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Migrants' Integration through Culinary Arts

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Analysis Report on Skills & Competences, Employers' Needs and Curricula

Sustainable Development Association

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Introduction

A. Objectives and Results

The objectives that are planned to be achieved through the Second Intellectual Output (IO2) of the project “Migrants’ Integration through Culinary Arts” are as follows:

Objective 3 – To assess migrants’ prior learning and determine a renewed skillset that corresponds to the existing demands of the Culinary Sector, and

Objective 7 – To enhance migrants’ integration into EU societies through their inclusion into the labor market.

With the completion of the IO2 the following results will be obtained

R.2. A self-assessment tool will be designed and implemented, which will be used by migrants themselves as a method to evaluate their current skills, competencies and formal and non-formal qualifications in the Culinary Sector.

R.3. A typology of qualifications and soft skills which migrants lack but they are of paramount importance within the Culinary Sector will be provided.

R.9. A career pathway for migrants that wish to work on the culinary sector and do not acquire the necessary qualification or are in need of additional ones.

Ensuring that the results will be objective and representative of the current state and as the applicants we will be able to identify the actual needs whereas elaborate targeted and fit-for-the-purpose solutions is aimed with this output.

B. Time Frame

The estimated initial time period for IO2 was May 1, 2020 – July 31, 2020 however due to updates in the project before the contract signatures the time frame changed to March 1, 2020 – July 31, 2020.

In the IO2 a prior learning assessment approach is going to be developed. This assessment will be two-folded. Firstly, the assessment of the migrants’ existing skills through personalized sessions will be enabled. Secondly, with the help of a self-assessment tool migrants will evaluate themselves in terms of their current skills and competencies.

C. Expected Impact

The expected impact of the Intellectual Output 2 is as follows:

1. To establish an integrated assessment methodology that could be served as an exemplified model,
2. To support theoretical knowledge with practical evidence provided by the main beneficiaries of the project,
3. To infuse self-assessment capacity to professionals, and
4. To create a transferability to other business sectors where migrant workers are dominating or are substantially occupied.



D. Activities

Two sets of activities are planned to be implemented within the scope of IO2. Activity 2.1 is the assessment of migrants' prior learning, qualifications and training needs through personalized sessions. Within this activity an individual assessment session will be developed between migrants interested to participate in the trainings and tutors/trainers in each participating country. Also, these sessions will be designed in a way to evaluate both hard and soft/intercultural skills or informal knowledge and experience possibly acquired already. This activity will constitute a decisive step on better comprehending the actual learning by migrant workers. This activity will constitute a decisive step on better comprehending the actual learning needs of migrants so as to focus on the relevant fields by pre-defined questionnaire template which will examine the skills acquired through atypical education and on-the-job practice. Activity 2.2. is the development of a self-assessment tool testing migrants' current skills and competencies. Here under AKMO Katartisi Ekpaideusi's – one of the project partner's – guidance designing and implementing a self-assessment tool that will guide the individual user to respond to specific questions that will later constitute the topics to be addressed to the training courses. Self-assessment is a key factor leading from informal and on-the-job knowledge to the provision of formal and targeted training. The self-assessment tool (test) will focus on evaluating migrants' current skills and qualifications as perceived by themselves. This two-folded assessment process will allow us to adapt the training materials and programs to the actual learning of migrants.

Part 1 – Skills & Competences and Employer's Needs Analysis

A. Skills and Competences

- In order to be capable of doing a certain job some skills and competencies are seen as an asset. Hereby, what are the necessary skills and competences identified by the relevant public authorities in order to enroll in culinary sector adult education courses and also provide if there are any existing modules to teach such skills and competences to the trainees.

	Entry requirements for the program	A	B	C	D	E	F
	Name of the program						
FOOD AND BEVERAGE SERVICES	Chef	X					X
	Chef apprentice		X	X		X	
	Sous-chef		X	X		X	
	Baklava making	X					X
	Pageboy for Bartending*		X				X
	Service Staff for Bar*		X				X
	Bartender	X					X
	Dishwasher – Baseman*		X				X
	Scullery attendant		X	X		X	
	Preparing boutique chocolate*		X				X
	Döner preparation		X	X		X	
	Gaziantep cuisine*		X				X
	Beverage service	X			X		
	Kadayıf making*		X				X
	Cook of milk dishes		X	X		X	
	Kitchen staff		X	X		X	
	Cake making and decorating		X	X		X	
	Pastry cook	X					X
	Pastry cook apprentice		X	X		X	
	Sous-pastry cook		X	X		X	
	Patisserie staff		X	X		X	

	Pide Making		X	X		X	
	Pişmaniye Making		X	X		X	
	Pizza making		X	X		X	
	Service staff (waiter/waitress)		X	X		X	
	Service staff assistant		X	X		X	
	Service attendant		X	X		X	
	Pageboy*	X					X
	Turkish coffee making		X	X		X	
	Turkish cuisine		X	X		X	
	Cake making		X	X		X	
KEY	A = To complete primary education B = To be literate C = To be over the age of 13 D = To be over the age of 18 E = To have the competence (physical and psycho-motor) to realize the basic skills stipulated by the course program. F = To have the physical features to do the jobs required by the profession.						

As can be understood from the table above, 7 requirements have been determined for the trainees who will benefit from the training modules for the Food and Drink sector available in the Lifelong Learning Portal¹.

These requirements can be listed as follows:

1. To complete primary education,
2. To be literate,
3. To complete primary education or to be literate,
4. To be over the age of 13,
5. To be over the age of 18,
6. To have the competence (physical and psycho-motor) to realize the basic skills stipulated by the course program, and
7. Having the physical features to do the jobs required by the profession.

Being over the age of 13, being literate and having the skills (physical and psycho-motor) to perform the basic skills stipulated by the course program can be interpreted as 3 basic requirements expected from the trainees.

As clearly stated in the modules on the Lifelong Learning Portal, the level of education determined by the places where these trainings are given is usually literacy, but the desired level of education is being literate or being primary school graduate in programs such as pageboy for bartending, service staff for bar, dishwasher – baseman, boutique chocolate preparation, Gaziantep cuisine, kadayıf making, and pageboy. In addition to these, primary

¹ <http://www.hbo.gov.tr/YayginEgitim/ProgramListesi>

Programs marked with an asterisk (*) are also required to be literate or to complete primary school.



school graduation is sought in people who will be trained in programs such as chef, baklava making, bartender, beverage service and pastry cook.

The education levels of the kitchen chefs and employees who give life to the kitchens are very important for both their career goals and the service quality of the enterprises they work in, to ensure a high level of guest satisfaction². Because kitchen chefs and employees, who can combine their well-trained knowledge and experience with their unique skills and creativity, can add value to the business they work and create wonders (Birdir and Kılıçhan, 2013)³. In our country, culinary education is also provided by private institutions. In addition to the organizations providing professional training, there are also organizations that try to serve as amateurs. In recent years, there has been a serious trend towards cooking. It is most likely that new ones will be added to these organizations in the coming years.

Gastronomy and culinary arts are also part of formal education. In various private and state universities in Turkey trainings are given in these areas. There are even master's programs with and without thesis for individuals who want to have expertise in this field. Individuals who want to study at the undergraduate and postgraduate levels in these fields should provide the qualifications of that department and the university.

Private courses are also available in this area. Entry requirements for each of these courses are determined by the course. Individuals who receive certificates at the end of these courses can be employed in many fields mentioned below.

Furthermore, NGOs and Municipality Training Centers give trainings to the citizens. These courses can be on local and traditional meal preparation, food safety, hygiene, and presentation services. The participants can pre-register for the courses which they want to participate in through web page or they can apply individually to the Public Education Centers, Maturation Institutes and Tourism Education Centers. Regardless of age, education level and gender, people who have never entered the formal education system or who are at our out of this stage, ethical people, free-thinking individuals, professionals, volunteer representatives of common culture courses can be trained as participants, shareholders and productive citizens through short-term training programs organized at any opportunity, regardless of location and time.

Public Education Center course registrations are taken throughout the year. Free courses to be opened for more than 900 Public Education Centers in Turkey in 2019 – 2020 academic year. It is planned according to the field researches and demands of the public. Participants can pre-register to the courses throughout the year. Public Education Centers serve as a Distant Education (Distant Secondary and Distant High School) Liaison Office. Support and training courses for graduate students are opened.

3487 different courses can be opened according to demands in Public Education Centers. In order to open a course by the Public Education Center, it is necessary to form a group of at

² Denk, T.C. Erkan & Kosan, A. (2017). OTEL MUTFAK ÇALIŞANLARI MESLEKİ EĞİTİM SEVİYELERİ VE KARIYER HEDEFLERİNİN ÖLÇÜLMESİ: KİŞİ KORİDÖRÜ ANALİZİ. Yorum-Yönetim-Yöntem. Cilt: 5. 55-83.

³ Birdir, K ve Kılıçhan R. (2013). "Mutfak Şeflerinin Mesleki Eğitim Düzeyleri ve Yaşadıkları Eğitim Problemlerinin Tespitine Yönelik Bir Çalışma". 14. Ulusal Turizm Kongresi, 5-8 Aralık 2013, Kayseri, 615-635.

least 12 people and provide the qualified trainer. The group that falls below 7 people during the training can be closed.

Documents required for registration to these courses are as follows;

1. A copy of Turkish Identification Card
2. Learning document and other documents according to the course type (e.g. health report, etc.)
3. Written consent of the parent for trainees under the age of 18

It is important to bear in mind that different age limits are set for each course in free courses to be opened by Public Education Centers. Mostly 14 and above age limits are determined for the courses. Children under the age of 18 can attend the courses with parental consent. Courses to be opened are announced by Public Education Centers. The courses which are outside the center's building are conducted in neighborhoods and villages, In the buildings of public institutions, education and training institutions, private sector workplaces, health institutions, or via mobile education tools, etc. They can be given in suitable places⁴.

Moreover, Adana Migration Coordination Center works just like Public Education Centers as mentioned above. Even though this organization is meant to be for the migrants, Turkish citizens can also benefit from the courses opened in this institution. The same requirements apply for this center as the Public Education Centers.

2. What are the fundamental requirements identified by the relevant public authorities for the migrants in order to be able enroll in culinary training and work in this sector? Please support your answer with resources.

As stated above, since literacy is a prerequisite in most programs, people who want to study in the culinary arts sector should have basic literacy knowledge. In particular, immigrants who want to benefit from these trainings should have a command of professional Turkish as well as the contemporary language. On the Lifelong Learning Portal, there are German, Chinese, English and Russian as a professional foreign language in food and beverage services. But first immigrants coming to our country must be able to use Turkish for employment in Turkey. For this reason, the lack of a professional Turkish module is a major deficiency. Knowing the language of the host country will increase the employment opportunities of immigrants at the same time it will providing advantages in their social cohesion. Therefore, this shortcoming should be eliminated as soon as possible, and immigrants should be brought to a level that they can understand and use the language of the society in which they come and settle.

Professional Turkish in Culinary Arts is especially valuable in terms of sharing the culinary culture of both the host country and immigrants. The presence of a common language to share the culinary culture and gain professional competence is valuable both in the preparation of the food and in the clear understanding of the recipes of the foods to be cooked.

Additionally, Adana has an immigration center. In order to receive education in this center, there is a need to register with the relevant units of the state. The Immigration Directorate of the municipality supports this unit. Regardless of age, education level and gender, people who

⁴ Official Gazette Issue: 30388 REGULATION from the Ministry of National Education: MINISTRY OF EDUCATION, LIFELONG LEARNING ORGANIZATION REGULATION, 11 April 2018

have never entered the formal education system or who are at or out of this stage, ethical people can be trained as participates and benefit Adana Migration Center's course through short-term training programs. The refugees need foreign ID number for foreign trainees or temporary foreign identification document to participate these courses.

Furthermore, for migrant who would like to attend to courses given by Public Education Centers the following documents are requested;

1. Foreign ID number for foreign trainees or temporary foreign identification document
2. Learning document and other documents according to the course type (e.g. health report, etc.)
3. Written consent of the parent for trainees under the age of 18

3. Is knowing the language of the country the migrants live in have an importance in getting enrolled in the culinary sector programs? If so, what are the advantages and disadvantages of knowing the language of the host country in this sector?

The combination of literacy, language and vocational skills training is a very important practice to address the particular learning needs of adolescent and youth refugees and migrants.

Apart from the above, there are 147 modules on foreign language education, but 17 of them are related to professional foreign language in food and beverage services. All but one of these 17 modules are related to the culinary arts sector that our project is related to. German, Chinese, English and Russian lessons are given as foreign language education. There are at least 4 different modules in each language. Except for the Chinese modules, these modules enter vocational and technical education, but Chinese is designated as 'general'.

As can be seen from the existing modules, immigrants are required to fulfill their training requirements in order to be employed in this sector. For this, it is indirectly understood that, immigrants should have a command of the language (Turkish) of the host country. In addition to the daily speaking language, it is necessary to know the language of the kitchen very well since it is necessary to understand the recipe in the kitchen and what ingredients will be used. For example, in Turkey some sayings are used while giving oral recipes such as 'bir tutam tuz (a pinch of salt)', 'hamur kulak memesi yumuşaklığında olacak (the dough will be soft as the earlobe)', and 'soğanları pembeleşinceye kadar kavurun (sauté the onions until they turn golden brown)', etc. In such cases, immigrants need to understand such expressions correctly in order to understand and practice the recipes correctly. For this, they must have a good command of the professional Turkish language.

Trainees who will benefit from the training modules in the field of foreign language for the food and drink sector available in the Lifelong Learning Portal⁵ are 18 years of age, are literate and have the qualification (physical and psycho-motor) to perform the basic skills stipulated by the course program, or by centers Success of the A2 Level proficiency exam to be held is 4 basic requirements expected from the trainees.

⁵ <http://www.hbo.gov.tr/YayginEgitim/ProgramListesi>

The 4 basic requirements expected from the trainees who will benefit from the training modules in the field of Foreign Language for the Food and Drink sector available in the Lifelong Learning portal are as follows:

- To complete the age of 18,
- Being literate,
- Having the qualification (physical and psycho-motor) to realize the basic skills stipulated by the course program,
- Having A2 certificate or being successful in A2 level proficiency exam to be held by the centers.

Besides, expectations from trainees who want to learn Chinese differ. Requirements expected from these trainees are:

- Being a literate or primary school graduate,
- To have physical and physical characteristics that can acquire the qualifications in the program; and
- Having a level A2 certificate or being successful in A2 Level proficiency exam to be held by the centers.

In the Lifelong Learning Web Portal, there are training modules under the name of Turkish for Foreigners at the levels of A1, A2 and B1, consisting of 136, 160 and 320 lessons, respectively. Only requirement for A1 Level is trainees must be 13 years old to enter. The requirements for A2 level following the A1 level are as follows:

1. To complete the age of 17,
2. To be participated in a course at the level of A1 and a document proving that they have succeeded.
3. For those who do not have the certificate of completing a course at A1 level; according to the result of the level determination exam to be held by the teacher/teachers who will give the course at A2 level, those who have knowledge of the level of foreign language Turkish A1.

Finally, the qualifications required by the trainees who will take courses at the B1 level are as follows;

1. To complete the age of 17,
2. To be participated in a course at the level of A2 and a document proving that they have succeeded.
3. For those who do not have the certificate of completing a course at A2 level; according to the result of the level determination exam to be held by the teacher/teachers who will give the course at B1 level, those who have knowledge of the level of foreign language Turkish A2.

Apart from the Lifelong Learning Directorate General, in the Turkish Education Centers (TÖMER) established within the various state universities Turkish language training is given to foreigners up to advanced levels starting from beginner level. Especially TÖMER, which is affiliated to Ankara University, has been teaching Turkish since 1984 to people whose mother tongue is not Turkish from all over the world. Candidates with Turkish knowledge are admitted to the placement exam before registration and the students' registration is done according to the results of this exam. The refugees can also learn Turkish at Adana Migration Center, NGOs' education centers or Public Education Centers.

There are quite a few Syrian businesses available in Turkey and their biggest problem is not knowing Turkish language. They have difficulty in understanding Turkish laws, banking regulations and commercial laws and regulations due to their lack of command of Turkish. In addition, 40% of small and medium-sized (SME) Syrian businesses state that the biggest challenge they face is language⁶. Therefore, providing language education to the migrants have paramount importance.

4. What are the common skills and competences that are being taught with your current culinary curricula to the trainees and does every one of them have a separate module or are they merged with other related topics?

There is a total of 56 modules on the food and beverage sector under the Directorate General of Lifelong Learning (DGoLL), Ministry of National Education (MoNE). 31 of these programs are suitable for the target group that the project focuses on and a separate module have been prepared for these 31 programs. The basis of each module, the entry conditions, the requirements from its trainers, program objectives, implementation explanations, credits, duration and content, the principles of assessment and evaluation, the tools and certification methods to be used are specified in that module. However, it should be noted that it is inevitable that these modules have similar trainee and instructor requirements.

Furthermore, vocational and technical, social and cultural and literacy courses are opened by Public Education Centers. Vocational and Technical, Social and Cultural and Literacy Courses are opened by Public Education Centers. Vocational and Technical Courses; aim to provide professional knowledge and skills and to train qualified professionals for the labor market. Social and Cultural Courses; is regulated with the aim of raising level of education, gaining social and culturally qualified knowledge and skills, protecting, maintaining and expanding national culture and values. Literacy Courses; aim to reading, writing and learning of illiterate people who have not completed their primary education is held for completion of primary education skills and incomplete education of literate students.

B. Employment

1. Please provide information on from which job opportunities can a person who holds a culinary sector certificate, benefit from? Please be specific while providing your answer.

In the "Food and Beverage Services Framework Curriculum"⁷ booklet prepared by MoNE in 2011 the areas where secondary school students who will graduate from this field can be employed are listed as follows:

- Food and beverage units of accommodation establishments,
- Bakeries,
- Kitchens of institutions, cafeterias, bars and restaurants,
- Food factories,

⁶ <https://tr.euronews.com/2018/09/26/turkiye-de-isyeri-acan-suriyeliler-100-bin-kisiye-istihdam-sagliyor>

⁷ Milli Eğitim Bakanlığı Yiyecek İçecek Hizmetleri Alanı Çerçeve Öğretim Programı. (2011).

http://www.megep.meb.gov.tr/dokumanlar/Cerceve%20Oğretim%20Programı/YIYECEK%20İÇECEK%20HİZMETLERİ_CÖP_10.pdf (18 Haziran 2018).

- Food and beverage units of transportation vehicles,
- Fair/congress, bus/train, airline ground services and airplanes etc.

Generally, they work as unskilled workers. A few important points on Syrian labor should be underlined within the scope of the aforementioned situation: Syrians who are trying to find their place in the labor market are willing to work in unskilled jobs they accept cheap wages and informal work.

In addition to the fields specified by MoNE, undergraduate students who graduate from this field can also work in kitchen positions such as the chef and sous-chef in food and beverage businesses and can work as managers in these businesses as well. In addition, students graduating from the field can operate in many business lines such as writing or journalism, television programming, consultancy for new businesses, new product development (R&D) in food businesses. On the other hand, students who continue their academic career can be employed as academic staff by completing their master and doctorate education. They can also work as a teacher in schools affiliated to the Ministry of Education by taking pedagogical formation (Selçuk University, 2018; Şengün, 2017: 183-185; Okan University, 2018)⁸.

2. Please provide the module specific skills and competences listed in each module related to the culinary sector. Be sure to provide the names of the modules.

