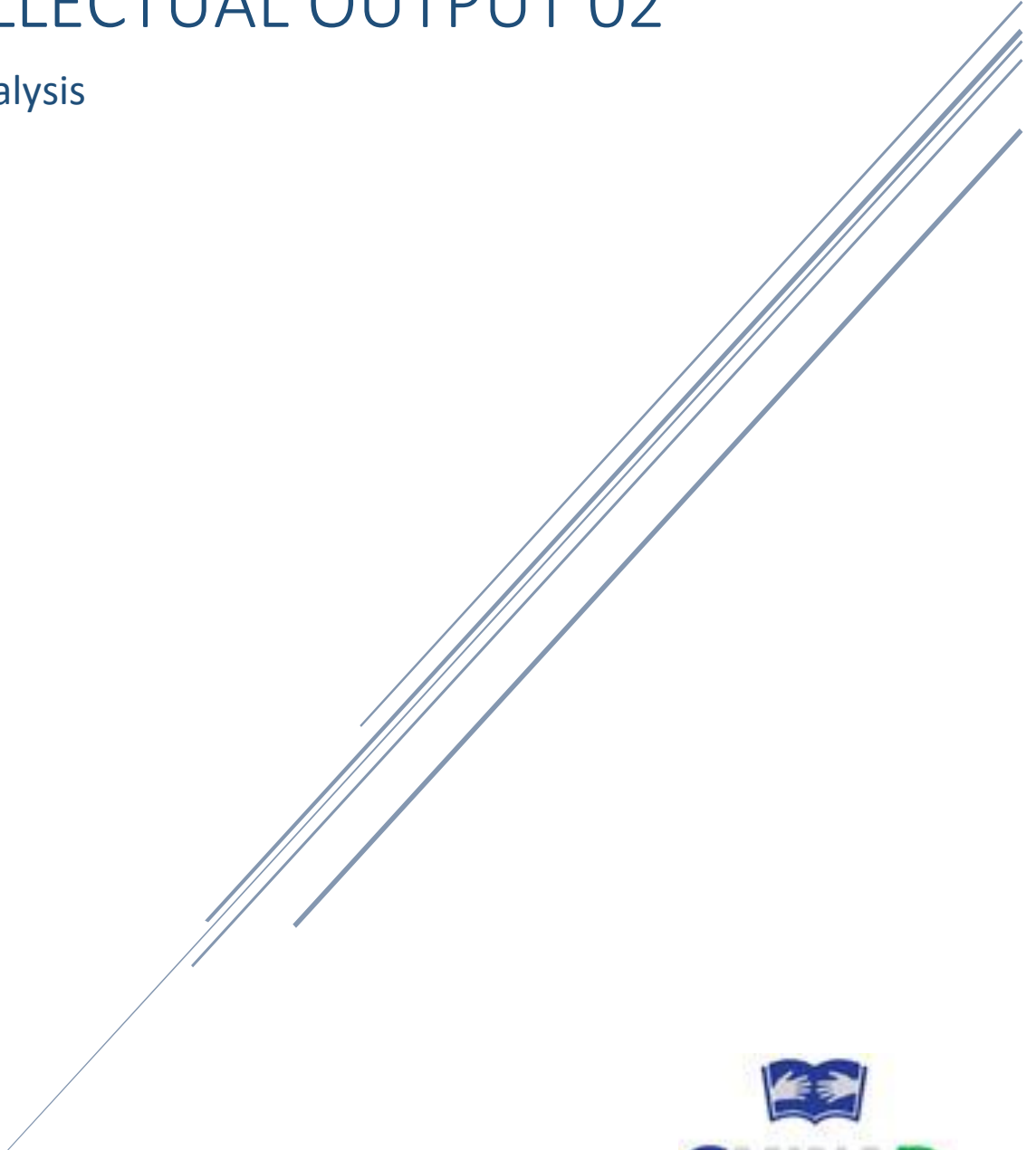


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INTELLECTUAL OUTPUT 02

Need Analysis



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1. Introduction

Need analysis (O2) report aims to provide requirements, needs and preferences of the project's main target groups – lecturers, students and career counsellors. As mentioned in the report O1, although in Turkey there are some new studies and projects regarding to career counselling of refugees, there are no settled implementations, therefore there are no counsellors who are specialized to consult refugees yet.

