activities at Public Education Centers. At the first stage, especially Turkish language courses for Syrians were organized. As of October 2016, Turkish teaching courses at A1 and A2 levels were conducted. A total of 62,186 Syrians were trained in these courses, 35.985 female and 26.201 were male trainees. Additionally, Foreign Language Turkish Teaching Module was also prepared for the children between 06-12 ages in Public Education Centers. As of October 2016, a total of 369,238 Syrian trainees participated in general education, vocational training and Turkish language education courses.

Table 2: Number of Syrians participating in the MoNE courses

Year	Vocational Training			General Education			Turkish Language			Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	
2015	36.229	25.115	61.344	43.989	30.942	74.931	40.904	28.639	69.543	205.818
2016	11.124	4.421	15.545	48.481	37.208	85.689	35.985	26.201	62.186	163.420
Total	47.353	29.536	76.889	92.470	68.150	160.620	76.889	54.840	131.729	369.238

Source: Ministry of National Education, 2017

MoNE and UNICEF trained 489 Syrian trainers in collaboration. Later on, these trainers trained 18,691 teacher candidates in total in their own jurisdictions from 29 August to 18 September 2016. Those who have completed the course have been awarded a certificate after a test. Some of these people are later employed as the tutors in the courses.

Director General of Assessment of MoNE organized High School Qualification and Equivalence Exam for refugees students in 2015 and 2016. A total of 6,530 students entered the equivalency exam in June 2016. According to the results, 58% of them were successful. 1,300 students who are eligible to receive the equivalency have applied for the scholarship program of the Abroad Turks and Relative Communities Presidency. As of August 2016, 9,689 Syrian students continue their education in Turkish universities, 649 of which are associate degree, 7.977 are license degree, 791 are master degree and 272 are PhD program degree students

According to the information given by Director General of Lifelong Learning of MoNE, there are 201 temporary training centers in MoNE education buildings. There are also 425 temporary training centers, 36 in camps and 389 out of camps. 40 of them are built by AFAD, 36 by municipalities and other public institutions and 101 by non-governmental organizations. A total of 327,470 students, including 68% of the students in the temporary training centers and 32% in the camps, are in the refugees campus area. There are 1,013 Turkish teachers in temporary training centers. There are also 12,630 Syrian trainers who voluntarily support the training. UNICEF pays 600 TL to 900 TL per month for the Syrian voluntary trainers. 82% of the buildings used as Temporary Training Centers are reinforced concrete, container or prefabricated structure.

Director General of European Neighbourhood Policy and Enlargement endorsed The Facility for Refugees in Turkey-FRiT project with a total budget of 3 billion euro in humanitarian aid, education, health, municipal infrastructure, migration management, labor and economics. Within the framework of the program, 300 million euro was donated directly to the Ministry of National Education (MONE), and 200 euro million was allocated to school construction and equipment. Thus, within two years, Turkish and Arabic language training will be provided to Syrians under temporary protection, education and training for compensation and support will be provided and scholarship assistance will be provided by taking into account the academic success of 60.000 students, for the continuity of reading and integration.

AFAD, UNICEF, UNIDO, Korea, Kuwait, New Zealand and Taipei funds constructed in-camp and off-campus schools. An opening ceremony was held with the Taipei Fund. The official process for the construction of UNICEF-supported schools have been completed and the construction phase has been passed. The MADAD fund has allocated for construction a share of 70 million euros. The negotiations for school construction are being continued through KFW. Construction of 122 schools will be completed by 2019 in places where Syrian people live intensively towards the formation of new educational areas. Up to now, over 30 schools have been completed. Syrian students who are in need will be provided financial support provided that they are not absent from school with the cooperation of the Ministry of Family and Social Policy, UNICEF and MoNE. UNICEF provides temporary training centers with stationery materials and hardware, Korea Republic computer, copier, projection equipment and printer support.