As stated in Section 1 Question 1 above, 7 specific requirements are identified for the modules prepared by MoNE's DGoLL. In a more specific way, the requirements determined for pageboy for bartending, service staff for bar, dishwasher – baseman, boutique chocolate preparation, Gaziantep cuisine, kadayıf making, and pageboy are being a primary school graduate or literate and having the physical features to do the jobs required by the profession. Apart from this, for chef, baklava making, bartender and pastry cook modules, it is necessary to complete primary school education and to have the physical features to do the jobs required by the profession. However, completing primary education and being over the age of 18 has been defined as a requirement for the beverage service program. Finally, the requirements for the remaining modules are determined as follows;

1. To be literate,
2. To be over the age of 13, and
3. To have the competence (physical and psycho-motor) to realize the basic skills stipulated by the course program.

3. What are the expectations of the employers from their workers? What kind of qualifications are considered to be important to employ migrants?

As in every sector, expectations from people working in the culinary sector are quite simple. Especially the personal hygiene of employees, their approach to customers and their habits such as keeping their environment clean will increase the popularity of the place they work.

⁸ Selçuk Üniversitesi. (2018). https://www.selcuk.edu.tr/turizm/gastronomi_ve_mutfak_sanatlari/tr,2018 (17 Temmuz 2018).

Şengün, S. (2017). Gastronomi Eğitimi ve Gastronomide Kariyer. M. Sarıışık (Editör). Tüm Yönleriyle Gastronomi Bilimi. Ankara. Detay Yayıncılık, ss.169-186.

Okan Üniversitesi. (2018). <https://www.okan.edu.tr/sosyalbilimler/sayfa/2873/mezuniyet-sartlari-ve-kariyer-olanaklari,2018> (7 Temmuz 2018).

The findings in the study titled The Perspective of Employers and Workers on Syrian Employment in Şanlıurfa by the International Labor Organization (ILO) are as follows:

- Although employers regard Syrians' employment positively, the four most important problems regarding employment are language, social cohesion, lack of work permits and perception of security. The mentioned order is followed by the lack of sufficient knowledge and equipment, problems and costs in terms of working discipline.
- Accordingly, the results obtained are 68% of the enterprises think that Syrian employment causes security problems, 67% of the people think that Syrian employment causes problems due to language, 63% think that Syrian employment disrupts the order, 60% think that they do not have enough information and equipment.
- In eliminating the negative impacts that may arise against Syrians; it is stated that the adaptation programs that can be implemented by the state will have an important share in the development of in-service trainings. The proper solutions to this issue can be ensured through various organizations within the Directorate General for Migration Management established by the state under the Ministry of Interior and within the Ministry of Labor and Social Security, Ministry of National Education and their relevant directorates (Directorate General of Labor, Directorate General of Turkish Employment Agency, Directorate General of Life Long Learning).
- The ratio of enterprises, which advocates that Syrians should be granted formal work permits, the government should mobilize the necessary incentives and benefit from İŞKUR supports, is 40% in total.

These results are important in terms of revealing that employers should be given the right to benefit from state policies in addition to not having a negative perspective on Syrian employment.

In the study conducted, the enterprises stated that they can employ high rate of 60% Syrians in their enterprises when it is required. This rate is an important finding in terms of showing that the approach of the entrepreneurs to the Syrian employment is not generally negative. Other business owners, who have an important rate of 64%, stated that they have a positive perspective on Syrian employment in case of government support.

The study emphasized the importance of vocational education, general education, orientation and orientation programs that can be developed by the state, if necessary, for Syrians, indicating that the rate of enterprises, which states that Syrians do not have sufficient knowledge and equipment, is 60%.

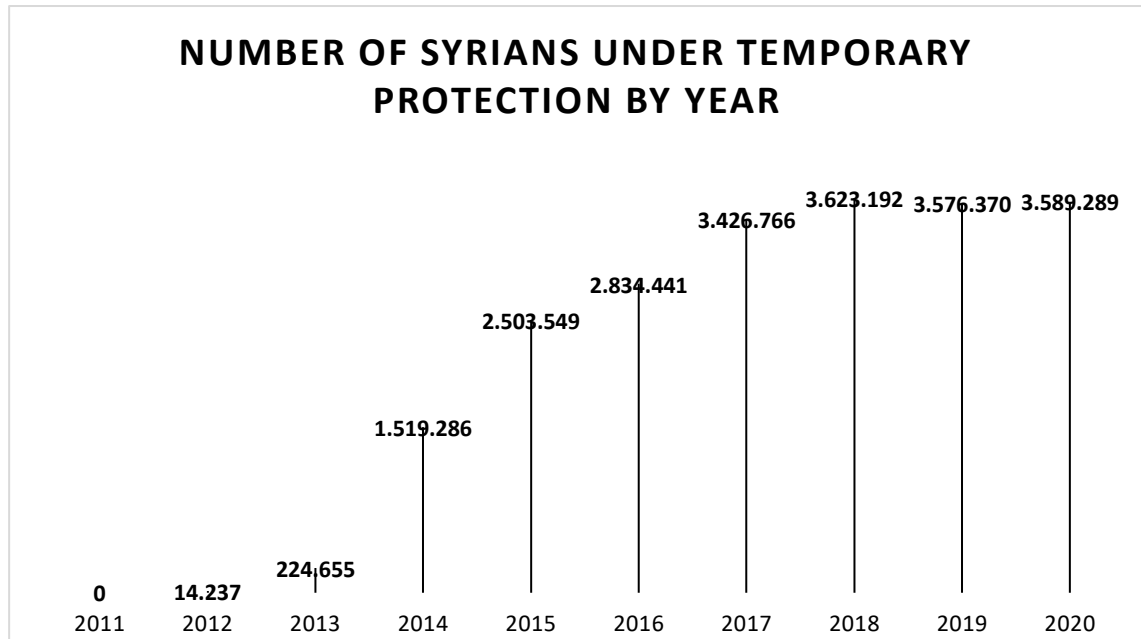
Another finding obtained by this study is that Syrians are generally preferred by small and medium-sized enterprises. The fact that small and medium-sized enterprises do not have institutionalization experience is an important factor in their preference to employ Syrians.

As can be understood from the work carried out by the ILO, employers' requests can be summarized as follows:

1. To know Turkish,
2. Having social adaptation skills,

3. Having a work permit,
4. To have sufficient knowledge and expertise in the field they work, and
5. Benefiting from in-service trainings.

4. What is the number of foreigners working in the culinary sector in your country at the moment please provide city basis information?



According to the Directorate General for Migration Management the population of Syrians Under Temporary Protection in Turkey is 3,589,289 and as seen in the graph presented above this number has increased until 2018 and then declined rapidly.

In the research titled 'Refugees / Migrants in Turkish Labor Market: An Evaluation of Invisible Labor and Visible Politics'⁹ prepared by Helga Rüttersberger-Tılıç and Sevinç Bal, an analysis was made for the integration of immigrants by analyzing 3 different newspaper news. The news dealing with refugees / immigrants in the labor market was mostly encountered in these three years in 2015 (17.7%), 2016 (29%) and 2017 (20.2%). The reasons of this situation are: the increase of the number of Syrian refugees who have been migrating to Turkey since 2011 in these 3 years, and the number is now officially around 3.5 million¹⁰; the fact that an important portion of the population consists of young people; the increase in the vital problems of refugees such as healthcare and education due to the obstacles before their access to revenue resources; and their right to labor gained through the Regulation on the Work Permits of Foreigners under Temporary Protection which entered into force as of 15 January 2016. In 2017, compared to the previous year, the total number of news in these three newspapers decreased to 20.2%. In the first three months of 2018, news focusing on the workforce migration of refugees only appeared in newspapers at a rate of 4%. It can be stated that the majority of the news on labor process were made in İstanbul (20.2%) and the refugees/migrants working in cities especially where agriculture and industry is developed

⁹ http://www.hips.hacettepe.edu.tr/nb_dergi/nbd_cilt41/NBD_41_02.pdf

¹⁰ For other statistics of the Ministry of Internal Affairs, General Directorate of Migration Management, see. http://www.goc.gov.tr/icerik6/gecici-koruma_363_378_4713_icerik

such as, Gaziantep (5.6%), Mersin (3.2%), İzmir (2.4%), Adana (2.4%), Şanlıurfa (2.4%), Hatay (2.4%), Kayseri (1.6%), Malatya (1.6%), and Manisa (1.6%) were subjects of the news.

5. In which fields do the employers would prefer to hire migrants in terms of culinary sector? What is the level of education of these employees?

According to Article 91 of the Law No. 6458 on Foreigners and International Protection and Article 29 of the Temporary Protection Regulation, “Regulation on Work Permits for Foreigners Under Temporary Protection” with the Decree of the Council of Ministers dated 11/01/2016 and numbered 2016/8375 was accepted and entered into force on 15/01/2016. Thus, the procedures and principles regarding the work of Syrians under temporary protection in our country were determined.

The educational status of Syrians in Turkey is shown in the table below¹¹:

Educational level	Percentage
Illiterate	33.3
Literate	13
Primary school graduate	16.5
Secondary school graduate	6.5
High school and higher education graduate	5.6
Unspecified	26.6

The number of Syrians in the legal working age range of 15-64 years is close to 2.5 million and the people in this section are in need of work. A significant number of these people work in labor-intensive and predominantly unqualified jobs according to the characteristics of the city they live in. The sectors which the refugees mainly work in are primarily agriculture and animal husbandry which are seasonal labor fields, construction, textile, and service provision¹².

Furthermore, as stated in article ‘Syrian Refugees and Employment Problems’¹³ prepared by Muzaffer Koç, İbrahim Görücü, and Nihat Akbiyık, Turkey has accelerated its studies on giving ‘work permit’ to the refugees who have been employed informally for a long time. It is expected that the Syrian refugee workforce, which specifically reached over 2 million, will be employed in many fields, especially in the construction, textile and service provision sectors.

With the Temporary Protection Regulation issued by the government regarding the shelter and employment of immigrants from Syria, studies on the obligation to employ Syrian at certain rates for the sector and businesses remain up to date. This obligation to employ is expected to cover the cities such as İstanbul, Gaziantep, Şanlıurfa and Adana where refugees mostly live in¹⁴.

¹¹ Ministry of Development, Republic of Turkey, First Stage Needs Analysis Covering the 2016-2018 period for Syrians in Turkey under Temporary Protection Status” (March 2016)

¹² <https://www.genel-is.org.tr/multeciler-ve-calisma-hayati,2,19627#.Xn4DeS3BJPM>

¹³ <https://dergipark.org.tr/en/download/article-file/307115>

¹⁴ Aram Ekin Duran, Suriyeli Mülteciler İşgücü Piyasasını Nasıl Etkileyecek?, Deutsche Welle Türkçe, 23.10.2014, <https://www.dw.com/tr/suriyeli-multeciler-isgucu-piyasasi-nasil-etkileyecek/a-18017903> (05.01.2015)

Syrians have the highest rate among the refugees in Turkey (91%). Afghans, Iraqis and Iranians, are among the other refugees/asylum seekers in Turkey. Approximately 50% of the total refugees in Turkey are registered in four cities. These provinces are İstanbul, Gaziantep, Hatay and Şanlıurfa. 60% of the refugees in Turkey are men and ¼ of them are between the age of 15-24 (UNHCR 2018)¹⁵. Among Syrian refugees, the proportion of people of working age (age 19-54) is 49%. With these rates, the population between 0-54 years of Syrians in Turkey corresponds to 94% of all Syrians. This shows that the Syrians, who make up a significant part of the asylum seekers/refugees in Turkey, are a population of young and working-age people. Furthermore, considering that 23% of the Syrians, who make up a significant part of the asylum seekers and refugees in Turkey, are between the ages 15-24; it can be understood that it is impossible for the labor market in Turkey not to be effected by the asylum seekers and refugees.

In the period of June 2018, the proportion of employees who were not affiliated with any social security organization decreased by 0.7 points compared to the same period of the previous year, and the rate of informal workers in the non-agricultural sector was 22.4%, not changing compared to the same period of the previous year.

A significant proportion of total employment in Turkey has been working informally. Agriculture is the sector where informal employment is most common. According to TurkStat, it is seen that the highest area of informal employment after agriculture is the construction sector and then the hotels and restaurants in the service sector, respectively. The sector with the lowest level of informality is the industry sector. The dissemination of the 29.314.000 people that are employed in Turkey as of June 2018 is as follows: 19.2% in agriculture, 19.6% in industry, 7.2% construction, and 54% in service provision.

67.6% of the 29,314,000 people that are employed in Turkey as of June 2018 have paid/daily waged jobs whereas 16.9% are freelance, 4.4% are employers and 11.1% are unpaid family workers (TurkStat 2018).

The employment quota of foreigners is determined as follows;

- The number of those who are under temporary protection cannot exceed 10% of the number of Turkish citizens working in the workplace.
- In workplaces with a total number of employees less than 10, only one foreigner who is under temporary protection can be allowed to work.
- The employment quota may not be applied if the inability to find a Turkish citizen with the same qualifications to do the job for which the foreigner will be employed within the 4 weeks before the work permit application is documented.

¹⁵ <https://dergipark.org.tr/tr/download/article-file/742092>

Nationality	Woman	Man	Total
Chinese	286	4.002	4.288
Georgian	5.628	1.689	7.317
Kyrgyz	4.007	2.352	6.396
Uzbek	2.032	433	2.465
Syrian	1.641	19.325	20.966
Turkmen	3.087	760	3.847
Ukrainian	4.640	1.120	5.760

There are also immigrants of different nationalities outside of Syrians in Turkey as seen in the above table clearly and remain an important part in employment with a work permit. Another important detail is that female employment (43%) is as high as the employment of men (57%), especially in immigrants from Ukraine, Turkmenistan, Uzbekistan, Kyrgyzstan, and Georgia. Following the Syrians, Georgians also make up a large majority.

In the current legal framework, issues such as the official quota of refugees, which should not exceed 10% of the total workforce per enterprise, and the obligation to employ refugees in the city where they are registered, hinders wider access to employment. Thus, it is a fact that primarily Syrians located in Turkey including foreigners and those under temporary protection create a supply potential in the Turkish labor market, especially for unskilled labor.

The employers interviewed during the field study conducted with the participation of 134 high level executives and employers from various sectors of the economy in 18 cities of Turkey stated that Syrian refugees mainly make up the unskilled labor and they are considered to have potential to meet the need of unskilled labor fields such as agriculture, animal husbanding, manufacturing and industrial businesses that do not require skills. Some employers regarded this situation as a positive factor that would especially increase their workplace capacities and improve economic competition between businesses and cities (Erdoğan ve Ünver, 2015:61)¹⁶.

¹⁶ Erdoğan M. Murat ve Can Ünver, (2015), Türk İş Dünyasının Türkiye'deki Suriyeliler Konusundaki Görüş, Beklenti ve Önerileri, Türkiye İşveren Sendikaları Konfederasyonu, Ankara.

In scope of the “Labor Market Effects of Asylum-seekers and Refugees in Turkey: A Field Survey¹⁷” conducted by İsmail Hakkı İşcan and Mesut Çakır one of the questions that was asked to refugees was “What is your professional situation in your own country?” and the following answers were gathered for this question:

Occupation	Number of Participants	Share in Total (%)
Worker	578	22.9
Civil servant	137	5.4
Artisan – Tradesman	107	4.2
Chauffeur	156	6.2
Housewife	502	19.9
Student	321	12.7
Craftsman	183	7.2
Retired	25	1.0
Teacher	89	3.5
Doctor	16	0.6
Engineer	36	1.4
Computer Programmer	47	1.9
Chef	20	0.8
Mechanic	25	1.0
Salesperson	44	1.7
Waiter/Waitress	41	1.6
Other	199	7.9
Total	2.526	100.0

It can be estimated that the majority of the participants are in the unskilled worker category and for many unqualified labor in the manufacturing sector which do not receive any attention in Turkey can be aspired by the Syrians. The employment of the Syrian workers are welcomed since their employment is thought to be effective in the production capacity of the many companies who are in the manufacturing sectors in Turkey.

Sources clearly show that there is no clear information about the employment of migrants in the culinary arts sector. However, it is also a fact that there are many Syrians working in this sector and Trade Minister Ruhsar Pekcan stated that Syrians are mostly active in the grocery, dealership and snack bar business with 2026 shops¹⁸.

¹⁷ <https://dergipark.org.tr/tr/download/article-file/742092>

¹⁸ <https://www.birgun.net/haber/suriyelilere-ait-isyeri-sayilari-aciklandi-277158>

Name of the Occupation	Man	Woman	TOTAL
Dealership, grocery and snack bar business	1.920	106	2.026
Pastry and confectioner business	398	18	416
Bakery business	119	2	121
Butcher business	114	1	115
Manufacturing and merchandise of dried nuts and fruits	43	0	43
Green grocery business	38	2	40
Bakery business	32	0	32
Confectionery, chocolatier business	11	1	12
Plantation and merchandise of meat and meat products	8	0	8
Manufacturing and merchandise of deli products	7	0	7
Manufacturing of various food	5	0	5
Bakery business and flour products	5	0	5
Ice-cream business	3	0	3
Pastry business	3	0	3
Manufacturing and merchandise of beverages	2	0	2
Poultry husbandry	2	0	2
Filo pastry and kadayıf business	2	0	2
Börek business	1	0	1
Meat and meat products business	1	0	1
Manufacturing and merchandise of packaged food	1	0	1
Manufacturing and merchandise of coffee, tea and spices	1	0	1

Selling vegetables and fruits at the farmer's market	1	0	1
Selling food and beverages at the farmer's market	1	0	1
Deli business	1	0	1
Merchandise of fresh fruit and vegetables	1	0	1

According to the report prepared by Turkey Economic Policies Research Foundation (TEPAV) and Turkey Chambers and Stock Exchanges Union (TOBB), based on the data, between the years 2010-2017 6 thousand 589 Syrian-owned company was founded. In the same period, the total joint capital of companies with Syrian partners reached 179 million TL.

According to the Bulletin of Syrian Capital Companies prepared by TEPAV, 937 companies with Syrian capital were established in January - July 2018. When the year 2011 was evaluated Syrian businesses were comprising the 2% of the foreign businesses in Turkey. However, now this rate has increased up to 20%.

Data on the distribution of the Syrian businesses by province and by sector started to be published in the first quarter of 2017. As of this date, approximately 94% of all businesses established officially by Syrians are located in İstanbul, Bursa, Mersin, Hatay and Gaziantep.