Therefore, we have targeted the most relevant group for data gathering which was done in two parts. In the first part, questionnaires were conducted; “Qualitative Questionnaire for Experts” was conducted on a *social worker* and a *programme assistant* and “Qualitative Questionnaire for Lecturers” was conducted on *trainers of* The Association for Solidarity with Asylum Seekers and Migrants (SGDD-ASAM) who work directly with refugees.

In the second part, the summary of the gathered data from questionnaires were given to the centre managers who also work as supervisors of the social workers, programme assistants and trainers. Then, a planned group interview with the managers was carried out within the scope of the questionnaires for experts and lecturers.

Questionnaires were firstly translated to Turkish by an academic and then given to the related experts. The planned interview (in Turkish) was recorded. Below, the answers of the experts brought together are given. If needed, printed Questionnaires and audio-recorded interview can be submitted as annexe.

2. Expert Profiles

EXPERT	BRIEF PROFILE INFORMATION
Trainer 1	Graduated from the Faculty of Education. Working in the project “Ensuring Access to Formal Education, Livelihoods and Protection through Bridging Programs, Technical Education and Legal Assistance”. 1-year of experience in the area.
Trainer 2	Graduated from the Faculty of Education. Working in the project “Ensuring Access to Formal Education, Livelihoods and Protection through Bridging Programs, Technical Education and Legal Assistance”. 1-year of experience in the area.
Social worker	Environmental Engineering graduate and will take her master’s degree from the Sociology as well. Working in the “Al Farah Child and Family Support Center”. 6 months of experience in supporting social & legal assistance and case management.
Programme assistant	Graduated from Political Science and International Relations. Working in the “Al Farah Child and Family Support Center”. Has worked as a “social worker” previously. 4 years of experience in the area.
Center manager 1 (CM-1)	Graduated from International Relations. Has a master’s degree in Democracy and Human Rights. Manager of Gaziantep Multi-Service Support Center. 2,5 years of experience in the area.
Center manager 2 (CM-1)	Graduated from Statistics. Manager of Gaziantep Al Farah Child and Family Support Center. 2,5 years of experience in the area.

Abovementioned Projects’ Brief¹

Al Farah Child and Family Support Center project is carried out by SGDD-ASAM with implementing partner of UNICEF. The project aims to create a more secure environment for the refugee children and their families.

Ensuring Access to Formal Education, Livelihoods and Protection through Bridging Programs, Technical Education and Legal Assistance projects are carried out by SGDD-ASAM in collaboration with NRC. The project covers the enhancement of the legal counselling services offered at the SGDD-ASAM offices and the preparation of curriculum for the children aged 6 to 14.

Multi-Service Support Center project is carried out by SGDD-ASAM with support of UNHCR and PRM. The project aims to develop a community center model to offer more extensive services for the refugees and asylum-seekers enabling them to benefit from social and legal counselling, psychosocial support, language courses, social activities, psychosocial activities, courses aimed at developing their basic life skills and activities for establishing peaceful relationships between the local community and refugees.

¹ <http://en.sgdd.info/?cat=38>

3. Questionnaire Answers

Interview with the centre managers are leaved out of the part 3. It will be reviewed separately.

3.1 Answers of counsellors

Answers of the social worker and programme assistant are given below.

Q1 What are the main or typical concerns refugee consultants bring into the settings of career guidance and counselling (CGC)?