Vocational Training For Syrian Youth And Women Refugees In Apparel Skills Units

There are approximately 4 million officially registered Syrian Refugees in Turkey. Approximately 10 % of these refugees live in the 25 refugee campuses at 10 cities. The remaining 88-90 % are located in this cities but out of campus or in other cities. The main 10 cities are located in the South East of Turkey close to the Syrian border. The conflict shows no signs of coming to an end anytime soon as there is no progress towards a solution.

Therefore this period until the conflict is settled in Syria is critical from both the refugee's perspective as well as Turkey's perspective as a hosting country. In line with the international

treaties, The Turkish Red Crescent, Disaster and Emergency Management Agency of Turkey as well as UNICEF, UNHCR, WFP are currently very active in the field. However due to the large population, the primary needs such as security, care, nutrition and health of the refugees and especially women and children have priority. Despite the number of active organizations, training and education related to skills development are almost impossible to tackle. Even though there are various programs targeting the refugees currently, they are usually targeting the basic needs such as food, shelter, schooling, etc. However it is very important to equip the refugee population with skills for self-support in Turkey as well as in their home country.

In the project for the Vocational Training for Syrian Youth and Women Refugees in Turkey at Fixed and Mobile Apparel Skills Training Laboratories, the Disaster and Emergency Management Agency (AFAD), Istanbul Ready-Made Garment and Apparel Exporters' Associations (IHKIB), Ministry of National Education (MoNE) and the United Nations Industrial Development Organization (UNIDO) are the project partners. UNIDO is the project implementing agency. The Japan government is the financial supporter of this project. The project focused on this usually neglected dynamic which is not perceived as priority due to lack of resources and the magnitude of the problem. Additionally, the situation is much more critical for women, taking into consideration the usual gender related problems that are aggravated because of their refugee status and lack of income. This intervention comes very timely and will serve as a source of hope for the refugees especially for the women and the youth. This project aimed to start the recovery for refugees that have lost their homes, their jobs and most of their belongings, in line with the Japanese commitments in Geneva II conference (Syria). The project provided refugees with means and skills to make an income already within the refugee s, increasing the overall human security for the most vulnerable. The transfer of vocational skills to Syrian refugees, in particular the youth and women, is very important because it will not only be useful to prepare them for a productive life once they return to Syria but also it will keep them busy and out of trouble during their stay in Turkey. The project was implemented in line with existing institutional framework that has been established between the United Nations and the Government of Turkey.

The current influx and the high population of the Syrian citizens especially youth and women present in Turkey under temporary protection are in the need of various support schemes. Especially women, the youth and the children are in need of further support especially in this part of the world as usually observed in conflict prone societies. The youth is generally the ones with the lowest skills, income and the highest unemployment rates in poverty stricken societies. Furthermore, women face considerable gender barriers to access the formal labor market and find opportunities for improving the quality of life because of cultural dynamics in their own country. For all of these reasons, the objective of the project is to improve the livelihoods and social security of refugees, in particular the youth and women, by providing them with skills for self employment. The main focus of the intervention is to provide real world economic and employment/revenue-enhancing opportunities to the Syrian refugees with specific emphasis on the youth and the women through technical training, technology and knowledge transfer.

Locations of 1 million dollars budget and 22 months duration project in between March 2015-December 2016 are Harran Camp (Sanliurfa), Oncupinar Camp (Kilis) and Islahiye II Camp (Gaziantep). The expected results and outcomes of the project were as follows in the project proposal;