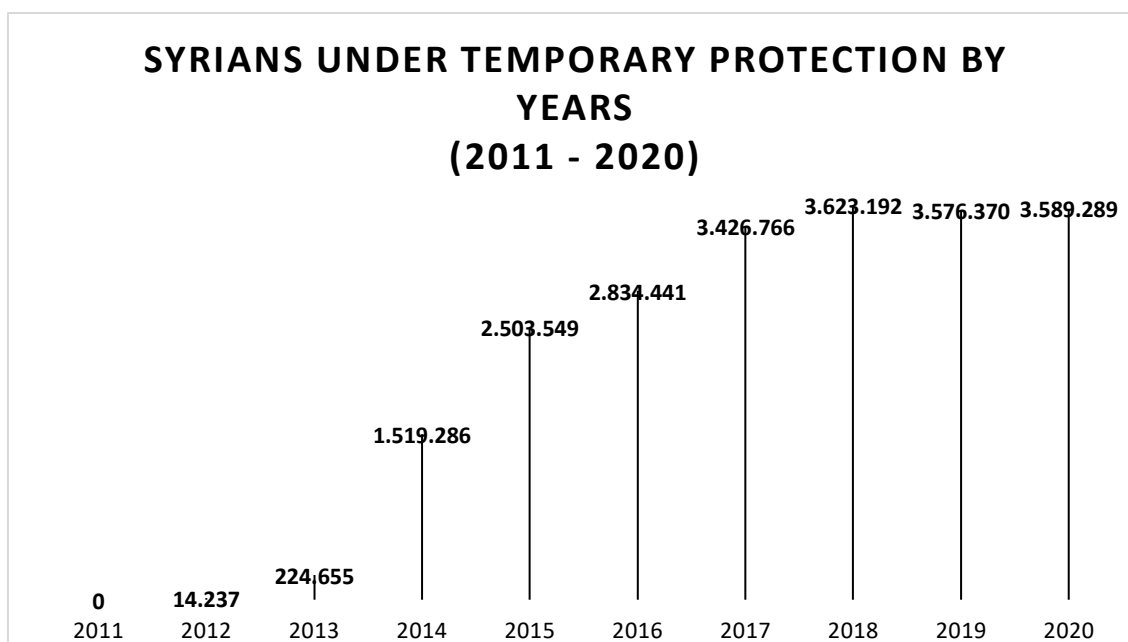
These businesses operate mostly in the wholesale and retail trade, construction, manufacturing and real estate sectors, respectively. According to the report, an average of 9.4 people is employed in these companies, which are generally small and medium-sized enterprises. Syrians can work in Turkey with the permission of temporary protected status. Total employment is approaching 100 thousand people.

Part 2 – Curricula Analysis

A. Migrants

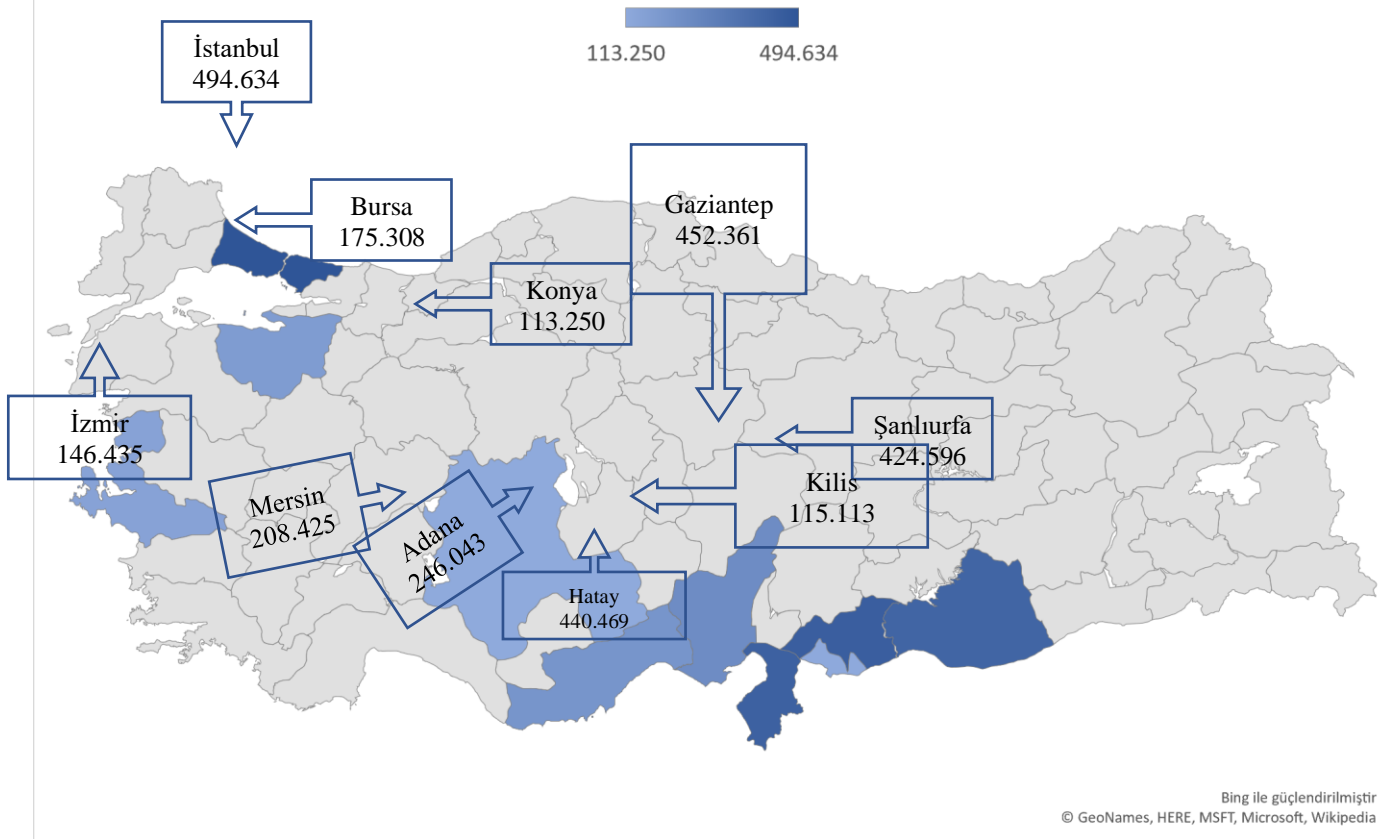
1. What is the current number of migrants living in your home country or city at the moment? In which cities or areas are they mostly populated in?

According to March 5, 2020 data of Ministry of Interior (MoI), Directorate General of Migration Management (DGoMM) the population of Syrians under temporary protection in Turkey is 3.589.289 and this number has increased by 513 people to 3.587.779 as of March 19, 2020¹⁹. 1.657.936 (46.61%) of these people are composed of children between the ages of 0 – 18. The remaining 53.39% of this population represents the people over the age of 18. Again, given the data of DGoMM, it is clearly seen that İstanbul is the most populous province, but it should not be overlooked that the number of immigrants registered in Adana, one of the Project partners, is 246.043. The provinces of Hatay, Gaziantep and Şanlıurfa, located in the Southeastern Anatolia region after İstanbul, have the highest number of immigrants. Ensuring the employment and the integration of the immigrants especially in these provinces will both strengthen the economic structure of the provinces and contribute to the social adaptation of the immigrants living in these cities.



¹⁹ <https://multeciler.org.tr/turkiyedeki-suriyeli-sayisi/>

DISTRIBUTION OF SYRIANS UNDER TEMPORARY PROTECTION BY TOP TEN PROVINCES



2. In which sectors are the migrants mostly employed in? Please provide numeric data.

According to the statement issued by the Ministry of Family, Labor, and Social Services (MoFLSS) on March 31, 2019 the number of Syrians granted a work permit is 31 thousand 185 people.

It should also be noted that a significant proportion of the total employment in Turkey is unregistered. The sector where unregistered employment is most common is the agricultural sector. According to Turkish Statistical Institute (TurkStat), it is seen that the highest area of unregistered employment after agriculture is the construction sector then the service sector including hotels and restaurants, respectively. The sector with the lowest level of unregistered employment is the industry sector. The sectoral dissemination of the 29.314.000 people employed in Turkey as of June 2018 is as follows: 19.2% agriculture, 19.6% industry, 7.2% construction and 54% service provision.

Syrians generally turn to unskilled jobs and work more intensively in the construction, textile, and service sectors, especially seasonal jobs, agriculture, and animal husbandry. It is evaluated that the tendency for the sectors such as construction and agriculture results from the less need of Turkish during working, therefore, the need of communication can be fulfilled by other means. In addition, with the general low level of education, the difficulties faced by those who have been trained to prove their status through diplomas, etc. are accompanied



by heavy financial difficulties and thus, Syrians are willing to work in difficult conditions with low wages.

As of June 2018, 67.6 % of the 29.314.000 people employed in Turkey is working as day-laborer or paid, 16.8% work for themselves, 4.4.% work as an employer, and 11.1% work unpaid or domestic worker (TurkStat, 2018).

In Adana, it is seen that 33% of migrants who are given temporary work permits work in industry, 19% work in the services sector, 4% work in the construction sector and 44% work in other sectors. Informality in agriculture where Syrians work predominantly²⁰. It turns out that few people are registered in the construction sector.

As explained in the Development Workshop (2016) report, Syrian refugees work across the country in the seasonal agriculture sector. Again, there is an increasing number of Syrian populations in wastepaper and plastic collecting, which are the areas of occupation for the under-poor people. It should be reminded that the use of child labor is common in such works²¹.

According to the research findings in Adana and Mersin, the majority of Syrian refugees who are included in the labor market are employed as wage workers with a rate of 26%. Almost all of these are unregistered workers in the manufacturing industry, mostly in the textile industry. This situation is closely related to the fact that these people came mostly from Aleppo and the prevalence of textile production in the city before the war. In addition, Syrians work as wage workers in other sectors such as wood-joinery, restaurant and food markets. With a rate of 21%, Syrian refugees are working in temporary jobs for daily living. These jobs consist mainly of: Businesses such as seasonal agricultural work, construction and wastepaper-plastic collecting, farm workers. Although these jobs require intense labor power, they constitute areas of work that bring very low profits. For example, the daily wages of a worker working 12 hours a day in the garden work range between 30-40 TL. Again, while the weight of the wastepaper is taken by the buyer to 20 cents, the collector at best earns a profit of around 40 TL per day. It can be seen in some news in the press that Syrian children are employed for 12 hours from 5 TL per day by the people who have warehouses in this sector. Such business lines that can be identified with subclass segments can be described as temporary jobs that Syrians prefer as a result of their desperation. Today, almost all of the wastepaper collectors in Adana and Mersin are Syrians, and it can be observed that children work intensively in these works²².

Syrians who have migrated to Turkey since 2011, the start of Syrian Civil War, have opened more than 10.000 businesses in Turkey. In these businesses, Syrians employ approximately 100.000 people. According to the Syrian Funded Businesses Bulletin prepared by the economic Policy Research Foundation of Turkey (TEPAV) 937 Syrian funded businesses were established between January – July 2018²³.

²⁰ Kaygısız, İ., Suriyeli Mültecilerin Türkiye İşgücü Piyasasına Etkileri, 2017

²¹ Kalkınma Atölyesi Raporu (2016), Yoksulluk Nöbetinden Yoksulluk Rekabetine. Türkiye’de Mevsimlik Tarım Üretiminde Yabancı Göçmen İşçiler.

²² Labor Force Participation of Syrian Refugees and Integration: Case of Adana and Mersin Cities, İhsan ÇETİN, Namık Kemal University

²³ <https://tr.euronews.com/2018/09/26/turkiye-de-isyeri-acan-suriyeliler-100-bin-kisiye-istihdam-sagliyor>

In 2011, Syrian businesses accounted for only 2 percent of foreign-owned enterprises in Turkey and this rate has increased steadily.

Data regarding the provinces and sectoral distribution of Syrian businesses started to be published in the first quarter of 2017. As of this date, approximately 94 percent of all businesses established officially by Syrians are located in İstanbul, Bursa, Mersin, Hatay and Gaziantep. These businesses operate mostly in the wholesale and retail trade, construction, manufacturing and real estate sectors, respectively.

Following tables from Building Markets' June 2018 report titled 'Turkish – Syrian Joint Ventures'²⁴ reveals the percentage of new Syrian businesses distribution according to province and sector between January 2017 – April 2018.

Distribution Percentage of New Syrian Businesses by Provinces		
January 2017 – April 2018		
Provinces	Newly Established Companies (%)	Syrian Capital (%)
Bursa	6,7	6,2
Gaziantep	5,4	7,8
Hatay	8,3	10,9
Mersin	20,1	19,1
İstanbul	53,2	49,4
<i>Total of 5 provinces</i>	<i>93,7</i>	<i>93,4</i>

Distribution Percentage of New Syrian Businesses by Sector		
January 2017 – April 2018		
Sectors	Newly Established Companies (%)	Syrian Capital (%)
Manufacturing	8	10
Construction	11	18
Wholesale and Retail Trade	49	47
Real Estate Activities	12	10
<i>Total of 4 sectors</i>	<i>80</i>	<i>84</i>

According to the statement made by the Ministry of Trade (MoT), as of February 26, 2019, the number of companies with at least one Syrian partner is 15 thousand 159. Another form of Syrian employment is to open their own businesses. It is observed that an increasing number of Syrians have opened their own businesses, especially in the cities where they live intensively. Opened businesses meet the needs of Syrians, and those employed in these businesses are Syrians as well. These businesses are places called small businesses, in other

²⁴ https://buildingmarkets.org/sites/default/files/pdm_reports/syrian-turkishbusinesspartnerships_tr_pagebypage.pdf

words, small retailers. It is seen that small-scale stores, especially grocery stores, restaurants, bakeries, coffee shops, where food and some necessities are sold, are opened.

3. Provide information about the enrollment of the migrants who take adult education courses about the culinary sector and please provide numeric data.

There is a detailed study on the participation of Syrians in the courses in the '2018 Unit Activity Report²⁵' of the General Directorate of Lifelong Learning (DGoLL). Since the first day of mass migration flow, the Ministry of National Education (MoNE) has been offering education opportunities for Syrian children to receive education in Turkey. In this context, special projects and studies are carried out within the scope of educational services to be given to foreign students under the coordination of the DGoLL. Syrian students under temporary protection can enroll in Turkish schools, and new school constructions and capacity building studies are ongoing.

Under the coordination of the DGoLL, 645.140 students were provided with access to education within the scope of providing different levels of education to students under temporary protection. Syrians under temporary protection continue to receive Turkish language courses, regardless of age limit, within the scope of non-formal education. Turkish courses for Syrians outside the school were opened. In these courses total of 257.703 Syrian (151.516 women & 106.187 men) received Turkish education in 2018. Since 2015, a total of 445.151 people has benefitted from the Turkish education program²⁶.

Efforts to acquire vocations are continuing through non-formal education courses that will help Syrians under temporary protection to sustain their own lives. Women were prioritized in this process. In 2018 76.092 people benefitted from vocational and technical education and 392.947 people benefitted from general education and total of 469.049 people benefitted from the course programs. Since 2015, a total of 851.777 people has benefitted from the course training programs²⁷.

Other studies carried out within the scope of education service for Syrians under temporary protection²⁸:

1. Registration of kindergarten, 1st, 5th, and 9th grade students to official school is compulsory. Mid-term students are subjected to intensive Turkish education and enrolled in official schools in the upper class.
2. A total of 1.000.000 sets of Turkish teaching materials from Yunus Emre I learn Turkish – 3 and Yunus Emre I learn Turkish – 4 in the 2017-2018 academic year were provided with the support of United Nations High Commissioner for Refugees (UNHCR) and United Nations Children's Fund (UNICEF), and sent to the provinces where Syrians are concentrated according to the number of students. For the 2017-2018 academic year, 160.000 sets in Turkish A1 Level for Istanbul Foreigners, 140.00 sets in Turkish A2 Level for Istanbul for Istanbul Foreigners were provided with the support of UNHCR, and a total of 300.000 sets of Turkish teaching materials were distributed to provinces where Syrians are intensively populated.

²⁵ https://hbogm.meb.gov.tr/meb_iys_dosyalar/2019_03/25161929_2018_Mali_Birim_Faaliyet_Raporu.pdf

²⁶ https://hbogm.meb.gov.tr/meb_iys_dosyalar/2019_03/25161929_2018_Mali_Birim_Faaliyet_Raporu.pdf - Page 24

²⁷ https://hbogm.meb.gov.tr/meb_iys_dosyalar/2019_03/25161929_2018_Mali_Birim_Faaliyet_Raporu.pdf - Page 24

²⁸ https://hbogm.meb.gov.tr/meb_iys_dosyalar/2019_03/25161929_2018_Mali_Birim_Faaliyet_Raporu.pdf - Pages 24 & 25

3. Students were provided with catch-up and support trainings.
4. The international accreditation and certification of the current 12th grade Temporary Education Center (TEC) students has been solved by registering to the Open Education High School in the 2017-2018 academic year.
5. 88 teachers who work in Gaziantep, Hatay, Kilis, and Şanlıurfa and have foreign students in their classrooms were given certificate on “Teaching Turkish as a Foreign Language” in Scope of QUDRA Program* SO2 Module which is supported by the European Union Trust Fund in Response to the Syria Crisis (MADAD Fund) carried out in cooperation with the German International Cooperation Agency (GIZ GmbH) and DGoLL.
6. Within the scope of Education for Syrian Refugees and Host Communities (BilSy) Project which is supported by the German Government Fund and implemented by GIZ GmbH and DGoLL “Intercultural Skills” seminars were organized for the teachers who have foreign students in their classes, school principals, and vice principals in Gaziantep, Mersin, Bursa, and İzmir provinces and 670 teachers were provided with a participation certificate.
7. With the UNHCR’s cooperation 56.000 booklets introducing Public Education Centers were distributed to 81 provinces of Turkey.

As stated in the “2018 Monitoring and Evaluation Report²⁹” published by DGoLL, a total of 1.622 courses have been opened for individuals under protection. A total of 13.677 people attended these courses, and 8.908 of those were women and the remaining 4.769 are male trainees. When the number of participants proportioned with the provinces’ populations; Turkey’s participation average to lifelong learning activities was 10.19%.

Furthermore, Adana Migrant Coordination and Harmonization Center which was established in Adana 2018 provides various courses to the migrants in the city.

This center is free of charge, translation from Arabic to Turkish is accompanied by support, also the following individual and collective provides consulting services are available:

- Legal counseling
- Community Support Consultancy
- Education Consultancy
- Health Consultancy
- Job and Vocational Counseling
- Social Services Consultancy

So far, 11.489 people have attended the Adana Migrant Center’s courses. These courses include of these courses; computer, sewing and Turkish language (A1, A2, B1 level). 359 of these participants have completed the courses and received their certificates.

Also, Public Education Centers in Adana provide training on cooking. About 600 people are trained in one year in these courses.

* Resilience for Syrian refugees, IDPs and host communities in response to the Syrian and Iraqi crises

²⁹ <http://hbgm.meb.gov.tr/dosyalar/izlemedegerlendirmerapor/2018/mobile/index.html#p=1>

4. What is the current number of migrants in your country who has enrolled in culinary sector modules and courses (public and/or private) so far?

Refugees under temporary or international protection residing in Turkey can benefit from continuing vocational trainings in different areas provided by many institutions.

These institutions can be listed as:

- Public Education Centers,
- Lifelong Learning Centers, and
- Civil society organizations (CSOs). Association for Solidarity with Asylum Seekers and Migrants (ASAM), Multeciler Association, and YUVA Community Centers are some of these CSOs.

Trainee data enrolled in vocational and technical and general courses in 2018 are shown in the table below*. In 2018, 432.875 course programs were opened and a total of 8.355.270 trainees were enrolled in educational institutions affiliated with the DGoLL³⁰.

Course Type	Number of the Courses Opened	Male Trainee	Female Trainee	Total Trainee
General	282.564	1.869.876.575	3.032.575	4.902.451
Vocational and Technical	150.311	1.416.578	2.036.241	3.452.819
TOTAL	432.875	3.286.454 % 39	5.068.816 % 61	8.355.270

1.622 courses have been opened for the individuals under protection. A total of 13.677 trainees attended these courses. Koruma altındaki bireylere yönelik 1.622 kurs açılmıştır. 5.908 of these trainees are women and the remaining 4.769 are men³¹.

91.999 trainees attended 4.505 courses opened in the field of food and beverage services, and a total of 37.783 trainees received certificates³².