- Unrecognition of diplomas
- Language barrier, work permits and other related bureaucratic problems like documentation problems.
- The economic condition of the country and lack of business opportunities
- Informal employment leading to ill pays in the regions where refugees are densely populated
- Not having a sustainable solution for the informal employment
- Potential discrimination of refugees in the labour market

Q2 What would you wish to learn or train to help you tackle the counselling topics and challenges in CGC settings with refugees such as...

a) *knowledge gap for consultants and counsellors (respective educational system, professions, labour market, ...)*

- Job opportunities and professions that refugees can benefit from
- Different countries might provide and need different formations for same vocations. So for the same profession Turkey and Syria or another country can have different commitments and formations. That's why it'd be nice to learn about which tools (institutions, programs etc.) can be used to integrate these different formations to the country's standards.

b) *foreign language as a means of counselling (in one-to-one settings and in groups)*

- Especially Arabic courses will be useful for a better communication with refugees. I believe all experts who are working with refugees in Turkey need to learn Arabic.
- Group training will speed up the process but for the experts who need fluent verbal communication should take one to one training as well, like psychological counsellor, vocational counsellor etc.

c) *language as prerequisite for the integration into the educational system and into the labour market*

- Refugees should definitely learn the host country's language both for integration into the educational system and into the labour market. Now in Turkey there are lots of Turkish courses for refugees which are organized both by different NGOs and the government but sometimes they are not announced sufficiently. To inform counsellors about free language courses more effectively a joint platform can be generated.
- Beyond teaching language, communication styles and the cultural differences about the communication should be a part of language courses to prevent un-solicited status.

- d) *access to the educational and vocational system and to the labour market*
 - The counsellors should be informed about the local labour market conditions and opportunities and how to access to the labour market, so the counsellors should be able to access this information easily
 - To have updated information about existing job opportunities, a common on-line platform can be helpful to follow opportunities and inform refugees.
- e) *recognition of foreign qualifications*
 - Diploma equivalency
 - Legal responsibilities which are mandatory for refugees, to continue their profession
- f) *discrimination and traumatisation*
 - Getting information from the newly generated “Psycho-social support projects” will be helpful to direct refugees without losing time.
 - Also about trainings regarding to consciousness raising within the host community
- g) *assessing clients` potential and empowerment*
 - The opportunities for continuing their education
 - Vocational courses, opportunities or certificate programs
- h) *supportive measures and labour market schemes*
 - The intuitions which can inform and support refugees regarding this topic
 - Brochures to easily inform refugees
 - Verbal or written informative documents to inform the refugees about their rights will be helpful to consult refugees.

Q3 What other topics would you wish to be addressed in tuition and training for refugees` counsellors?

- Cultural orientation and motivating examples
- The legislative framework in the country regarding the refugees
- Alternative implementation examples about overcoming unregistered employment and unsecured work

3.2 Answers of lecturers

Answers of the trainers are given below.

Q1 What kind of tuition or training would help students of career guidance and counselling tackle the following topics and challenges in their later work for refugees? Please give your answers referring to content as well as to didactics.

- a) *knowledge gap for consultants and counsellors (respective educational system, professions, labour market, ...)*
 - To avoid chaos resulting from refugees` lack of knowledge about their legal rights, they should be informed about national and local conditions. Also, aside from these they should have knowledge about culture specific conditions of refugees
 - The social economic class and the education system of the refugees` county should be comprehensively known.

- Popular and well accepted professions of the refugees' country should be known. Also the counsellor should be able to direct the counselee to research himself which profession would be best fit for him in the country they currently reside
- b) *foreign language as a means of counselling (in one-to-one settings and in groups)*
- Theoretical and practical language, which is going to be used in the counselling sessions, should be taught by academics.
 - Interview techniques in foreign language (host country's) should be taught.
 - It should be lectured by a real professional. Both one to one and group training would be useful but it should be given by a professional.
- c) *language as prerequisite for the integration into the educational system and into the labour market*
- counsellors should have a full command of both refugees and home country's language
 - The counsellors should have effective communication skills in the language
- d) *access to the educational and vocational system and to the labour market*
- Information regarding refugee rights and also how a refugee can reach education and other services should be provided to counsellors.
 - The counsellors should be able to present vocational educations in association with administrative and local organizations.
 - The counsellors should be able to train private sector and educational institution representatives in creating a workforce market
 - The counsellors should be able to prepare handbooks regarding different professions
 - The counsellors should be able to promote online job search platforms.
- e) *recognition of foreign qualifications*
- Personal information and the refugees' status should be clearly understood
- f) *discrimination and traumatization*

To provide and give reliable information, first of all, trust must be established between the counsellors and counselee.