- Technical trade and vocational skills of approximately 1,000 refugees, mainly youth and women, deepened through locally relevant and market-oriented training programmes, and an upgrading of technologies and manufacturing practices.
- Personal life skills enhanced: the capacities of project targeted at risk youth to engage in commercial and peaceful coexistence will be strengthened through a dedicated focus on enhancing personal life skills and small-group conflict-minimization and harm reduction strategies.
- Jobs and income increased for youth and women refugees within and after the refugee s. (There is significant industry demand for apparel skills in Turkey and Syria)
- Overall human security for the most vulnerable improved. (The training will prepare the refugees not only for a productive life once they return to Syria but also it will keep them busy and out of trouble during their stay in Turke
- Vocational training strategy and work plan formulated for Syrian citizens especially the youth and women present in Turkey under temporary protection,
- Setting up 3 training/production facilities as well as one mobile pattern training facility,
- Approximately 10 trainers from IHKIB and MoNE Public Education Center received training on tailoring, business management and other vocational skills according to the market needs in 3 s
- Trained Syrian citizens especially the youth and women present in Turkey under temporary protection as "sewing machinists" and "garment pattern preparer" in the field of garment manufacturing technology,
- Providing registration of the trainees onto online system of the Ministry called "E-Yaygın,
- Completing of minimum 248 (for pattern module) to 336 hours (stitch module) training modules of MoNE to receive valid certificates for the trainees and in terms of the sustainability of the project activities after project completion,
- At the end of the training, trainees will receive MoNE Certificates,
- Giving incentive pay of 150 USD to per trainee for completing the course,
- Approximately 1,000 Syrians, mainly youth and women, provided with technical and business skills through on-site group-based training sessions,
- Overall human security for the most vulnerable improved in Turkey under temporary protection,
- Improving livelihoods and social security of Syrian people under temporary protection in Turkey, in particular the youth and women, by providing them with skills for (self) employment.
- Creating of the economic opportunities by increasing the quality of the labor for Syrian citizens especially the youth and women present in Turkey under temporary protection,

- By setting up the production line, meeting the needs of Syrian citizens especially the youth and women present in Turkey under temporary protection,
- Providing income generation for Syrian citizens especially the youth and women present in Turkey under temporary protection by creating a brand with the produced ready-made garment materials in future time,
- Creating of the brand helps the resilience of the Syrians with its profit,
- Creating of a sustainable assistance mechanism that encourages people who demand to help Syrian citizens especially the youth and women present in Turkey under temporary protection for buying their products,
- Handing over of the machineries and equipment to the MoNE for sustainability of the project.
- If the course capacity is available, the Turkmenian refugees living in the same region will be accepted to the courses.

Common reasons for the lack of educational attainment of students

In this study, the relationship between mother's education and self-productivity situation and the continuation of their children to education in Turkey has also been investigated. This is very critical in the process of returning to normal life after heavy shocks experienced by their families. In a survey conducted by Prof. Süreyya Sakınç at Uşak University for the Uşak Provincial Education Directorate, the main reasons for the intermittent and continuous absences of the students were determined as follows¹.

- Reasons due to the school principals
 - School administrators' harsh attitudes towards students
 - Flexible behavior of school management in the implementation of discipline
 - Lack of guidance services
 - Inadequate physical facilities (such as classroom equipment, laboratories, social facilities)
 - Absence or lack of social activities for students
- Reasons due to the teachers
 - Teachers do not pay close attention to students' problems
 - Teachers are weak and inadequate in classroom management
 - Teachers' experiences and communication skills are inadequate and weak
 - Failure of teaching and learning techniques applied by teachers
 - Teachers' interest in the school and their motivation to maintain their profession is low

¹https://www.academia.edu/11605086/%C3%96%C4%9Frenci_Devams%C4%B1zl%C4%B1%C4%9F%C4%B1_Nedenleri_Sonu%C3%A7lar%C4%B1_ve_%C3%87%C3%B6z%C3%BCm_%C3%96nerileri