B. Vocational Qualifications

1. Is there any kind of national qualification prepared by your vocational qualification authority/institute that outlines the structure of the qualification, evaluation and assessment structure and methodology to assess the qualification, certification process, learning outputs and performance indexes, etc.? If yes, please provide information about the areas it covers.

* Due to the COVID-19 pandemic, which affected our country, no statistical information was obtained from the DGoLL and other relevant units of MoNE regarding the nationalities of the trainees. For this reason, the statistics given above are limited to the DGoLL's 2018 Monitoring and Evaluation Report.

³⁰ <http://hbogm.meb.gov.tr/dosyalar/izlemedegerlendirmerapor/2018/mobile/index.html#p=15> – Page 15

³¹ <http://hbogm.meb.gov.tr/dosyalar/izlemedegerlendirmerapor/2018/mobile/index.html#p=18> – Page 18

³² <http://hbogm.meb.gov.tr/dosyalar/izlemedegerlendirmerapor/2018/mobile/index.html#p=22> – Page 22

Vocational Qualifications Authority (VQA), was established by the Law No.5544 on September 21, 2006 to determine the principles of national competences basing on Professional standards in Turkey, and to carry out activities related to inspection, assessment and evaluation, licensing, and certification. VQA, which is an affiliated entity of MoFLSS, is a public institution with a public legal personality, with administrative and financial autonomy and a special budget.

The main duty of the institution is to establish and operate the “national professional qualification system” compatible with the European Union. The institution will fulfill these duties in cooperation with MoNE, the Council of Higher Education (CoHE), workers, employers, professional organizations and other relevant institutions³³.

VQA has established national qualification standards³⁴ in the culinary arts sector in the following areas:

- Bar attendant,
- Service attendant,
- Service manager,
- Kebab chef,
- Döner chef,
- Pide chef,
- Chef,
- Pastry cook,
- Kitchen manager,
- Kitchen attendant, and
- Scullery attendant.

The basic criteria for the preparation of the national qualification, for its, examination in the sector committees and for its approval by the VQA Board of Directors are determined in the Regulation on the Preparation of National Professional Standards and National Qualifications. The main criteria for national qualifications are defined as follows³⁵:

- a) National qualifications are created based on national occupational standards or international standards.
- b) National qualifications are prepared with a participatory understanding and opinions and contributions of relevant parties are sought.
- c) National qualifications cover issues related to occupational health and safety, environment and quality in the professional field.
- d) National qualifications are written to be understood by its the users.
- e) National qualifications encourage the self-development and advancement in the profession within the framework of the principle of lifelong learning.
- f) National qualifications do not contain ant explicit or hidden discrimination.
- g) National qualifications include elements that ensure that an individual’s knowledge, skills and competences are measured within the quality assurance.

³³ <https://www.myk.gov.tr/index.php/tr/alt-menu-hakimizda>

³⁴ https://portal.myk.gov.tr/index.php?option=com_veterlilik&view=arama&kurulusiceren=1

³⁵ https://portal.myk.gov.tr/index.php?option=com_veterlilik&view=arama&kurulusiceren=1 – Culinary

Qualifications are prepared for the following purposes in order to be carried out by people who are trained and qualified in their profession and to increase the quality in the works;

- To define the qualifications, knowledge, skills, and competencies that candidate must have,
- To allow candidates to prove their professional competence with a valid and reliable document, and
- To create a reference and resource to the education system, examination and certification institutions³⁶.

How and why the assessment & evaluation is done explained as follows;

Candidates who want to obtain the Professional Competence Certificate are subjected to the exams defined in the units. In order for the candidates to obtain the qualification certificate there is a requirement that they pass the exams in the units. Theoretical and performance-based exams in qualification units can be done for each unit separately or together³⁷.

In the theoretical exam candidates should have a written 7-question multiple choice exam with 4 options, each worth equal point. No points are deducted from the questions answered incorrectly in the exam organized with multiple choice questions. Candidates are given an average of 2 minutes per question. The candidate who answers at least 70% of the questions correctly in the written exam is considered successful. Exam questions should assess all the expressions of information that are predicted to be assessed by the theoretical exam in this unit³⁸.

In the performance-based examination, the skills and competency statements for the A1 unit are defined in the skill and competence checklists of the other units, and assessment and evaluation will be carried out in this context. Assessment and Evaluation method to be applied in certification is as follows³⁹:

At the end of validity period of 5 years, the certificate owner's performance is evaluated by using the methods described below;

- a) An official record of working for at least 2 years in total within the scope of the qualification certificate within the validity period of 5 years,
- b) Practice (performance) Exam (P1) defined for the qualification units within the scope of the qualification.

The validity period of the certification of the candidates whose results are evaluated to be positive is extended for another 5 years.

The validity period of the qualification units is 2 years from the date of success of the unit. Qualification units must be combined, and all units must remain valid in order to obtain a qualification⁴⁰.

The sector committee that verifies the professional competencies within the scope of our project has been determined as VQA Tourism, Accommodation, Food and Beverage Services Industry Committee.

³⁶ https://portal.myk.gov.tr/index.php?option=com_veterlilik&view=arama&kurulusiceren=1 – Culinary

³⁷ https://portal.myk.gov.tr/index.php?option=com_veterlilik&view=arama&kurulusiceren=1 – Culinary

³⁸ https://portal.myk.gov.tr/index.php?option=com_veterlilik&view=arama&kurulusiceren=1 – Culinary

³⁹ https://portal.myk.gov.tr/index.php?option=com_veterlilik&view=arama&kurulusiceren=1 – Culinary

⁴⁰ https://portal.myk.gov.tr/index.php?option=com_veterlilik&view=arama&kurulusiceren=1 – Culinary

C. Curricula on Culinary Sector

1. Do you have an official curriculum for culinary sector prepared by related public authorities or your institutions? If yes, please provide information on which modules does it consists of, what it is called, and the number of modules it comprises.

Programs and modules for adult education have been approved by the MoNE DGoLL, and the application for processing these modules has been prepared and approved by the relevant general directorates of MoNE. The outlines of these curriculums are available on the Lifelong Learning Portal. There is a total of 55 programs related to the Food and Beverage Sector. In each program, the sub-modules that students/trainees will see in that program and their requirements are specified.

As it is clearly seen in the Program Atlas of CoHE, there are Gastronomy and Culinary Arts departments in 48 universities⁴¹. The instructors determine and apply the curriculum of the courses to be given in the Gastronomy and Culinary Arts departments of universities. The prepared curriculums take effect upon the approval of the dean of the faculty. For this reason, the course may differ according to the universities. Since the courses operating in the private sector are approved by MoNE, the curriculum they prepare also gets an approval from MoNE.

Vocational and Technical Training is given at the high school level in formal education in Turkey. There are many fields in these high schools; There are 55 fields and 203 branches in total⁴². There are 4 branches in the field of Food and Beverage Services in vocational high schools, these branches are determined as (200) Hostesses, (201) Culinary, (202) Cake and Dessert Making, and (293) Service. Vocation and Technical Anatolian High School, Anatolian Vocational and Anatolian Technical programs, Food and Beverage Services Framework Education Program has been determined by MoNE⁴³.

The weekly course schedule in 2017 was determined as follows:

COURSE CATEGORIES		COURSES	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
TOTAL			N*	N	N	N
F I E L D / B	FIELD COMMON COURSES	VOCATIONAL DEVELOPMENT	N	-	-	-
		BASIC FOOD PRODUCTION	-	N	-	-
		SERVICE PREPARATION	-	N	-	-
		VOCATIONAL FOREIGN LANGUAGE (FOOD AND BEVERAGE SERVICES)	-	N	-	-
	BRANCH COURSES	VOCATIONAL EDUCATION IN BUSINESS	-	-	N	N
		KITCHEN APPLICATIONS				
		Turkish CUISINE MEALS				
		DOUGH PRODUCTS				

⁴¹ <https://yokatlas.yok.gov.tr/lisans-bolum.php?b=19024>

⁴² <http://meslekitanitim.meb.gov.tr/alanlardallar.html>

⁴³ http://arpacbahsismtal.meb.k12.tr/meb_iys_dosyalar/33/05/974043/dosyalar/2017_08/08194506_YYEYCEK_YYEYCEK_HYZMETLERI_YYP_2017.pdf

* N stands for the number of class hours.

R A N C H C O U R S E S		DESSERT MAKING TECHNIQUES				
		BANQUET SERVICE				
		BASIC DOUGH TECHNIQUES				
		CAKE MAKING TECHNIQUES				
		PASTRY ORGANIZATION				
		FOOD SERVICE				
		SERVICE AT A GUEST TABLE				
		SERVICE OF FOOD GROUPS				
		BEVERAGE SERVICE				
		PROCEDURES BEFORE AND AFTER FLIGHT				
		AIRPORT TRANSPORTATION				
		BUS/TRAIN HOSTESS				
		COMMUNICATION WITH THE PASSENGERS				
		FAIR/CONGRESS HOSTESS				
TOTAL CLASS HOURS OF FIELD/BRANCH COURSES			N	N	N	N
NUMBER OF CLASS HOURS TO BE SELECTED			N	N	N	N
COUNSELING AND GUIDANCE			N	-	-	N
TOTAL COURSE HOUR			N	N	N	N

There are modules for each field/branch course, and their duration and objectives, and learning outcomes are determined in each module.

The duration of the Training Program of the Public Education Center Cookery Courses and Assistant Chef Course is 450 hours. The following classes are given in scope of these courses:

- Occupational health and safety of employees (12 hrs)
- Food items and food groups (12 hrs)
- Hygiene and sanitation education (12 hrs)
- Dish washing and garbage disposal (6 hrs)
- Preparing vegetables to cook (20 hrs)
- Vegetable garnishes (32 hrs)
- Fond and basic soups (22 hrs)
- Cooking eggs (18 hrs)
- Easy pastries (36 hrs)
- International soups (26 hrs)
- Essential sauce and derivatives (36 hrs)
- Preparation of meat (30 hrs)
- Meat cooking (32 hrs)
- Fish and marine products (32 hrs)
- Salads and salad dressings (28 hrs)
- Rice meals (32 hrs)
- Pasta and pasta sauces (32 hrs)

Trainees who are successful at the end of the course are given a MoNE Approved Certificate.

Success assessment is compulsory in courses. This evaluation is done through the practice, experiments, written and oral exams which are made according to the homework assignments and the results of the exam at the end of the education period. Successful students are given course completion certificates.

2. Please provide brief information considering every aspect of curricula of adult learning activities in terms of culinary sector. These criteria can be requirements needed to take courses on culinary sector, areas of employment, qualifications of the trainers, training activities, qualifications contents of the modules, qualifications etc.

Almost every module consists of the following sections:

- The name of the program
- The basis of the program
- Admission requirements
- Qualifications of the instructors
- The areas of employment
- The objectives of the program
- Explanations on the implementation of the program
- Program credit
- Duration and the content of the program
- Principles related to assessment and evaluation
- Teaching materials
- Teaching methods and techniques
- Certification
- External and lateral transfers
- Institutions and organization to cooperate with
- Student acquisitions

The basis of the program is the law, regulation or decision, which is generally published in the Official Gazette and deemed appropriate by the relevant superior institution.

The admission requirements⁴⁴ of each program has been determined for each program by those who prepared it. These requirements are generally set in order to determine readiness levels of the trainees.

Qualification of the trainers has been determined in accordance with each program, and even some programs have been evaluated by the decision of the authority.

Some programs have listed Employment Areas. After gaining the qualifications required by the professions of the trainees trained in these programs, the places where they can work in the field of food and beverage services are specified. In fact, while individuals receive training, cooperation is made with some institutions and organizations. Individuals are encouraged to cooperate with neighboring universities, civil society organizations, food and beverage companies, relevant professional organizations and all kinds of other institutions that the

⁴⁴ <http://www.hbo.gov.tr/YayginEgitim/ProgramListesi>

student can contact, do research, observations and implementations on training activities required by the programme, employment opportunities and planning issues.

The objectives of each program are pre-determined, and students/trainees are trained in light of these objectives. Certain teaching methods and techniques are used when training students/trainees. These are determined as follows:

1. Instructors guide individuals.
2. Individuals are encouraged to learn on their own.
3. Individuals are enabled to be active.
4. Individuals are directed to research
5. Individuals can evaluate themselves.
6. Methods and techniques are applied to give individuals professional competence.

The duration and content of each program varies according to the intensity and level of each program.

The assessment and evaluation strategy have been determined for the programs. By using various tools individuals’;

1. Gained qualifications at the end of the modules will be assessed.
2. The knowledge, skills, and attitudes gained by module will be assessed.
3. Assessment results will be evaluated at the end of the program.
4. All the training activities they do in the educational institution, the business, and on their own will be evaluated.

With the certification, it is aimed to train professional staff with proficiency in the profession in these programs.

- With the certificate, the modules complete by individuals, all the training they receive and the competencies they have gained are documented.
- At the end of the training program, the individuals who have gained the proficiency of the profession are evaluated in the certificate in accordance with the documents and legislation. Individuals can get a certificate in their profession according to the level of the profession.
- If individuals wish to receive training in the future to change professions or to switch to other professions relate to the profession, the competencies gained will be evaluated.
- Those who complete the difference modules will be able to train themselves in a second profession.
- The qualifications gained by the individual leaving the training program are documented and evaluated in other certificate programs when requested.
- Those who have the level and qualifications of the profession are entitled to receive certificated and can work in related workplaces.

At the end of some programs, individuals are offered the possibility of external and lateral transfers. The aim is to provide individuals with wide range of competencies for the profession.

1. At the end of the training the individual who gets a certificate in his/her profession can complete the diploma program by taking difference courses when necessary.

2. Individual who has received or completed vocational training can complete required modules and switch between other professions in the field.

At the end of the program, the acquisitions of students/trainees for the profession are determined as follows:

1. They will be able to gain basic knowledge and skills in the field which the profession belongs.
2. They will be able to have the basic competencies required by the field.
3. They will be able to gain special professional competencies required by the profession.
4. They will have gains that are more student/trainee-oriented and more active and provide learning at their own pace.

D. Training/Education Modules

1. Please provide a brief list of modules that are available in culinary sector and be sure to indicate the necessary time that need to be allocated and the level stated in the curriculum for each module listed.

Turkish Qualifications Framework (TQF) is the national framework that defines, classifies, and compared the qualifications (diploma, certificate, mastery certificate, etc.) issued as a result of formal and non-formal education activities offered in our country and qualifications (vocational qualification certificate) arranged as a result of the recognition of prior learning. TQF classifies qualifications at 8 different levels. TQF Levels⁴⁵ are defined without considering any learning area. The 4 levels that the DGoLL uses for its adult learning programs and modules are as follows:

LEVEL 1	KNOWLEDGE	To have general information about him/herself and his/her environment
	SKILL	To have the basic skills required to perform simple tasks
	COMPETENCY	To perform simple tasks under guidance and supervision
LEVEL 2	KNOWLEDGE	To have beginner-level factual knowledge of a business or learning area
	SKILL	To have the basic skills to use the necessary knowledge to carry about tasks and solve possible simple problems
	COMPETENCY	To perform simple tasks with limited autonomy under supervision To be aware of learning needs within the scope of lifelong learning approach
LEVEL 3	KNOWLEDGE	To have institutional, intermediate level factual knowledge of a business or learning field
	SKILL	To have the ability to use the data, methods and equipment required to perform tasks and solve problems.
	COMPETENCY	To take responsibility in fulfilling tasks To complete the task by taking into account changing circumstances

⁴⁵ <https://www.myk.gov.tr/index.php/tr/tycnin-tasarm>

		To determine and meet learning needs with guidance within the scope of lifelong learning approach
LEVEL 4	KNOWLEDGE	To have an intermediate level of institutional and operational knowledge in a field of work or a learning area and to have an upper-intermediate level of factual knowledge
	SKILL	To have cognitive and applied skills in order to perform tasks and operations specific to a business or learning area and to find solutions to problems
	COMPETENCY	To take full responsibility for completing tasks in predictable, but open to change environments To supervise ordinary tasks carried out by others, taking limited responsibility for evaluating and improving these tasks To meet the learning needs and to set learning goals for the future with guidance within the scope of lifelong learning approach To be aware of the relationship between knowledge, skills, attitudes and behaviors in a business or learning area, and ethical issues and social problems

The level of the programs; reference levels in formal and non-formal education are associated with each other in vocational and technical education course programs. No leveling is required in general courses and skill development courses⁴⁶.

No.	Name of the Program	Level	Duration (class hours)	Type of the Program
1.	Chef	4	2224	Vocational and Technical
2.	Chef apprentice	0	178	Vocational and Technical
3.	Sous-chef	0	450	Vocational and Technical
4.	Baklava making	0	6400	Vocational and Technical
5.	Pageboy for bartending	2	224	Vocational and Technical
6.	Service staff for bartending	3	592	Vocational and Technical
7.	Bartender	4	2104	Vocational and Technical
8.	Dishwasher – Baseman	2	88	Vocational and Technical
9.	Scullery attendant	0	144	Vocational and Technical

⁴⁶<https://www.mevzuat.gov.tr/Metin.Aspx?MevzuatKod=7.5.24507&MevzuatIliski=0&sourceXmlSearch=hayat%20boyu%20öğrenme>

10.	Preparing boutique chocolate	0	120	Vocational and Technical
11.	Döner preparation	0	150	Vocational and Technical
12.	Gaziantep cuisine	0	264	Vocational and Technical
13.	Beverage service	0	301	Vocational and Technical
14.	Kadayıf making	0	312	Vocational and Technical
15.	Cook of milk dishes	0	210	Vocational and Technical
16.	Kitchen staff	0	590	Vocational and Technical
17.	Cake making and decorating	0	512	Vocational and Technical
18.	Pastry cook	4	2224	Vocational and Technical
19.	Pastry cook apprentice	0	124	Vocational and Technical
20.	Sous-pastry cook	3	750	Vocational and Technical
21.	Pide making	0	116	Vocational and Technical
22.	Pişmaniye making	0	90	Vocational and Technical
23.	Pizza making	0	82	Vocational and Technical
24.	Service staff (waiter/waitress)	4	1368	Vocational and Technical
25.	Service staff assistant	0	690	Vocational and Technical
26.	Service attendant	2	288	Vocational and Technical
27.	Pageboy	2	192	Vocational and Technical
28.	Turkish coffee making	0	150	Vocational and Technical
29.	Turkish cuisine	0	368	Vocational and Technical
30.	Cake making	0	214	Vocational and Technical
31.	Vocational German (Food and Beverage Service/Bar)	0	30	Vocational and Technical
32.	Vocational German (Food and Beverage Service /Kitchen)	0	28	Vocational and Technical

33.	Vocational German (Food and Beverage Service /Pastry)	0	28	Vocational and Technical
34.	Vocational German (Food and Beverage Service /Service)	0	36	Vocational and Technical
35.	Vocational Chinese (Food and Beverage Service /Bar)	0	56	General
36.	Vocational Chinese (Food and Beverage Service /Kitchen)	0	56	General
37.	Vocational Chinese (Food and Beverage Service /Pastry)	0	56	General
38.	Vocational Chinese (Food and Beverage Service /Service)	0	56	General
39.	Vocational English (Food and Beverage Service /Bar)	0	30	Vocational and Technical
40.	Vocational English (Food and Beverage Service /Kitchen)	0	28	Vocational and Technical
41.	Vocational English (Food and Beverage Service /Pastry)	0	28	Vocational and Technical
42.	Vocational English (Food and Beverage Service /Service)	0	36	Vocational and Technical
43.	Vocational Russian (Food and Beverage Service /Bar)	0	30	Vocational and Technical
44.	Vocational Russian (Food and Beverage Service/Kitchen)	0	28	Vocational and Technical
45.	Vocational Russian (Food and Beverage Service/Pastry)	0	28	Vocational and Technical
46.	Vocational Russian (Food and Beverage Service /Service)	0	36	Vocational and Technical

The Lifelong Learning Portal has modules for the culinary sector under both food and beverage services and foreign language areas. However, the necessities of literacy and primary school graduation, which are the common point of the programs in the field of food and beverage services, causes immigrants to learn Turkish. Therefore, the module Turkish as a vocational foreign language is a very important need for immigrants to be employed in the Turkish culinary sector.