Regarding discrimination:

- Types of discrimination and trauma should be taught
- Personal and governmental discrimination should be taught
- National and international laws regarding discrimination should be taught

Regarding trauma

- Proactive protection from trauma should be taught
- Early intervention methods after trauma should be taught
- Also, given that refugees have been faced with war related trauma, the counsellors should be using attentive language and appropriate expression

g) *assessing clients' potential and empowerment*

- To make counselee economically self-supporting, he/she should be informed about the available opportunities and how to reach those opportunities. Also training regarding to "be aware of one's potential" would be useful. That is why the counsellors should have gained knowledge in these areas.
- Trainings and case studies should be given regarding to refugees';

- Educational level measurement
- Professional performance evaluation
- Business and market knowledge evaluation

h) supportive measures and labour market schemes

- The counsellors should be able to direct the counselee to appropriate vocational courses in accordance with his/her talent, competence and profession. Also, the counsellors should get information sessions about legal regulations.
- The counsellors should be able to develop projects regarding this field in association with private or other institutions via governmental grants.
- The counsellors should be able to play role in opening vocational courses

Q2 What other topics would you wish to be addressed in tuition and training for refugees' counsellors?

- Self-confidence trainings should be given in order to make counsellors more self-confident about their profession
- The counsellors should be taught national and international laws related to refugees.
- Also training regarding to Civil liberties, women's rights and Turkish judicial system will be useful.

4. Interview Review

As centre managers work as supervisors of programme assistants, social workers and trainers, they have knowledge about these groups' responsibilities and the troubles they have faced while performing their tasks. Also managers have to stay in touch with the government agencies, local administrations, municipalities and other NGOs. Therefore, their experiences will be useful to gain different perspective.

To consider the "career counselling for refugees" concept from a different aspect without moving off from the point, semi-structured interview is conducted (ground on the questionnaires) with centre managers. The interview contents are grouped according to the related topics and stated below.

4.1 Current situation of refugees and main or typical concerns regarding to vocational counselling

(CM-1) Specific to Gaziantep province, the most common employment problem that refugees encountered is the limited access to legal employment. Great majority of refugees who live in this region usually work on daily wage or seasonal works as unskilled labour. As a result, providing sustainable employment opportunities is getting difficult. The main areas of employment for the refugees are the textile and heavy duty machines factories. As they are unqualified, they are working for long hours as substandard employees in these factories. Actual working hours per day vary between 10 to 12 hours and monthly wages vary between 800-1000TL (approximately 200-255 Euros). These persons are usually breadwinners of their families of seven or more, which means wages are not enough even for basic needs. Therefore, refugees need and are quite demanding on social aid. Also, they experience future anxiety due to not receiving recompense for their work. Beyond the anxiety of being a refugee, they have concerns on whether they can earn a living for their family or whether they

can feed their children. Furthermore, they are not familiar to this situation as they are usually landholders, self-employed persons back in Syria, and now in the current situation they have to start over from scratch. What we usually see that, this situation loads a great responsibility and cause tribulation for men. All these things are very traumatic for a human being. And clearly, the mentioned trauma causes short term family problems, but in the long term it is an indisputable truth that it will result in major social and family problems.

Regarding legal employment, all Syrian refugees can have work permit since the beginning of 2016 but the thing is employers have to apply for work permits. But as the clear majority of refugees are unqualified, employers do not prefer to hire refugees. Because it is both unprofitable and also a time cost for them. From the point of refugees' view, refugees under temporary protection can benefit from the social and health services complimentary, but when they get work permit they have to pay approximately 10% for some of the health services. And as they are focused on short term gains, this payment demotivates refugees. Needless to say that legal employment is very important for job security, protect one's rights and to uphold labour law legislation. However, both employers and refugees are unconscious about and not paying required attention to legal employment and work permits.