- Teachers' negative role model against students
- Reasons due to the families
 - Domestic violence practices and severe incompatibility between parents
 - Failure of the parents to deal with school success
 - The socioeconomic status of the family (livelihood) is low
 - Divorced and separated lives of parents (broken families)
 - Parents' education level is low and comes from subculture level
 - Parents with inadequate care and health problems in the family
- Lack of sound communication with parents
- Reasons due to the students
 - Unsurprised, motivated and irrelevant
 - To have addictive unpleasant habits (like smoking, drug use)
 - Insufficient (low) level of prior education of the student
 - Poor expectation from the school
 - The student has health problems
 - The fact that the student has to work for economic reasons to help his family Not healthy communication with the opposite sex in girl-boy friendship relations
- Other reasons
 - the district or settlement where the school is located is inappropriate for the student causing negative behavior and environment
 - Internet café and similar games and entertainment places around the school
 - Finding people or students with bad habits and drug addiction among friends
 - Insufficient safety in and around the school, the student does not feel secure in school
 - people living around the school have negative impacts
- Economic and Social Reasons
 - The level of income of the family of the child is low and the force of seasonal or part-time working conditions
 - The environment and family environment that the teacher is educated shows the negative effects on education and social development
 - Inadequate nutrition, the presence of unfavorable living conditions such as the absence of a healthy and peaceful home environment
- Reasons due to the regulations
 - current laws and regulations to allow students to be absent up to 45 days a year
 - The curriculum is not in line with the expectations of the student

- The negative effects of the examination system and the educational tools and methods on the student's motivation
- The lack of a stable and established education policy, constantly changing
- Easy grading

The case being experienced in those campuses is very heavy and such an example hasn't been studied before in the past. So, in this research the economic, social, security and psychological conditions of the family members mainly have negative impacts on the attendance of the children to the school and education. For measuring this, a face-to-face questionnaire with 15 questions was applied to refugees and interviewed with the trainers at the campuses.

METHOD

This study is a descriptive study aimed at revealing an existing situation. Descriptive studies have examined the situation of women and young people who fled Turkey and escaped from the war in Syria and Iraq and living in the camps. In this section, study group, data collection tool and data collection process are given. There are 2,749,140 refugees in Turkey, in which 40,928 of them were living in the Harran, Islahiye and Öncüpınar camps. We studied the women and young people who participated in the occupational training under the project. In addition, interviews were held with educated asylum seekers, trainers, regional managers and businessmen. The information on the course and trainees was provided by the Ministry of National Education, which coordinates the training courses. Islahiye campus was visited and discussed with the instructors, campus managers, course directors, trainees, regional managers and the employers. After all of the courses were completed, a questionnaire consisting of 15 questions was applied to the trainees by the trainers face to face. The data collection process lasted about 2 months. Information on trainees' attendance status of trainees was obtained from the Ministry of National Education records. As the trainees did not have working permission, information on their employment was based on informal sources. The project final report and the interviews with the project managers constitute an important input to this research.

RESEARCH DATA

The subjects and durations of the courses is given at Table 3. At the beginning of each course, there was a selection test that measures person's dexterity and general skills. The attendees were expected to attain a certain grade to start the course. The same test is applied for both the machine operation and pattern-making courses.

Throughout the training, there are exercises that need to be completed within given time frames. Each week contains one or two exercises that are performed in groups of two. One person measures the time, while the other performs. Each student must reach a certain speed before

they can move on to the next level, otherwise they are expelled from the course. This happened only in a few cases however.

As for on-the-job-training, trainees were selected based on:

- Success and proven skill in previous courses
- Commitment to work
- A valid condition that prevents the person from finding a job outside the s such as having to look after disabled family members or young children.

Table 3: The courses have been offered to the refugees by project content

Subjects	Course Duration (weeks/hours)	Attendees	Graduates	MoNE Certification
Machine Operation	8 weeks/336 hours	932	826	536
Pattern-Making	7 weeks/248 hours	68	57	33
Line Supervision	3 weeks/120 hours	16	16	-
On-the-Job Training	4 weeks/80 hours	126	123	-
Total		1.142	922	569

Source: UNIDO JICA MoNE Project, 2017

Some refugees attended mor than one courses. In the first cycle of the courses, the trainees were paid USD 150 for finishing the course. Those performing on-the-job training, however were paid. To create a competitive and work-like environment, we gave each trainee USD75 per month.