2. What are the common soft and typical skills that are needed to be gained in the culinary sector through the modules provided?

Hiring managers typically look for job candidates with both specific hard skills and soft skills. Hard skills are job-specific skills and knowledge you need to perform a job. But what are soft skills and how do they differ from hard skills?

Hard skills are skills you can gain through education, training programs, certifications, and on-the-job training. These are typically quantifiable skills that can be easily defined and evaluated. For example, a hard skill for an IT professional might be computer programming, while a hard skill for a carpenter might be a knowledge of wood framing.

Soft skills, on the other hand, are interpersonal (people) skills. These are much harder to define and evaluate. Soft skills include communication skills, listening skills, and empathy, among others⁴⁷.

It takes a variety of both soft skills to be a great chef who can effectively command a kitchen. If you're passionate about creating new recipes, are detail-oriented, and want to lead a successful kitchen, then becoming a chef could be the perfect fit for you⁴⁸.

Attention to Detail <ul style="list-style-type: none"> Heat control Measuring Portion sizing Precision Presentation Quality of food Supervising 	Fast-paced decision making <ul style="list-style-type: none"> Handle pressure Problem solving Take initiative 	Cleanliness <ul style="list-style-type: none"> Health and safety Hygiene Sanitary practices
Creativity <ul style="list-style-type: none"> Collaboration Experimenting Menu design Presentation Recipe design Trial and error 	Business Sense <ul style="list-style-type: none"> Administrative Budgeting Business acumen Business sense Computer skills Conceptual thinking Control labor costs Cost control Cost reduction Customer service Food pricing Food safety Food regulations Food science Food service management Hiring Inventory management Inventory rotation Kitchen management Local foods Ordering Operations Product selection 	Culinary expertise <ul style="list-style-type: none"> Baking Baking techniques Consistency Cooking Culinary expertise Food preparation Grilling Ingredient selection Knife control Knife cuts Knife skills Pastry Presentation
Motivational management style	Organization <ul style="list-style-type: none"> Commitment to quality 	Team player <ul style="list-style-type: none"> Accept feedback

⁴⁷ <https://www.thebalancecareers.com/what-are-soft-skills-2060852>

⁴⁸ <https://www.thebalancecareers.com/chef-skills-list-2062369>

<ul style="list-style-type: none"> • Communication • Cooking techniques • Leadership • Passion 	<ul style="list-style-type: none"> • Being efficient • Kitchen safety • Kitchen tools • Multitasking • Planning • Safe food handling • Sanitary practices 	<ul style="list-style-type: none"> • Collaborate • Show compassion • Emotional intelligence • Give feedback • Be interpersonal • Have a sense of humor • Team building • Training
More chef skills <ul style="list-style-type: none"> • Banquet dining • Catering • First aid • Flexibility • Handle criticism • Hotel kitchen • Nutrition • Portion control • Seasoning • Service • Source ingredients • Supervision • Well-turned palate • Willingness to learn 	Review resume and cover letter samples <ul style="list-style-type: none"> • Chef resume example⁴⁹ • Cook resume and cover letter examples⁵⁰ 	

⁴⁹ <https://www.thebalancecareers.com/chef-resume-example-2063607>

⁵⁰ <https://www.thebalancecareers.com/cook-cover-letter-and-resume-examples-2060119>

As it can be clearly understood from the table below, some values are taught to the trainees with the existing modules on the Lifelong Learning Portal⁵¹. These values will also make it easier for individuals to communicate with the people they work with and customers after acquiring their profession.

Values Name of the program	Responsibility	Hygiene	Tolerance	Kindness	Respect to privacy	Sincerity	Patience	Moral	Diligence	Obedient rules	Cooperation	Ethics and business ethics	Sensitivity	Respect
Chef														
Chef apprentice	x			x		x	x	x	x					
Sous-chef	x			x		x	x	x	x					
Baklava making														
Pageboy for bartending														
Service staff for bar														
Bartender														
Dishwasher - Baseman														
Scullery attendant	x		x	x						x	x		x	x
Preparing boutique chocolate														
Döner preparation	x					x	x		x	x	x			
Gaziantep cuisine														
Beverage service	x	x	x	x		x	x			x				
Kadayıf making														
Cook of milk dishes	x					x	x		x	x	x			
Kitchen staff	x		x				x			x			x	x
Cake making and decorating	x					x	x		x	x	x			
Pastry cook														
Pastry cook apprentice	x					x	x		x	x				x
Sous-pastry cook	x					x	x		x	x	x			
Pastry staff	x						x		x	x	x			x
Pide making	x					x			x	x	x	x		

⁵¹ <http://www.hbo.gov.tr/YayginEgitim/ProgramListesi>

Pişmaniye making	x		x	x		x				x			x	
Pizza making	x					x			x	x	x	x		
Service staff (waiter/waitress)	x			x			x		x	x				x
Service staff assistant	x					x	x		x	x	x			
Service attendant														
Pageboy														
Turkish coffee making	X			x			x		x	x				x
Turkish cuisine	X					x	x		x	x	x			
Cake making	X		x			x		x	x	x				

In some programs (Chef, Baklava Making, Pageboy for Bartending, Service Staff for Bar, Bartender, Dishwasher-Baseman, Preparing Boutique Chocolate, Gaziantep Cuisine, Kadayıf Making, Pastry Cook, Service Attendant, and Pageboy) values to be gained is not specified.

However, Professional Development Modules to be given to individuals are included in these programs and these modules are;

1. They are the modules to equip the students/trainees with general knowledge and skills such as being productive, prone to science and technology production, capability to establish good relations and adaptability to work, that they can use life-long and will contribute to their professional development.
2. With these modules it is aimed to provide students/trainees with the competencies expected from the national and international workforce.

The following Professional Development Modules are available in programs such as Chef, Baklava Making, Service Staff for Bar, Bartender, Dishwasher-Basemen, Pastry Cook, and Pageboy;

- Communication in Social Life
- Communication in Business Life
- Rhetoric 1 – 2
- Personal Development
- Entrepreneurship
- Environmental Protection
- Professional Ethics
- Business Organization
- Occupational Safety and Worker Health
- Research Techniques

The following Professional Development Modules are available in programs such as preparing Boutique Chocolate, Gaziantep Cuisine, and Kadayıf Making;

- Communication
- Access to Information and Data Collection

- Generating Entrepreneurial Ideas
- Entrepreneurial Intellectual Development
- Business Building and Development
- Occupational Safety and Worker Health
- Environmental Protection
- Problem Solving

In each program students/trainees will also benefit from the courses in which they can gain technical skills related to that program. The modules they will take within the scope of the program are determined and arranged in relation to that vocational and technical education. During new employee onboarding, restaurants will generally focus on training technical skills like greeting a table, sales techniques, preparing and serving certain dishes, and so on because these have an immediate impact on whether and how well a staff member is able to perform their job⁵². Public Education Centers focuses more on typical skills (cooking techniques, including knowing how to cook, store and serve food, an understanding of food hygiene and health and safety) rather than soft skills.

3. Are there any modules for the migrants to learn the traditional foods of your country? If yes, please compare the participation to those with the other modules in the culinary sector field.

Teaching of regional cuisines of Turkey are provided with the programs and modules prepared by MoNE DGoLL. Modules such as Döner Preparation, Baklava Making, Gaziantep Cuisine, Turkish Coffee Making and Cuisine, and Kadayıf Making are currently available and provided. People who complete these modules will gain the culinary skills required by these areas.

As stated above 91.999 trainees attended 4.505 courses opened in the field of food and beverage services, and a total of 37.783 trainees received certificates⁵³.

4. Are there any modules for the migrants to learn cuisines of cities/regions which are similar to theirs? If yes, please compare the participation to those with the other modules in the culinary sector field.

As mentioned above, the region where Syrian immigrants are concentrated is the Southeastern Anatolia Region and the people in this region are closer to both the border and their culture. In addition, the fact that the food culture is at the forefront in this region can be very easy to ensure the integration of immigrants living in this region with the culinary arts. It should also be noted that Turkey, which is a Middle Eastern country, has a lot of values in common with other countries in this region, the most important and the most similar of them is undoubtedly the kitchen culture.

Syrian cuisine includes the cooking traditions and practices of modern Syria (as opposed to Greater Syria), merging the habits of people who settled in Syria throughout its history.

⁵² Liz Schoeter-Courney, How to Train Staff to Use Soft Skills: <https://pos.toasttab.com/blog/on-the-line/how-to-train-restaurant-soft-skills>

⁵³ <http://hbogm.meb.gov.tr/dosyalar/izlemedegerlendirmerapor/2018/mobile/index.html#p=22> – Page 22



Perhaps the most heirss cuisine in the world is Syrian cuisine. The Syrian cuisine, which is the heir of the Arab and Kurdish culture, was also influenced by all Middle Eastern cuisines. Syrian cuisine, which has very similar characteristics with Ottoman dishes and Turkish cuisine from breakfast to dinner, drinks to desserts, has a history of nearly 10 thousand years. Many regions such as Southern Syrian and Northern Syrian cuisines have their own rich food reservoir⁵⁴.

Syrian cuisine mainly uses eggplant, zucchini, garlic, meat (mostly from lamb and sheep), sesame seeds, rice, chickpeas, fava beans, lentils, cabbage, cauliflower, vine leaves, pickled turnips, cucumbers, tomatoes, olive oil, lemon juice, mint, pistachios, honey and fruits⁵⁵.

Syrian cuisine was under the influence of civilizations settled in Syria after Islam, especially, Ottoman Turks, Abbasids, and Moroccans. Syrian Cuisine, which has many similarities with Lebanese and Palestinian cuisines, is considered as the representative of Arab cuisines that combine local spices with European Cuisine. As in Turkish Cuisine, spices such as thyme, sumac, cumin, cinnamon, black pepper, cardamom, and coriander are used in Syrian Cuisine, as well as sauces such as hot pepper paste, pomegranate syrup, tahini, olive oil. In addition, lamb, beef, fish, seafood, chicken, eggs, dairy products, potatoes, olives, chickpeas and other legumes, eggplant, zucchini and other plants, cucumber and tomato are being the most frequently used foods constitutes another common joint with Turkish cuisine. Syrians consume Döner the most among the kebabs of Turkish Cuisine. Soups are also among their favorite flavors⁵⁶.

⁵⁴ <https://www.gidahatti.com/on-bin-yillik-gecmisiyle-suriye-mutfagi-surive-yemekleri-140800/>

⁵⁵ Eddé, Anne-Marie. (1999). La Principauté ayyoubide d'Alep (579/1183 – 658/1260).

⁵⁶ <https://www.star.com.tr/cumartesi/turk-mutfaginda-suriye-bulusmasi-haber-1366604/>

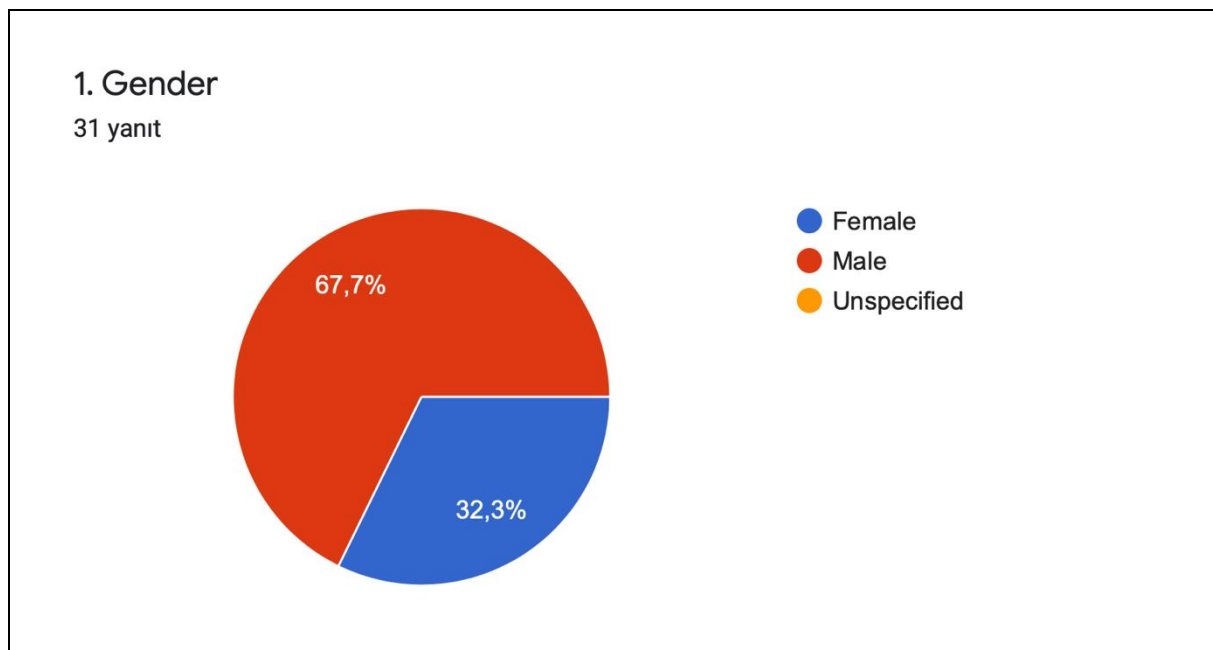
Part 3 – Evaluation of the Questionnaires

In order to assess migrants' prior learning, qualifications and training needs two questionnaires were implemented. 31 face-to-face questionnaires were conducted with the migrants resident in Ankara, Adana and Gaziantep. Gaziantep was selected because it is one of the cities which has a large number of migrant populations. And 55 Self-Assessment Tool/Exams were given to the migrants in order to assess their knowledge with a quiz regarding soft skills. Furthermore, 13 questionnaires were conducted with tutors working in the culinary sector.

A. Migrant Questionnaires

With the questionnaires applied to 31 migrants residing in Ankara, Adana and Gaziantep the objective was to assess their prior learning and determine a renewed skillset that corresponds to the existing demands of the culinary sector. In advance the structure of the questionnaire was designed to receive personal information regarding their educational and demographic background. In the second part of the questionnaire questions relevant to basic soft skills and competencies of the migrants and the third part of the questionnaire was to assess their intercultural competence and the problems they have faced. The last part of the questionnaire was designed for the people who are currently employed in culinary sector with the last part we were also able to understand the requirements of the employers who are willing to employ migrants in their businesses.

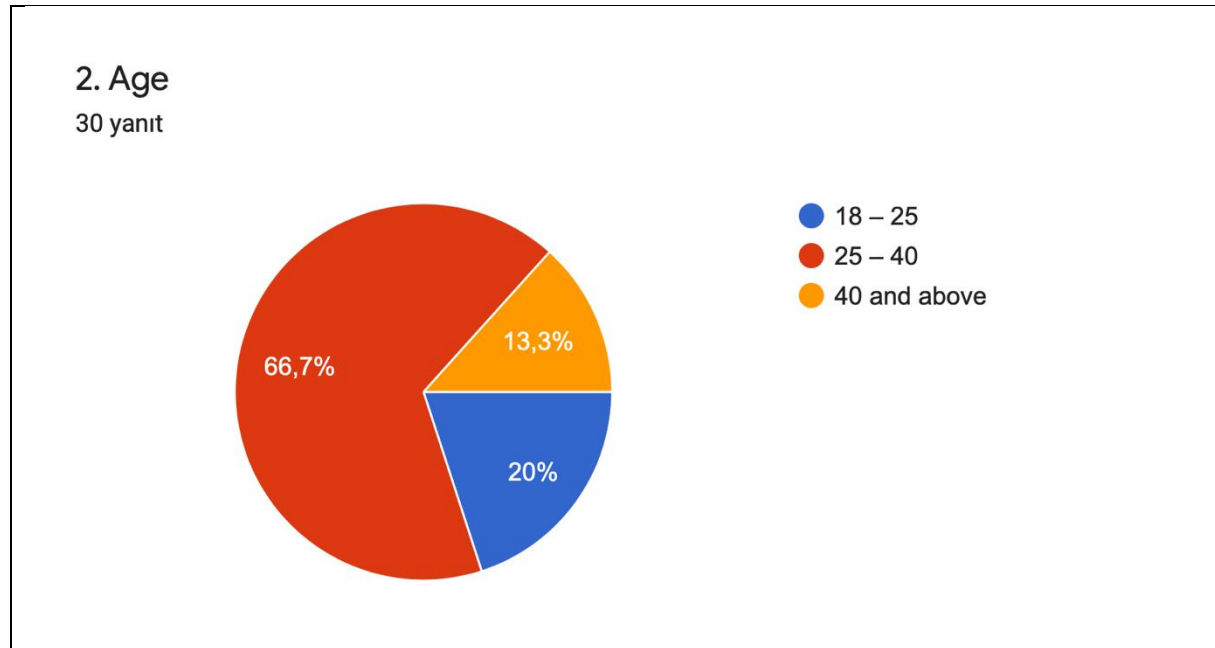
The first question was about the gender of the participants. As seen in the graph below, 67,7% of the participants were male whereas only the 32,3% was female. As it could be understood from the graph below the sector employers who are migrants are mainly men.



The second question was about the ages of the participant. The participants were given three options;

- 18 – 25,
- 25 – 40, and
- 40 and above.

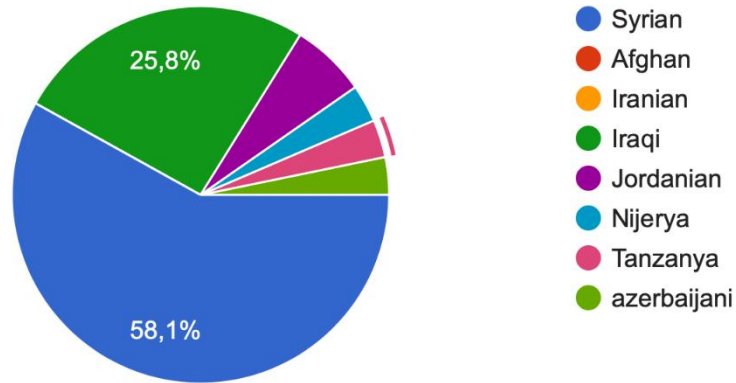
As seen in the graph below majority (66,7%) of the participants were aged between 25 – 40, 20% of them were between the ages 18 – 25 and only the 13,3% was 40 and above. What we have concluded is that people who are aged 40 and over prefer to work less in this sector as an employee.



Since there are migrants in Turkey from lots of different countries, we asked the participants their nationalities. We provided them 5 options which are “Syrian, Afghan, Iranian, Iraqi” we also added other option to state their nationality if they are from another country we have not added. The 58,1% of the participants were from Syria, 25,8% from Iraq and the 6,5% of them stated that they are from Jordan, 3,2% from Nigeria, 3,2% from Tanzania and 3,2% of them stated that they are from Azerbaijan. We can understand that the majority of the people who are in this sector are from Syria. This was an inevitable result since the majority of the migrants in Turkey are from Syria.