(CM-2) With regard to vocational counselling, current situations of refugees can be tackled from two different viewpoints. The first is, registration problem. If refugees are not registered, they cannot have work permit and in our province we are facing with this problem. In addition to my colleague's notes, I want to add that there are government grants about work permits. If an employer applies for work permit, some of the insurance expenses of the refugees is being paid by the government, not by the employer. But if the employer hires a refugee, the employer has to pay at least subsistence wage. In the existing situation refugees can be hired as substandard employers (informal employment). As refugees are unqualified workers, employers find applying to work permit disadvantageous. Unfortunately, as sacking is easier and wages are lower, some employers run the risk of law enforcements and prefer to employ children. On the other hand, as my colleague has mentioned, refugees under temporary protection who do not have a work permit, can benefit from social and health services complimentary. Also, as aid in kind are hinged upon prior conditions, not all but some refugees can also get aid like food, non-food and coal etc. Actually without a work permit, refugees cannot benefit from legal rights when they are dismissed or in case of occupational accidents etc. However, they find the process difficult and they are unwilling to pay the 10% for the health services, namely because of short term gains, refugees also can prefer illegal employment. Ultimately, it can be said that both refugees and employers are not conscious about work permit. Also, public officers or NGO offices can be ill-informed. So they should be trained in depth about work permit conditions and new regulations as well.

Regarding to career counselling for refugees, in theory, vocational counsellors' of İŞKUR can provide consultancy services for refugees as well. Refugees under temporary protection can register to İŞKUR and can get consultancy from vocational counsellors according to their educations and competences. However, in practical terms it is unlikely to happen because their profession is not working with refugees and they may not have enough knowledge.

In our offices, our teammates' responsibilities do not include vocational counselling. That's why if the question is employment, they are supposed to inform refugees about their rights and responsibilities,

the process of work permit and actions to be taken. Then our teammates forward refugees to related government agencies. Also we provide some additional informative documents which are prepared by SGDD-ASAM or other NGOs. But the process can be interrupted if the person in the related agency does not have enough information. Although the government provide wide-ranging regulations and supports for refugees, if the employee cannot be helpful enough to the refugee because of his/her lack of information, then refugees can associate the unemployment status to government regulations. And this false impression of refugees can end up with loss of trust to government.

4.2 Knowledge Gaps

(CM-1) In the first place, career counsellors should have comprehensive knowledge of all laws and regulations regarding to refugees' employment. Because of the current situation, we are mostly talking about Syrian refugees but the counsellors should also have the information about different refugee statues, and regulation regarding to them. Another important point is, how counsellors will relay the information regarding to the legal regulations and laws.

If we return to the Syrian refugees, great majority of them are poorly educated and of course the Syrian judicial system is very different from the Turkish system. Therefore, to be truthful, refugees will not understand standard explanations like "these are your rights", "these are your responsibilities". These explanations should be put in a simple form. And counsellors should be trained about the way of communication. Focus group discussions, discussion groups could be useful.

Another key point for career counsellors is cultural differences. Because, a counsellor who is an expert about providing consultancy service to Turkish citizens, will face great discrepancies with Syrians. They should have awareness about the cultural differences.

(CM-2) In the point of career counselling, it makes sense to approach the "knowledge gap" subject from two perspectives. First one is language and culture and the other one is region.

Most of the Turkish citizens do not speak Arabic. Naturally, translators play a key role in service providing to refugees. But, due to differences (like accent) in Arabic's own, we can say that knowledge spread abroad between refugees. This kind of knowledge acquisition can cause information loss and conflicts. That's why, preparing written materials will fit the purpose of guaranteeing the accuracy of transferred information. As the educational background of refugees is not convenient to read and understand these materials, they should not be pages of information. Accordingly, it should be provided in articulated way and schematically.