Number of Refugees in Campuses was as follow; Islahiye II:15.688, Öncüpınar: 12.910, Harran: 12.330, totally 40.928. Four groups of trainings were given in each one fo the three campuses. As shown in detail at Table 4, totally 892 women were registered to the courses, 764 of them passed the pre-test, 690 women started and 660 of them completed the course and get the certificate. It means that 74% of the applicants were successful, so get their certificates (Mission to Islahiye Campus on 23 December 2016)

The number of participants in the first group was 221, while in the last group was 74. The participating half is under 30 years old. Primary school and high school graduates are predominant. 70% of the participants are Arab and 30% are Turkish, 54% do not speak Turkish and the majority of them are Turkmen. The proportion of married women is 57% and the average number of children is 3,4. A considerable number of women stated that they joined to

courses to find a job. At the time of the survey, 6% of the respondents stated that they are already in a job. The level of satisfaction of the participants is close to 100% and they said that they will advise this course to others to join.

Table 4: Number of Refugees Trained by the Project

Campus	1st Group				2nd Group			
	Number of woman applied	Woman pass the test	Woman started to training	No of woman finished course	No of woman applied	Woman pass the test	Woman started to training	No of woman finished course
Islahiye	127	95	80	74	87	78		
Öncüpınar	87	85	80	73	50	50	68	64
Harran	89	78	78	73	54	44	44	42
Group Total	303	258	238	221	191	172	162	150
	3 rd Group				4 th Group			
Islahiye	72	66	60	68	57	47	40	25
Öncüpınar	76	77	70	80	76	51	48	29
Harran	60	60	50	67	48	23	22	20
Group Total	217	213	180	215	181	121	110	74
Project Total					892	764	690	660

Answers	Harran	Kilis	Islahiye	Total	%
15-18 years	18	37	49	104	21,1
19-25 years	30	22	39	91	18,5
26-31 years	11	22	27	60	12,2
32-40 years	37	71	35	143	29,1
40+ years	25	49	20	94	19,1
Question 2: Are you Turkmenia or Arabian?					
Answers:	Harran	Kilis	Islahiye	Total	%
Turkmenia	4	16	126	146	30
Arabian	117	185	44	346	70
Question 3: What is your educational background?					
Answers	Harran	Kilis	Islahiye	Total	%
Illiterate	10	7	6	23	4,7
Primary	38	39	56	133	27,1
Secondary	52	86	49	187	38
High school	17	63	50	130	26,4
University	4	6	9	19	3,8
Question 4: Do you know Turkish?					
Answers:	Harran	Kilis	Islahiye	Total	%
Advanced level	5	6	31	42	8,5
Intermediate	5	87	93	185	37,6
No	111	108	46	265	53,9
Question 5: What is your marital status?					
Answers	Harran	Kilis	Islahiye	Total	%
Single	42	56	72	170	34
Married	72	126	84	282	57
Widow	7	19	14	40	9
Question 6: How many children do you have?					
Answers:	Harran	Kilis	Islahiye	Total	%
0	52	10	20	82	16,7
1	3	7	3	13	2,6
2	6	9	9	24	4,9
3	8	23	18	49	9,9
4	10	35	9	54	11,0
5	15	19	21	55	11,1
6+	27	42	19	88	17,9
Total	121	145	99	365	
Question 7: Which training/trainings have you attended in?					
Answers:	Harran	Kilis	Islahiye	Total	%
sewing operators training	119	200	170	489	99,4
Pattern making training	15	5	25	45	9,1
Line supervision training	4	4	3	11	2,3
Production centers/on-the-job training	24	39	38	101	20,5