3. What is your nationality?

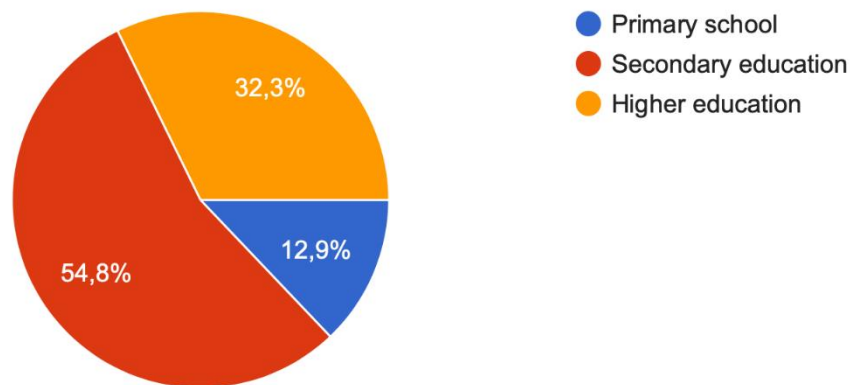
31 yanıt



The level of the education of the participants was another question we asked and received the following answers; 54,8% of the participants were secondary school graduates, 12,9% of them were primary school graduates and the remaining 32,3% completed higher education. It is understood that the migrants who are employed in culinary sector do not have to complete a higher education. Having a secondary school diploma is enough for finding a job in this sector.

4. What is your level of education?

31 yanıt

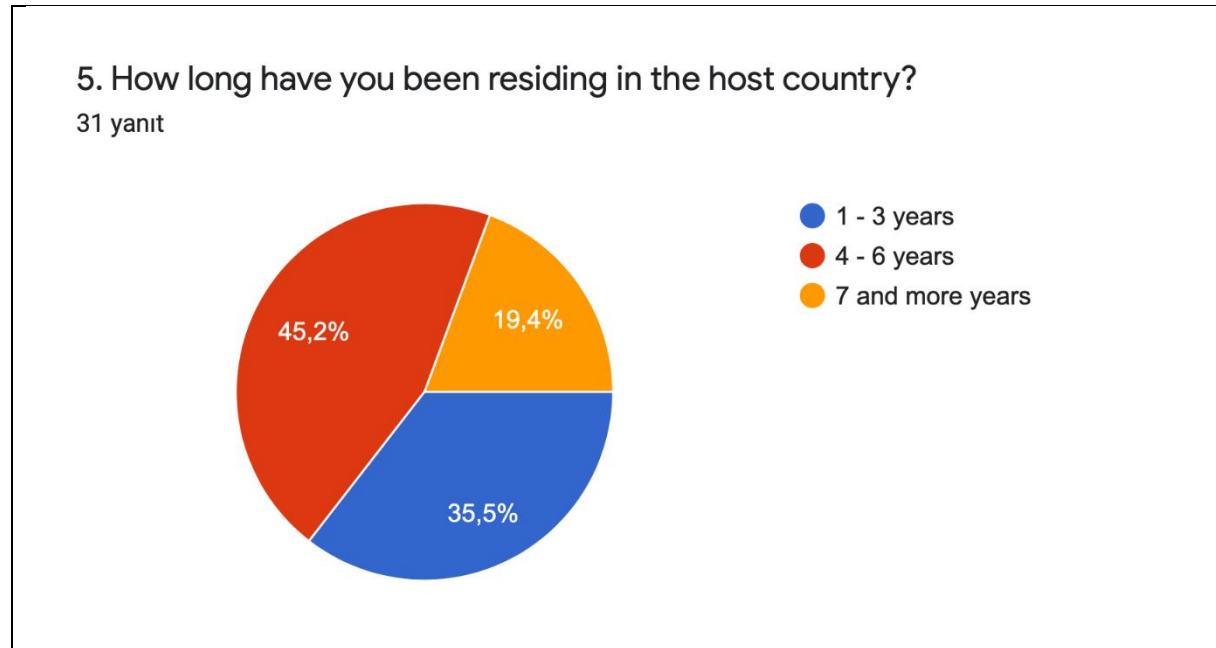


The last question we asked in the first part of the questionnaire was their duration of residence in the host country in this case Turkey. We have given migrants the following 3 options;

- 1 – 3 years,
- 4 – 6 years, and

- 7 and more years.

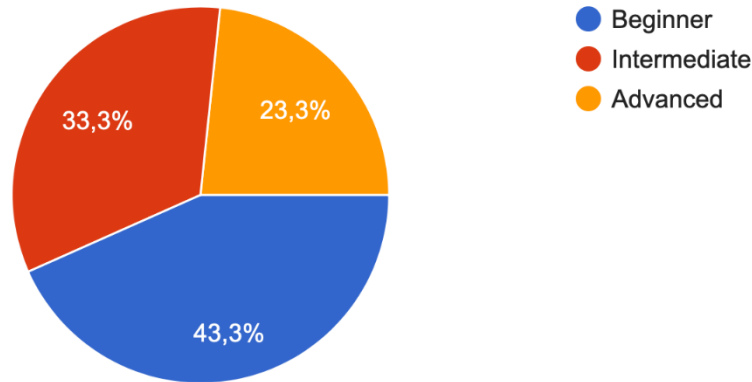
The answers we received was that 35,5% of them have been living in Turkey for 1 – 3 years, 45,2% were for 4 – 6 years, and lastly the 19,4% were for 7 and more years. It can be concluded that the migrants who are living for 4 – 6 years in Turkey prefer to work in the culinary sector. So that what we can conclude from this data is that when they come into the country, they do not look for jobs in the culinary sector right away since they do not have enough skills in culinary sector.



The second part of the questionnaire contained questions regarding skills and competencies. The first question we have asked in this section was about the language skills of the participants in the official language of the host country. We asked the participants to evaluate their language skills as “Beginner, Intermediate, or Advanced”. The majority (43,3%) of them stated that they are beginner users of Turkish. 23,3% said they are advanced and only the 33,3% said they know the official language at an intermediate level. Please also note that during conducting the surveys it was observed that the majority of the participants who claimed to be an intermediate user of Turkish were mainly beginners. So we can conclude that the participants do not know enough Turkish to assess their own language level. It can be understood that the majority of the migrants do not know the language of the country they live in.

6. How would you assess your level of proficiency in the host countries language?

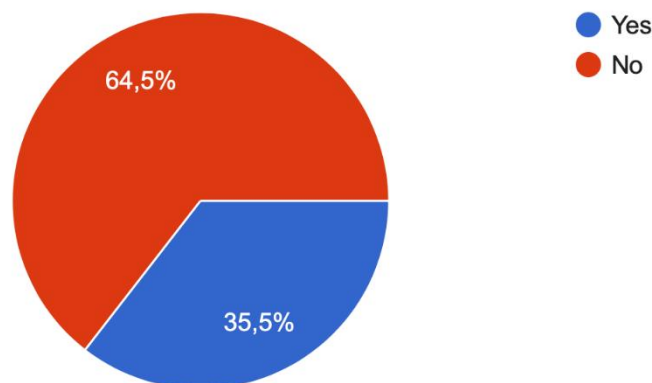
30 yanıt



As a follow up question, we asked the migrants whether they have received any kind of Turkish course to improve their language skills and 64,5% of them said no. Only 11 of the participants (35,5%) said that s/he has received a language course. The participants also state that they could not participate in Turkish courses because there are not any free language courses in requested levels.

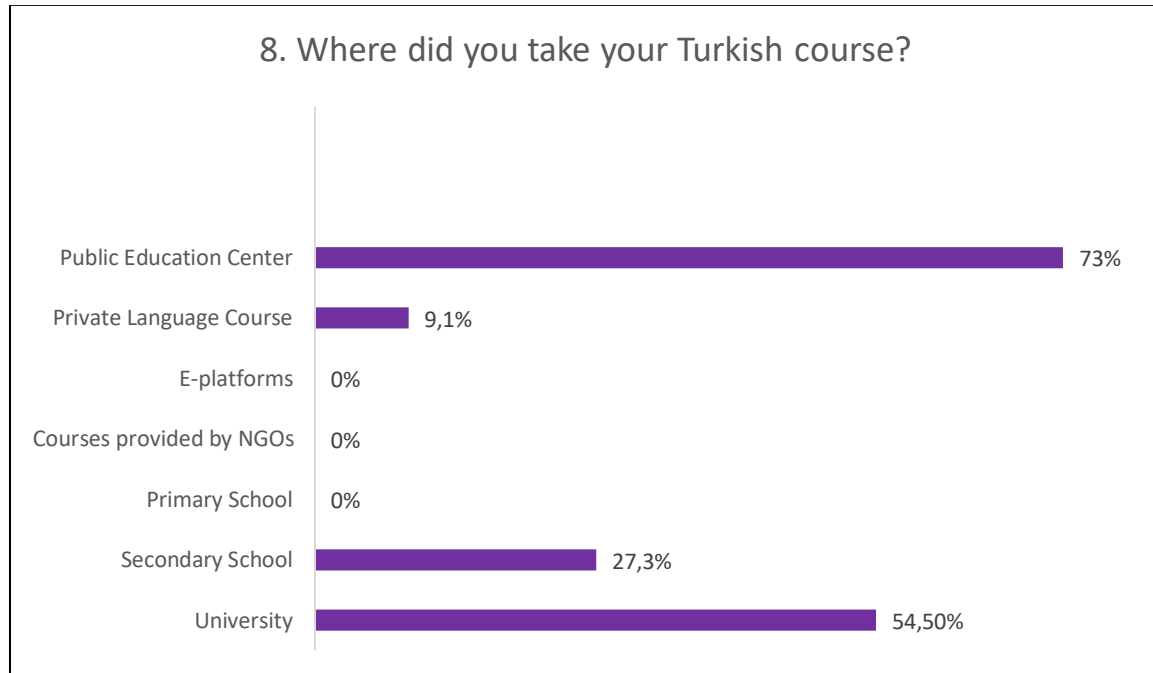
7. Have you ever attended a Turkish course?

31 yanıt



That one person who answered the previous question 'yes' was obliged to answer the question regarding the place where s/he has taken the language course and one person has

chosen the options “Private Language Course” and “University” at the same time. From this answer we see that there is a problem in the understanding of the question since s/he needed to select one option. However, if s/he has chosen the option “school” s/he was supposed to select one of the options from “primary school, secondary school, university”. Also, the mostly selected answers for this question were “Public Education Center” and “University”. What we can conclude is that the majority of the participants would like to receive education from a school-like institution.



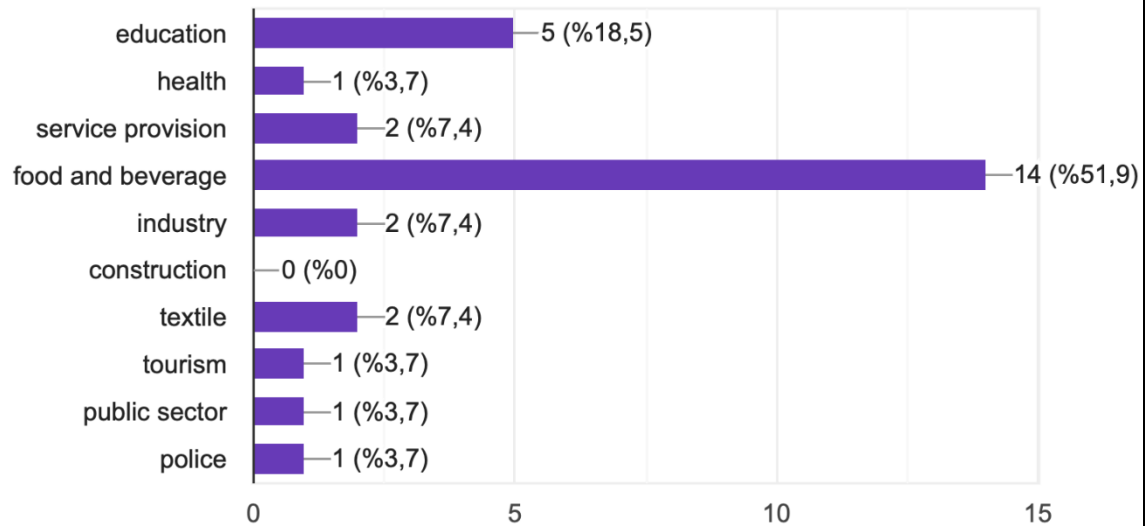
The next question was asked to learn in which sector did the migrants work in before coming to host country. The options provided by us were;

- Education,
- Health,
- Service provision,
- Food and beverage,
- Industry, and
- Construction.

We also added the option “other” in case we missed any of them. The majority of the participants said (51,9%) they worked in the food and beverage sector and 5 people chose other and 2 of them said they worked in textile industry, 1 of them was police officer, 1 of them was public sector worker, and 2 of them worked in industry. Although 27 answers were collected one person marked “food and beverage and health” at the same time. From the results we can conclude that the majority of them in the culinary sector before migrating to Turkey and they continued doing their jobs when they arrived in the country.

9. In which sector did you work before coming to host country?

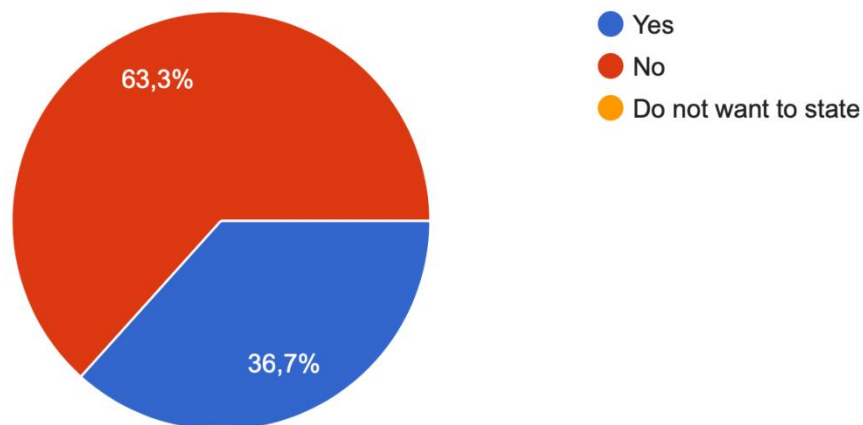
27 yanıt



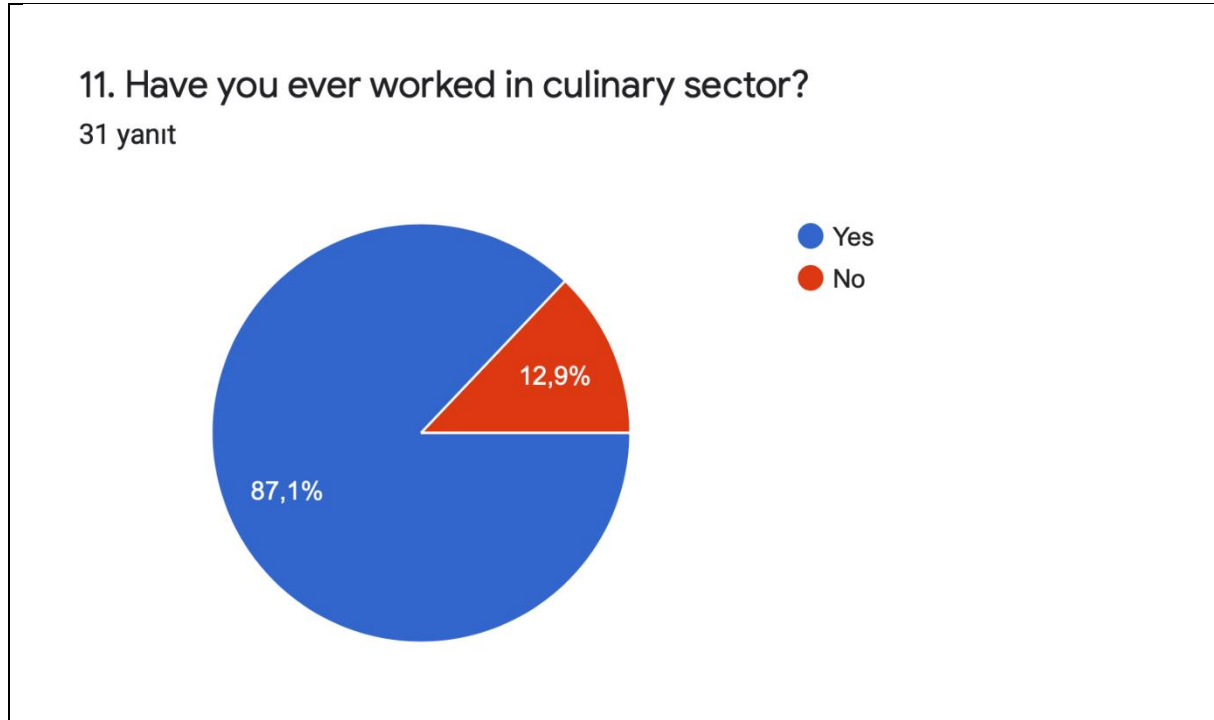
The next question was about the work permit that they have to obtain before working. We wanted to know if they were part of the unregistered employment. It is important to note that most of the participants felt uncomfortable when this question was asked. They thought that they would be in trouble if they provided an answer to this question. The results were not surprising according to their behavior because only 36,7% (11 people) of them had a work permit. The majority of the participants 63,3% did not obtain any work permit.