When it comes to culture, the cultural difference between Turks and Syrians is not the only problem, there are cultural differences between Syrians as well. To give an example, refugees from Damascus are open to learning and more adaptive in comparison with the refugees from Aleppo, north Syria and peasantry Syrians. The counsellors should have knowledge about and behave accordingly to these kind of cultural differences. For example, offering a secretary position in an office where five or six men works is intolerable for a Syrian woman.

Secondary determinant is region. In Gaziantep region; textile, pistachio agriculture and shoe-making sectors offers more employment opportunities for refugees, in Hatay region furniture manufacturing, olive cultivation and wood processing industry offers the mentioned opportunity. Career counsellors

should have local labour market information of the region where they will provide consultancy services.

4.3 Learning and Teaching Foreign Language

(CM-1) In our office we are working with Syrian refugees who have a full command of Turkish or with Turkish citizens who have a full command of Arabic as translators. Only social workers who can speak Arabic fluently can work without the help of translators. Now in Turkey, there are some non-national and small Syrian NGOs which are working on employment of refugees. They are very few and working locally but still, there are some. Getting in contact with these NGOs can help to reach people who can be useful in CminaR project. Also working in cooperation municipalities and İŞKUR could be helpful.

(CM-2) Many Turkish language courses already open for refugees in Turkey and it is a fact that, teaching host country's language to refugees is very important for social adaptation and to facilitate the communication. Also as the population of Syrians is almost three million, teaching Arabic to the persons who are going to provide career counselling to refugees could be a meaningful attempt. But neither learning Turkish nor Arabic are languages can be taught easily. Therefore, hiring translators or the persons who have a satisfactory knowledge about both languages to the project can be an effective solution for short term. For example, in European countries, there are mandatory educations for the adaptation of refugees to the host country. As far as I know refugees must attend to this education for two years in Denmark and six months in Austria. This kind of mandatory adaptation educations should be developed for Turkey as well. But, in the first step, to put the CminaR project into action, hiring persons who are adequate to be translators seems more efficient. Also teaching the translators counselling terminology and abovementioned cultural differences is very important to connect counsellor and counselee correctly. Also training the Syrian refugees, who have proper educational background and can use both languages effectively, as a career counsellor could be practical and logical.

I have to say that, working with refugees is a fragile area, because refugees are very open to be exploited. To avoid unwanted situations like favouritism, grafting etc. control mechanism for counsellors should be kept tight.

4.4 Access to The Educational and Career Counselling Services

(CM-1) Career counsellors should firstly be trained about examining the accuracy of information given by refugees. Because in the first step of admission, where the emergency is a matter, some of the refugees could not have the chance to collect their documents such as diplomas or passports so admissions were based on refugees' declaration. Those declarations may be false or deficient and career counsellors may face with these false declarations frequently. Therefore, career counsellors' training should include some methods regarding to understand if the declarations or documents of refugees are correct or not. Also, interview techniques and body language trainings should be helpful.

Higher education of refugees is a current issue in Turkey. When emergency is a matter, temporary education centers are founded for children, young refugees to continue their education. But now we are meeting with different situations like will the diplomas of temporary education centers be valid for university applications, will they be valid to study abroad, if the refugees receive an acceptance from

an abroad university will the international travelling pass be issued etc. Career counsellors should be prepared for these kind of questions.

There is a new regulation in Turkey regarding to refugees graduated from temporary education centers. If these young refugees prefer to continue their education, they are firstly applying to open education high school exams. If they are succeed, they are getting high school diplomas and can apply to universities with these diplomas. Refugees who are graduated from Syrian high schools can apply to universities by getting a certificate of equivalence. Universities have refugee quotas and different elimination systems. After enrolling, refugees have equal rights with Turkish undergraduates.