Question 8: What is the reason for attending the trainings organized by UNIDO?					
Answers:	Harran	Kilis	Islahiye	Total	%
To find a job	87	200	138	425	86,3
To use of leisure time and gain a skill	9	0	2	11	2,3
Others	30	1	25	56	11,4
Question 9: Have you attended a vocational training on textile in Turkey/in your hometown before?					
Answers:	Harran	Kilis	Islahiye	Total	%
Yes	53	16	6	75	15,2
No	68	185	164	417	84,8
If yes					
In my hometown	4	16	3	23	30,6
In Turkey	51	0	1	52	69,4
Question 10: Have you worked in a textile factory in Turkey/in your hometown before?					
Answers:	Harran	Kilis	Islahiye	Total	%
Yes	26	33	5	64	13,0
No	95	168	165	428	87,0
If yes					
In my hometown	16	30	4	50	10,1
In Turkey	10	3	1	14	2,9
Question 11: Have you found a job after the training you completed?					
Answers:	Harran	Kilis	Islahiye	Total	%
Yes	2	27	2	31	6,3
No	119	174	168	461	93,7
Question 12: Were you satisfied with the trainings organized?					
Answers:	Harran	Kilis	Islahiye	Total	%
Yes	119	201	169	489	99,3
To a certain degree satisfied	2	0	1	3	0,7
No	0	0	0	0	
Question 13: Do you advise the training program to others?					
Answers:	Harran	Kilis	Islahiye	Total	%
Yes	120	200	169	489	99,3
To a certain degree	0	1	1	2	0,5
No	1	0	0	1	0,2
Question 14: If you have not completed the training, what is the reason for it?					
	Harran	Kilis	Islahiye	Total	%
I did not like the training	-	-	-	-	-
Family problems	1	0	1	2	100

Health problems	0	0	0	0	-
Other reasons	1	0	1	2	100
Question 15: Have the trainings made any changes in your view of life?					
Answers	Harran	Kilis	Islahiye	Total	%
Yes	119	195	164	478	97,2
No	2	6	6	14	2,8

Source: UNIDO JICA MoNE Project, Questionnaire, 2017

The project was designed to address one of the pillars of the challenge which was the self-sufficiency of refugees while they were in Turkey, their integration into the legal work force during their stay, keeping them occupied and stimulated. The new vocational skills were also taught to provide refugees with a means of income once they return to their country of origin. As refugees were thought of staying for a short term in Turkey, little investment is made for the vocational education and training of refugees. Our project focused on this usually neglected dynamic, which was not previously seen as a priority due to the lack of resources and the magnitude of the problem. Some refugees attended more than one course as shown in Table 4.

DISCUSSION and RESULTS

The process of work permittance for refugees in Turkey is relatively new and still not widely understood. However the very first step of this process is affiliated with ISKUR (Turkish Employment Agency), ie registration to their online database. The system is only in Turkish, so there may be a language barrier. Project team employment consultants registered 475 refugees in total to ISKUR database for searching a job by. Meanwhile the project was introduced to a good number of private sector representatives, as well as local government. Several presentations were given and searched for ways to collaborate more with the private sector.

We identified some entities where the project graduates can work legally. A textile company that was founded by Syrian entrepreneurs, local textile factories and perhaps new initiatives backed by local authorities. By the revolving fund operations in Vocational High Schools or Public Education Centers the trainees may produce the needs of other remaining refugees.

We indicated that the average of the women participating in the training programs had 3-4 children. Those children are at the age of pre-school or school. For this reason, it is very important for families to register their children to the school and to maintain their education. In interviews all of women refugees stated that they sew the clothes for their own families and children. Trainings, manufacturing some appaeland supported by a pocket money during the education raised their morals, made them understand life more positively. They desire to be employed and get better life conditions. Women who were 100% satisfied with the trainings under this project and morally supported expressed that they will register their children to primary or secondary schools to overcome the diffuculties of life. The rise of school attendance at those campuses may be evaluated as the positive impact of those courses on the research subject.

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