10. Do you possess a work permit?

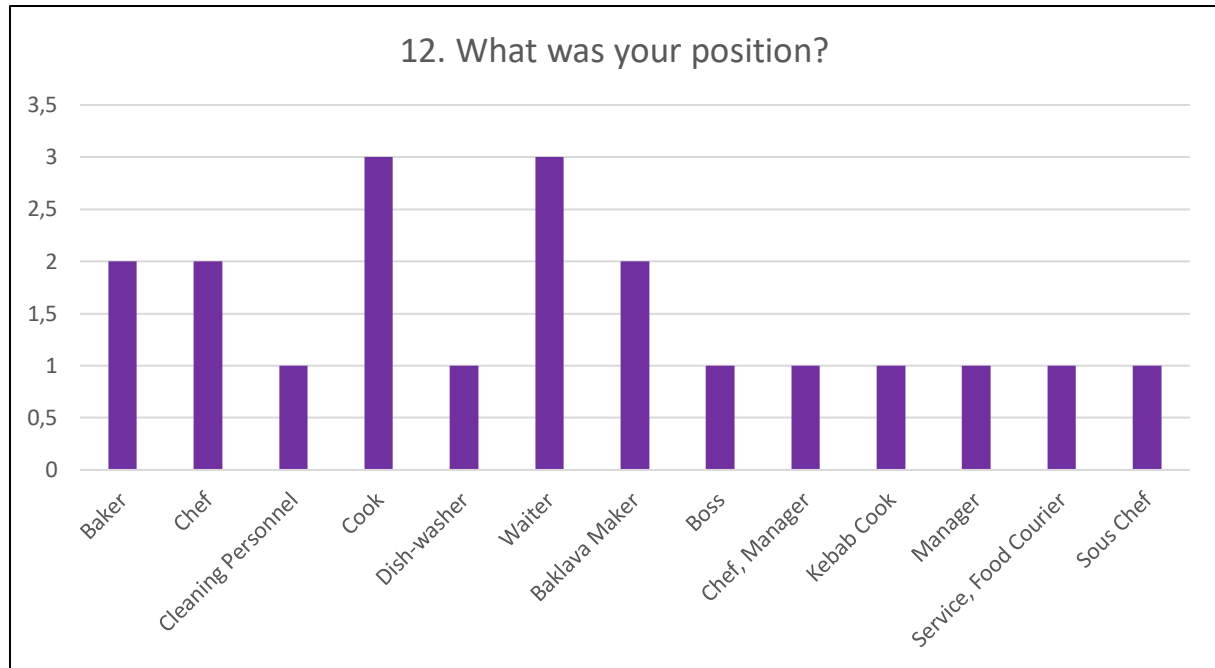
30 yanıt



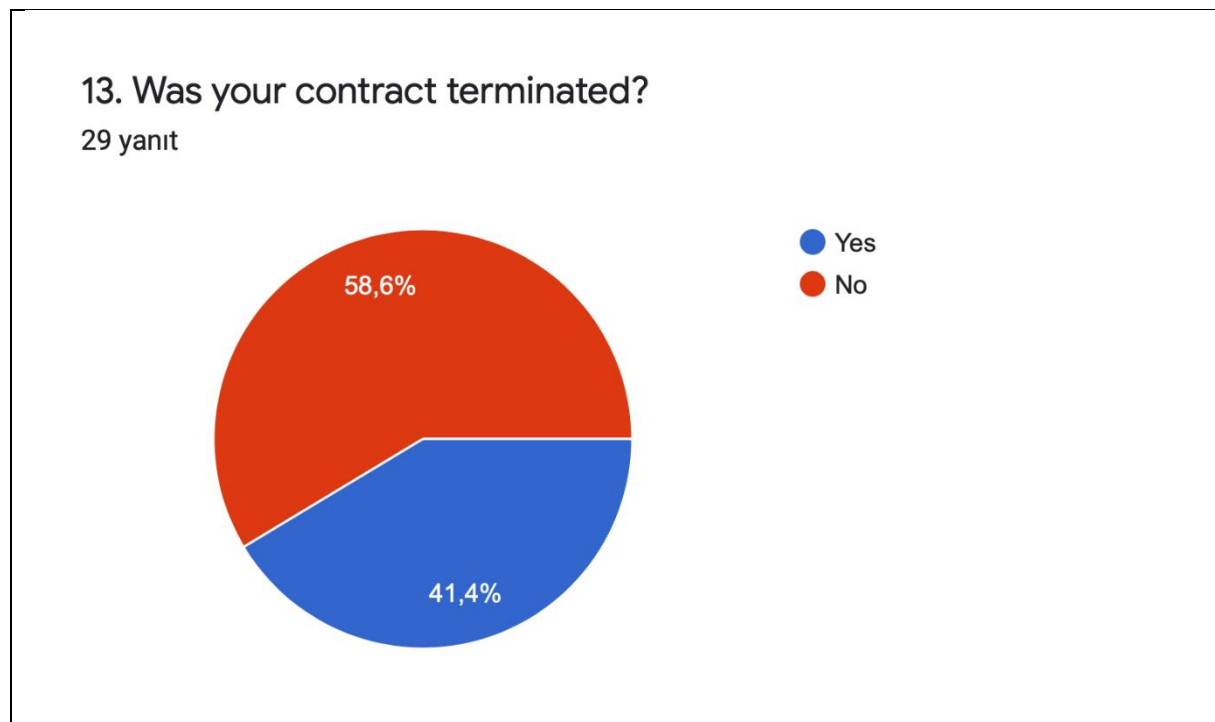
With the Question 11 which is “Have you ever worked in culinary sector?” the aim was to learn their previous experience regarding the sector 87,1% of the participants gave the answer ‘yes’ to this question. However, according to the Question 9 it is impossible to get this answer. Since many people in that question stated that they have worked in different sectors before coming to Turkey. Please also note that, in this question their experience in Turkey was asked however the participants provided an answer to this question by including their experience in their home countries. Therefore, a different result was obtained when compared with the Question 9.



The next question was obliged to be answered if the participant said yes to the previous question. This question was to understand the position the participant has worked in the culinary sector previously. The answers gathered for this position are seen in the graph below. However, since this question is a follow-up question for the Question 11 the answers for this question are rather tricky.



The next question was about the job termination of the migrants we wanted to know whether their contract was terminated or not and the majority (58,6%) of them said 'no' whereas contracts of 41,4% of the participants were terminated.

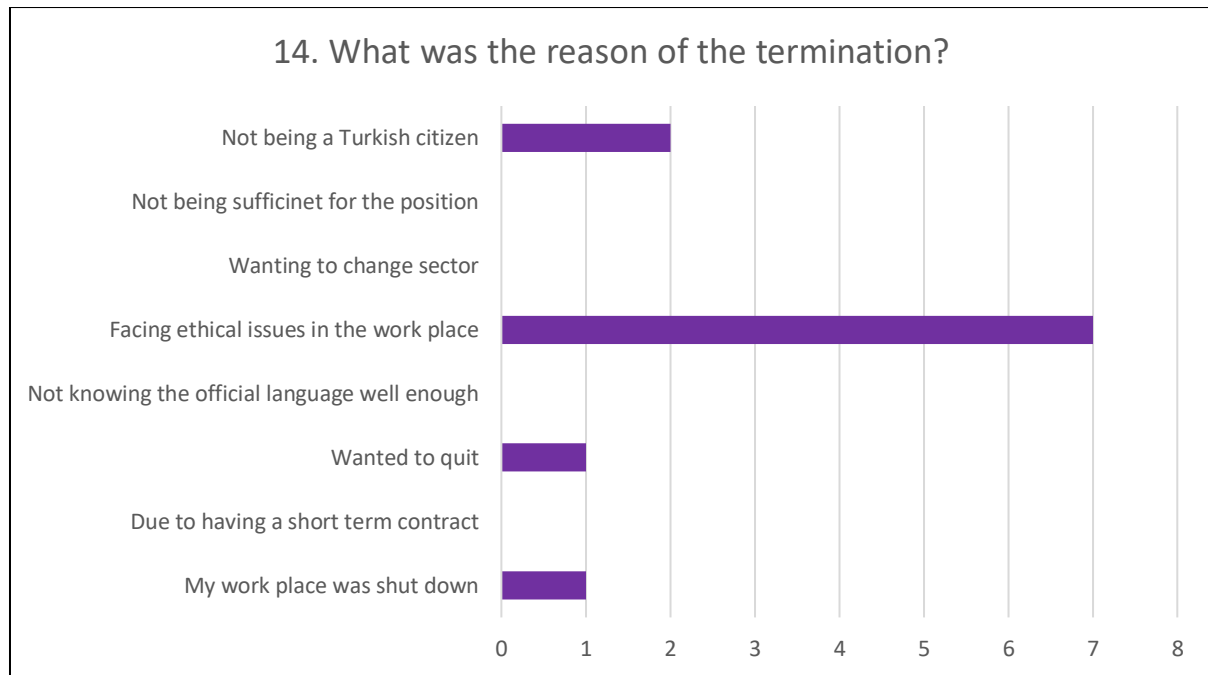


This question regarding the reason of the termination was a follow-up question for the Question 13 therefore 12 answers were expected for this question. We provided the participants the following reasons;

- Not being a Turkish citizen,
- Not being sufficient for the position,
- Wanting to change sector,

- Facing ethical issues in the workplace,
- Not knowing the official language well enough,
- Wanted to quit, and
- Due to having short term contract.

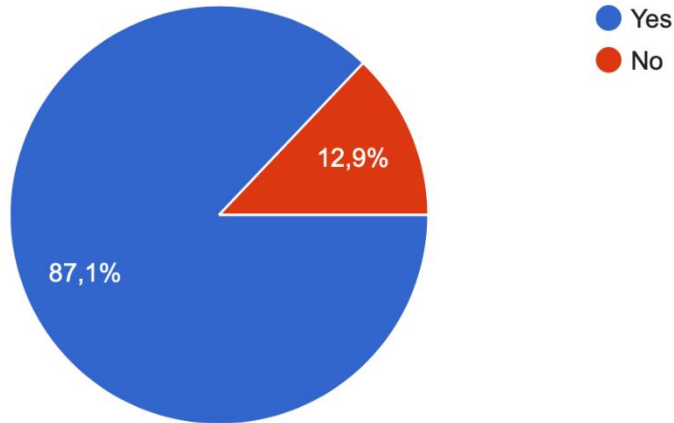
We also added an 'other' option for the participants so that they can write down if we missed anything. From the answers gathered 7 people have chosen the option 'facing ethical issues in the workplace', 2 of them said 'not being a Turkish citizen', 1 of them said 'wanted to quit' and 1 of them added the option 'my workplace was shut down'. It is understood that ethics is a major problem for migrants in a workplace and ethnicity became another issue.



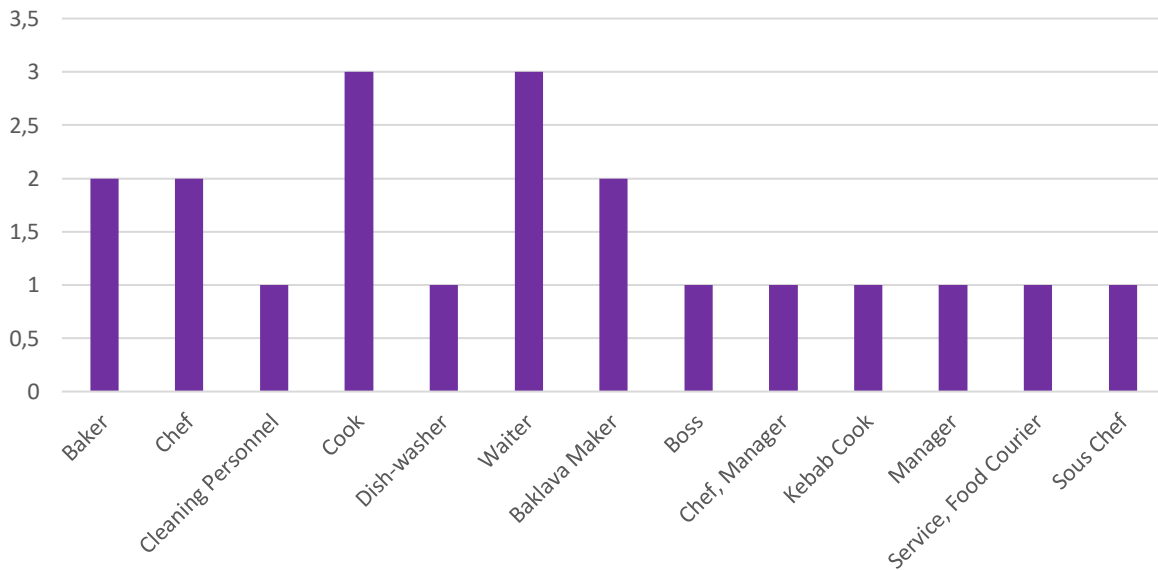
The Questions 15 and 16 were about the current employment of the migrants and their positions in the culinary sector. 87,1% of the participants said that they are currently employed in the sector and they are working in 13 different positions. As stated above Questions 11 and 12 were misunderstood by the participants therefore the results gathered for the answers Questions 11 & 12 and 15 & 16 are the same however they should be different. As it can be clearly seen by the graph the majority of them are employed as 'waiter' and 'cook'.

15. Are you currently employed in culinary sector?

31 yanıt



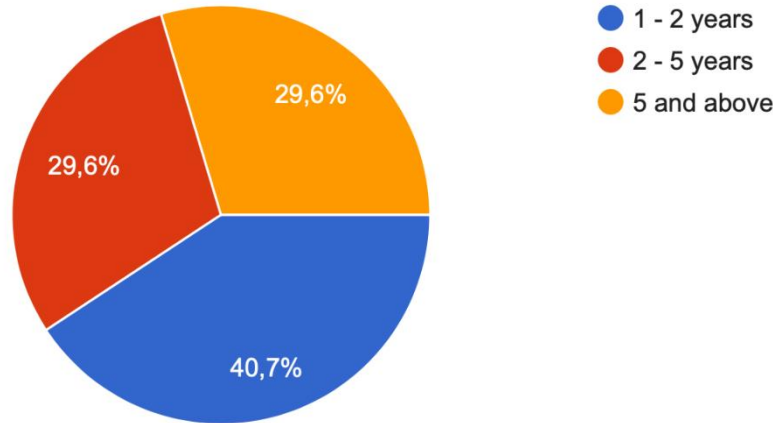
16. What is your position?



In order to understand the continuity of the migrants working in the same business we asked several questions the first of these questions is the question number 17. Here we aimed to learn the duration of the migrants working in the same business. Most of the migrants, 40,7%, are working in the same business for 1 – 2 years. 29,6% of them work in the same business for 5 and more years and lastly, the other 29,6% of them work in the same business for 2 – 5 years. From the results we can conclude that even though it is only 40,7% of them who work in the same business for 5 and more years they tend to work in the same business for quite a long time.

17. For how long have you been working in the same business?

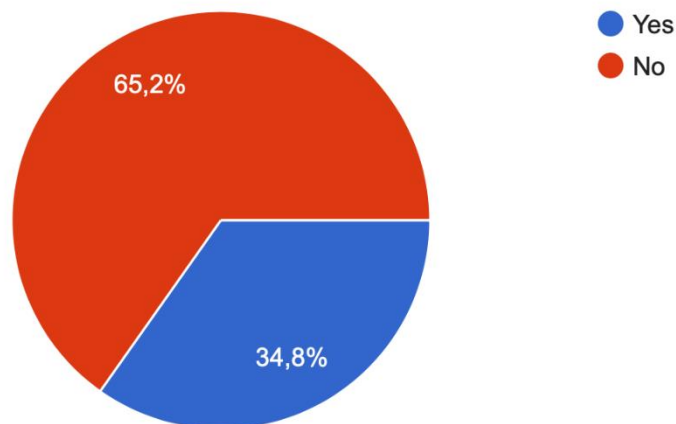
27 yanıt



The second question we asked to estimate their continuity is “Is this the first place you worked?” and the majority of them which is the 65,2% of the participants said ‘no’ whereas 34,8% of them said ‘yes’.

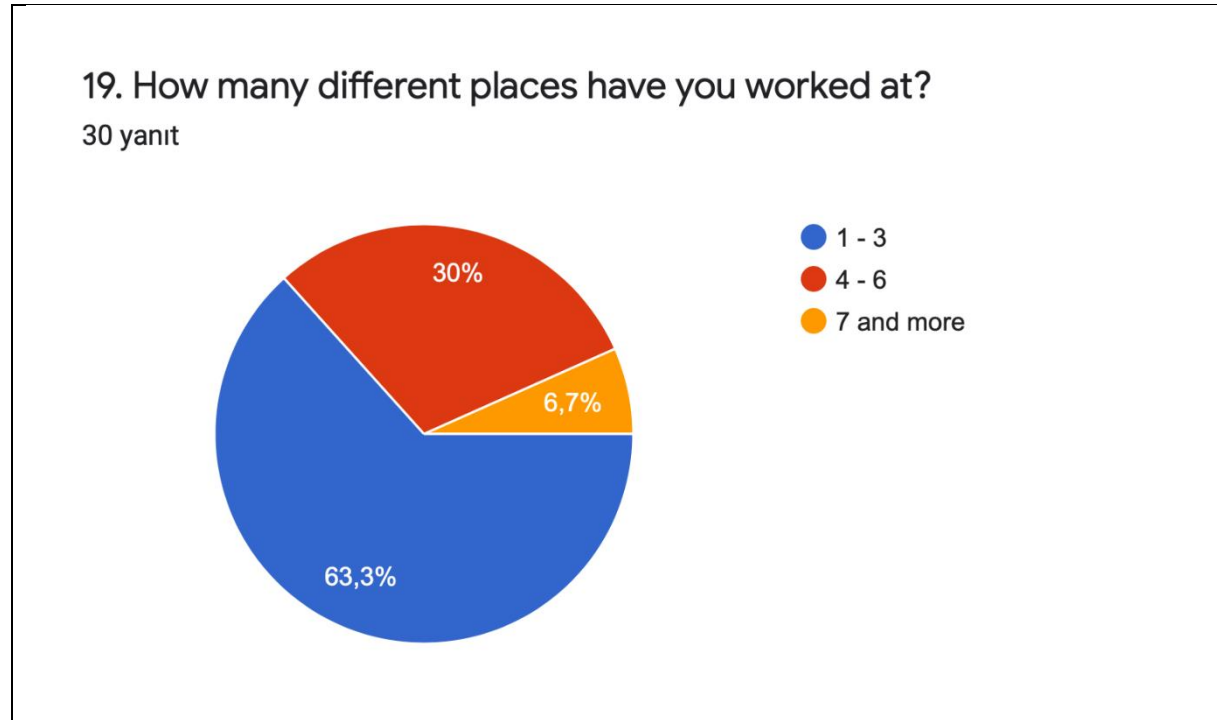
18. Is this the first place you worked?

23 yanıt



The third question regarding continuity is “How many different places have you worked at?”. 63,3% of the participants said that they have worked at 1 – 3 places up until now. 30% of them said they have worked at 4 – 6 different places and only 6,7% of them changed working places 7 and more times. with these questions we may conclude migrants would like to stick to one

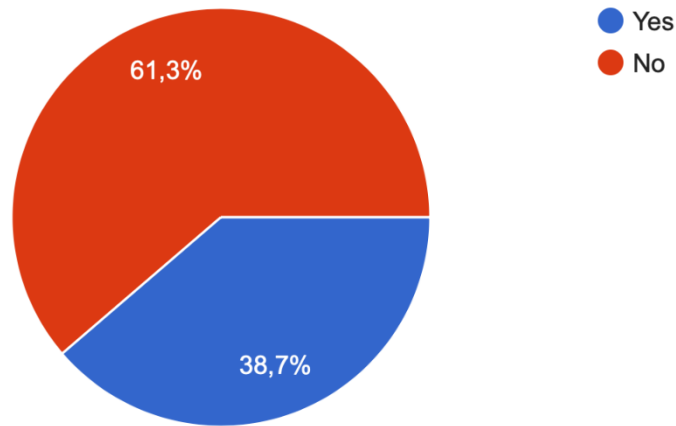
business and work there for a long period of time because it might be rather difficult for them to find proper jobs in this sector.



Questions from 20 – 25 we tried to understand whether the participants have received any kind of training in this sector. The Questions 20 and 21 was asked to learn if the participants have any kind of certification to work in this field. The Question 21 should be answered by the ones who gave the answer 'yes' to the Question 20. However, none of them answered the Question 21 even though 38,7% (12 of them) said yes to the question. The remaining 61,3% of them said they do not hold any kind of certification to work in this area. What we can conclude from these results is that the employers do not seek for a certification to give jobs to the migrants in this sector.