(CM-2) As mentioned before, there are child labour issues and governmental regulations and penalties are not enough to prevent the employment of children. But of course refugees' primary purpose is survival, so long term objectives like education, career is being ignored. As this ignorance stem from both survival efforts, we should keep in mind that cultural elements are determinative as well. Syrian refugees have approximately 8 children and they see their children as a guarantee for their future, they believe that children will take care of themselves when they get old. Therefore, Syrian refugees may prefer to make them work instead of motivating them for education, and this attitude plays an important role in child labour. So counsellors should be in close communication with both parents and also with employers to create awareness about importance of education.

4.5 Trauma and Discrimination

4.5.1 Trauma

(CM-1) Career counsellors should have the basic knowledge about post-traumatic stress disorder (PTSD). Because diagnosing PTSD can affect their business life and career. They should reach additional consulting from experts if needed. Usually women and children appealing for help about psychological issues to our offices. Actually men are suffering from PTSD as well. But because of cultural codes, they are not open to psychological support, some of them even not open to a psychological support offer. I believe that career counsellors will be in touch mostly with male refugees, they should also be able to estimate how they can react against this kind of guidance.

(CM-2) Also for our region, refugees usually come from countryside of Syria who are landholder farmers. In addition to being refugee, rural-urban migration is another reason of trauma.

4.5.2 Discrimination

(CM-1) It would be wrong to say that refugees are exposed to a corporate discrimination in Turkey. related ministries and directorates are performing different duties and projects intended to support refugees and provide necessary services to them according to government policies. However, in the staff level, different individual perspectives, perceptions, experiences are being involved in the process and the staff can act upon them. Besides, as we are talking about an overcrowded group of people, refugees flow to some offices like social welfare center, office of admissions etc., and the number of staff remain incapable. Sometimes the staff may act impulsively just because of workload. Of course, for whatever reason might be, employees have to be objective and keep a straight face.

4.5.3 Additional Notes

(CM-2) I think career counsellors should have a supervisor and they should conduct regular meetings. Career counsellors certainly will face complicated situations. For example, think of a 16-year-old kid who is a refugee in Turkey. As his/her family is in Syria and he/she has to support his/her family financially. Parent preferred to stay in Syria because they believe that they are not going to be employed and will tie their child down in Turkey. It is a fact that the parents are in life-threatening situation. We are facing with this kind of interwoven cases and I think career counsellors will too. And he/she will not be able to conclude the case by just consulting. The career counsellor will need supervisor support to learn where to apply for what and how. Also to learn related national and international NGOs or government agencies.

Also it will be very difficult to follow updates in legislative regulations, İŞKUR procedures, refugee workfare processes etc. which are very important for career counseling. As supervisors will be informed with priority, they can support career counsellors in this manner, can inform them regularly about how and in which way the updates will affect their work. When the subject is refugees, career counselling will be a part of humanitarian aid. Also as much as job, vocation, education, the matters like gender, health, children will be a part of the career counselling.

5. Conclusions and Discussion

As it should be understood from both the questionnaire and interview results, independent from whether they are an officer or a manager, experts' focus is on Syrian refugees in Turkey. In the current situation, this result is not surprising. But we can say that there is a difference at their perspectives.

When answers of non-manager experts reviewed, it looks like the potential problems for career counsellors are: language barrier, informal employment-ill pays, validity problems of documents, bureaucracy. As they are the persons who are going to be in communication directly with refugees, their perspective is focused on the job problems.

On the other hand, managers think outside the box. They see cultural and gender differences and educational levels of refugees as potential problems, and offers collaboration with government agencies and NGOs as well as training of career counselling for cultural difference and correct communication style. Also another point that managers emphasize is to constitute control mechanism for career counsellors. Besides what they usually mentioned is that the adult refugees have poor educational level. To help the employment of these poorly educated adults, they suggest creating a connection between local employers and career counsellors. The other suggestion is to teach career counsellors about the local labour market.

Both manager and non-manager experts' perspectives provide predictions for education of career counsellors. Non-manager experts' perspective give insight about on the job part for CminaR, and managers' perspective give clues about management of the project in Turkey who hosts the world's largest number of refugees.