20. Do you hold any certification from the host country to work in the culinary sector?

31 yanıt



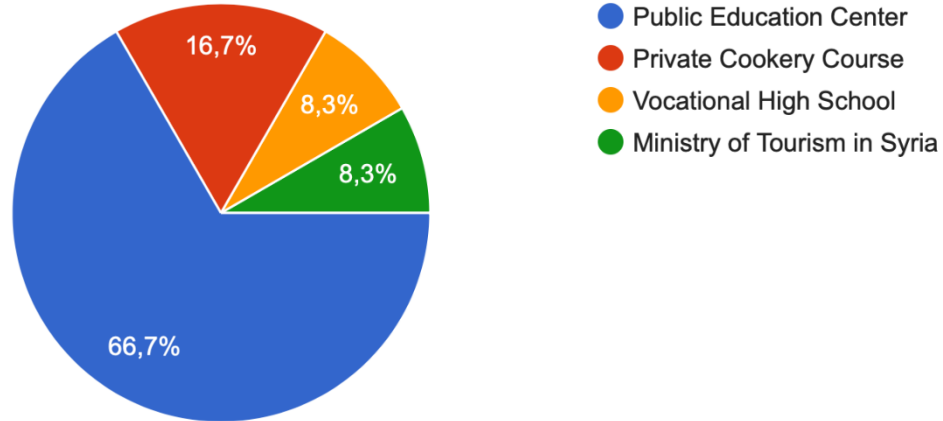
The Question 22 was asked to learn from which institutions do the participants received their certifications. We gave them the following options;

- Public Education Center,
- Private Cookery Course, and
- Vocational High School.

Also, we gave them the option other to state if they have obtained their certificates from a different institution. 4 answers were gathered for this question since only 12 of the participants gave 'yes' as an answer to the Question 20. 8,3% of the participants said that s/he received his/her certification from a vocational high school, 16,7% of them said they received it from a private cookery course and the remaining 8,3% said they received it in their home country, Ministry of Tourism in Syria. The majority of the participants 66.7% received theirs from a Public Education Center. From this data we can conclude that Public Education Centers are the main places to train the migrants.

22. Where did you obtained your certificate?

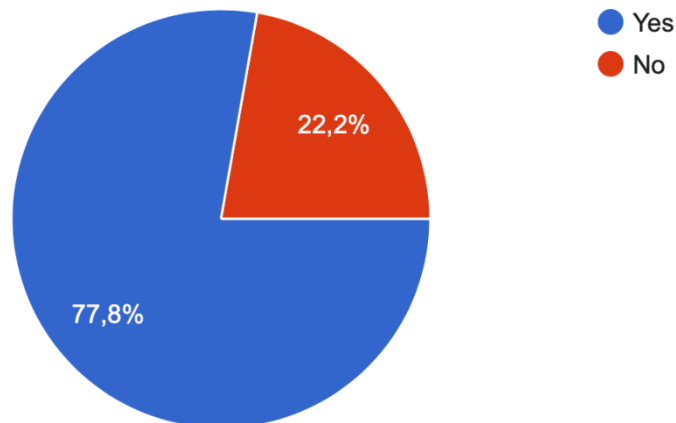
12 yanıt



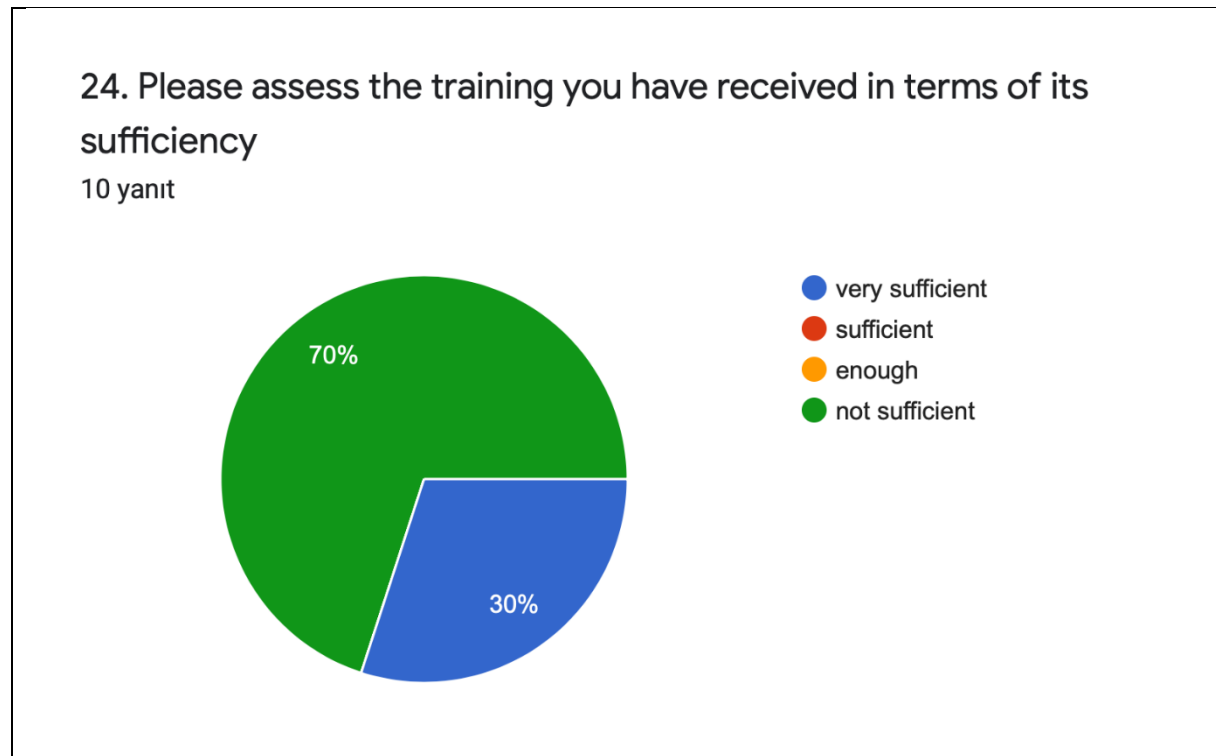
In the question the aim is to identify the benefits of receiving a training in culinary sector before starting to work. This question was obliged to be answered by the ones who said yes to the Question 20 however, more participants (18 in total) provided an answer to this question. The majority of the participants, 77,8%, said that it is beneficial to have a training on the other hand, 22,2% of them said it is not beneficial. We can conclude from this that even though the majority of the participants do not have a proper training regarding to the sector they find education important.

23. Do you think it is beneficial to receive training in culinary sector before working in this field?

18 yanıt



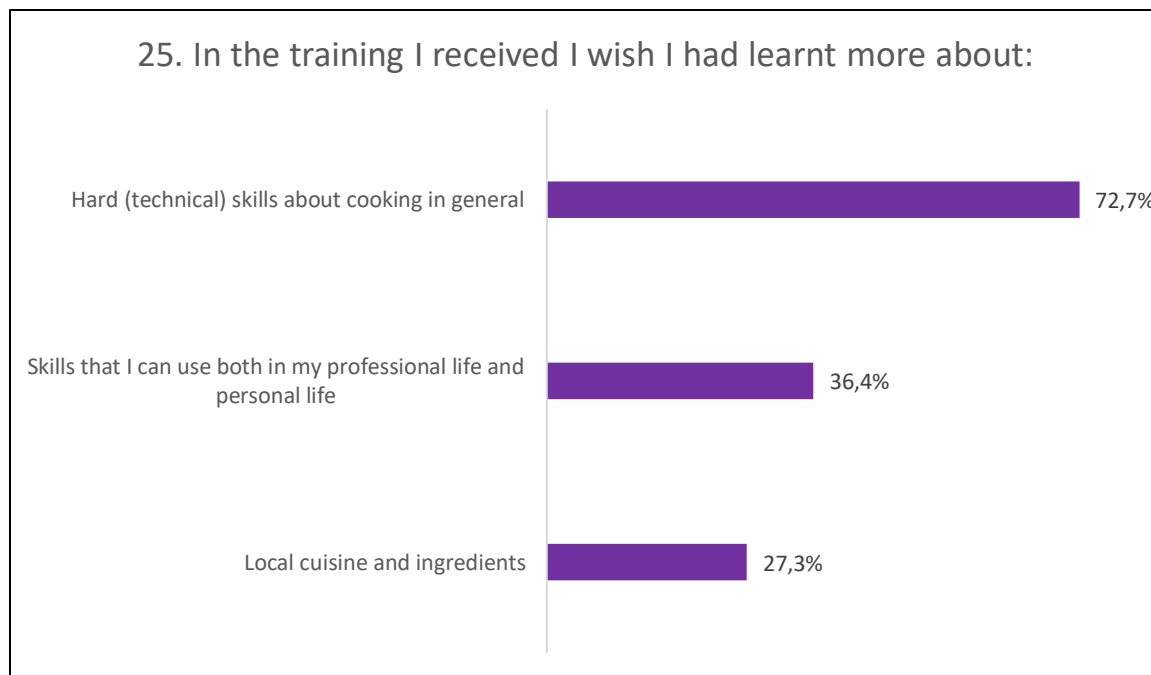
In the next question the participants who received training regarding culinary sector was asked to assess the sufficiency of the training they received. Although, 12 answers were expected for this question only 10 of the participants gave an answer to this question. Unfortunately, only the 30% of the participants said that the trainings they received was very sufficient. The remaining 70% said that it was not sufficient. What we can conclude is that the quality of the training given in this field needs major improvements according to the requests of the trainees.



In the Question 25 the skills and or knowledge they wish they had received regarding the training was asked. This question was obliged to be answered by the ones who received training regarding culinary sector in other words by those who have marked 'yes' in Question 20. We have given 3 option to the participants and they are as follows;

- Hard (technical) skills about cooking in general,
- Skills that I can use both in my professional life, and personal life
- Local cuisine and ingredients.

We also provide them the option other to write down if anything else is wished to be learnt. Here 4 answers were expected since 12 people marked 'yes' in Question 20 however, only 11 answers were received. Furthermore, one of the participants marked more than one option. 72,7% of the participants said that they wished to learn more about the technical skills and local cuisine and ingredients on the other hand only one person, 36,4%, said that s/he wished to learn more about the skills that s/he can use both in professional and personal life in other words soft skills. lastly, 27,3% said that they wished to be taught more about the local cuisine and the ingredients. From this result we can understand that the trainings they received lacked technical skills and cooking of local dishes and they are very well taught on soft skills.

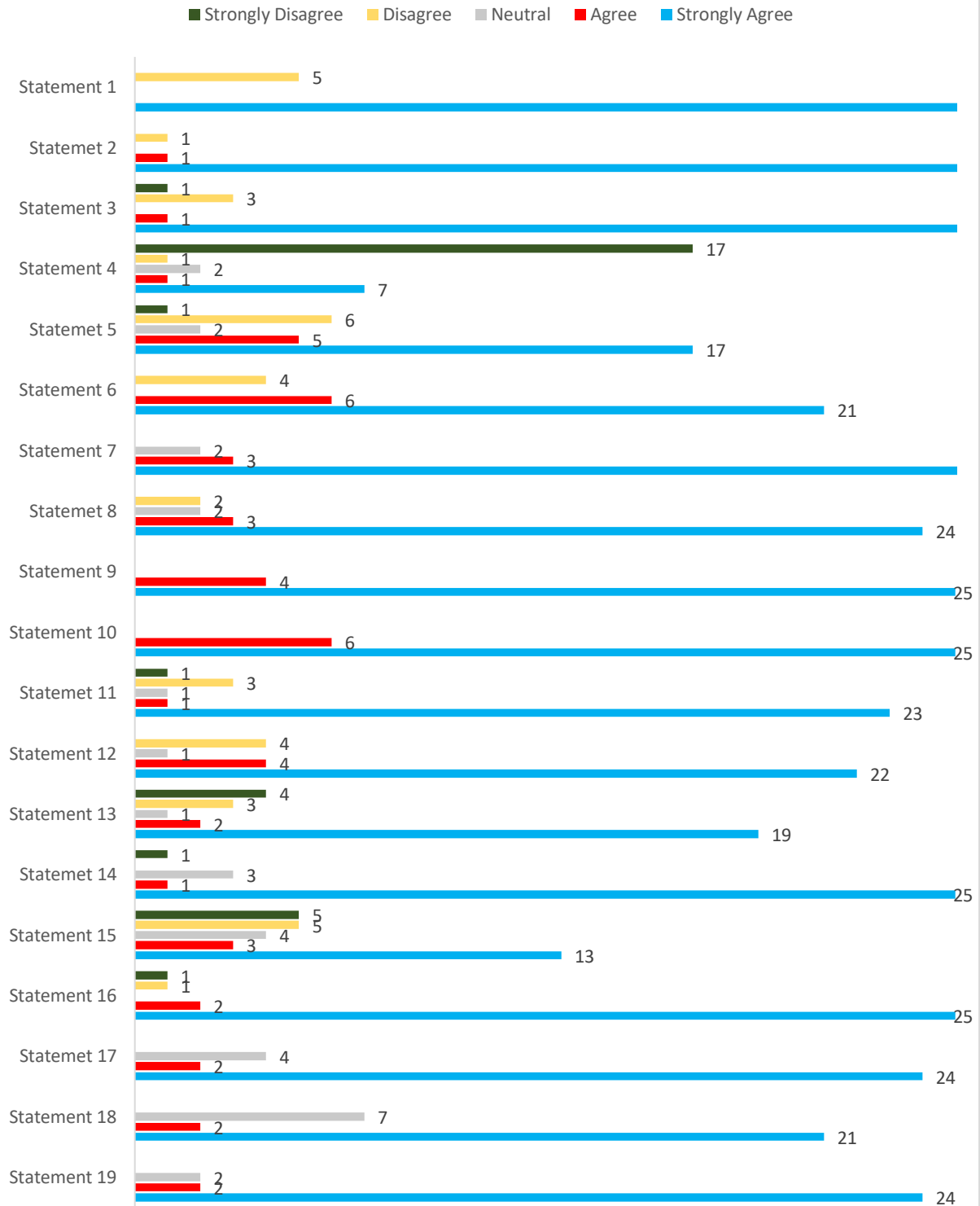


In the Question 26 the participants were given 19 statements regarding soft skills for them to evaluate with a scale from “Strongly agree” to “Strongly disagree”. Unfortunately, with this question not all of the statements were ranked. Some participants skipped 1 or 2 statements. Below a descriptive graph is given for the results.

Statements

Statement 1	I am able to fit into any working environment.
Statement 2	Working with a group is suitable for me.
Statement 3	I can anticipate the needs and act accordingly.
Statement 4	Lying for getting out of trouble can be acceptable.
Statement 5	I am good at making impromptu decisions.
Statement 6	I get very nervous when someone around me having and emotional breakdown.
Statement 7	I often clean my working area and pay attention to personal hygiene.
Statement 8	I am good at handling with negative comments.
Statement 9	When I am making something, I pay attention to everything (ingredients, measurements, quality, etc.)
Statement 10	When I am working, I like to experiment and try new things.
Statement 11	I have a good command of use on the tools I use regularly.
Statement 12	If I see someone needs encouragement, I am very good at motivating that person.
Statement 13	It is very hard for me to multitask while I am working.
Statement 14	I can easily calculate the cost of a dish I am serving.
Statement 15	If there is a crisis in my working environment, I avoid the situation.
Statement 16	I like to take responsibilities.
Statement 17	It is important to obey the rules while working.
Statement 18	It is important to have a plan each day before you start working.
Statement 19	If there is an accident in my working area I can calmly perform first-aid.

26. Please read the following statements and choose the most applicable one.



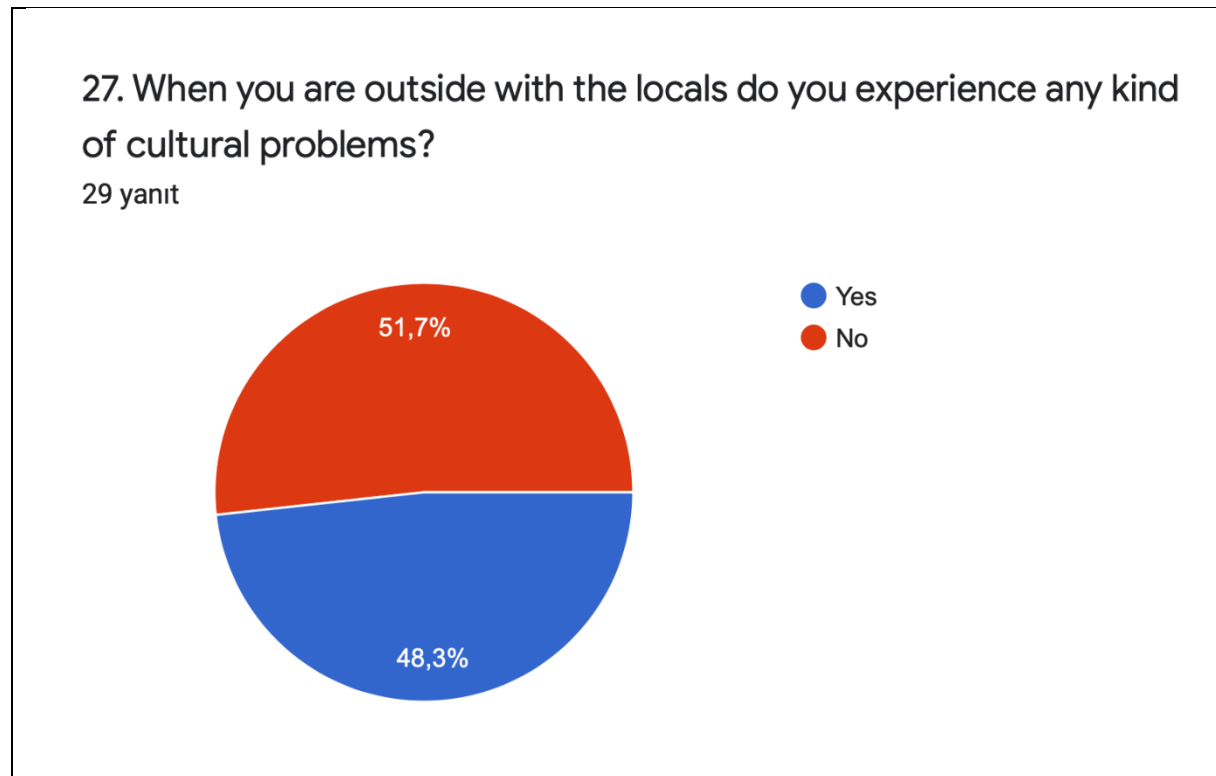
	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5	Statement 6	Statement 7	Statement 8	Statement 9	Statement 10	Statement 11	Statement 12	Statement 13	Statement 14	Statement 15	Statement 16	Statement 17	Statement 18	Statement 19
Strongly Agree	26	29	26	7	17	21	26	24	25	25	23	22	19	25	13	25	24	21	24
Agree		1		1	5	6	3	3	4	6	1	4	2	1	3	2	2	2	2
Neutral				2	2		2	2			1	1	1	3	4		4	7	2
Disagree	5	1	3	1	6	4		2			3	4	3		5	1			
Strongly Disagree			1	17	1		7				1		4	1	5	1			

As it is clearly seen from the data table above participants mostly selected the option 'Strongly Agree' to the statements. The only exception was that in the Statement 4 the option 'Strongly Agree' was only selected by 7 people whereas 'Strongly Disagree' was selected by 17 people. The option 'Agree' was not selected by the participants for the Statements 1 and 3. The option 'Neutral' was not selected for the Statements 1, 2, 3, 6, 9, 10, and 16. The participants did not select the option 'Disagree' for the Statements 7, 9, 10, 17, 18, and 19. Lastly, the option 'Strongly Disagree' was not selected so often by the participants except for the Statement 4. This statement was marked 'Strongly Disagree' by 17 participants. Furthermore, the Statements, 1, 2, 6, 8, 9, 10, 12, 17, 18, and 19 were never marked 'Strongly Disagree'. According to the results the following conclusions were reached;

- 8 people believe that it is acceptable to tell a lie for getting out of trouble whereas 18 people think that it is unacceptable. 2 of the participants selected the option 'Neutral' which shows us they are abstaining for the Statement 4.
- The migrants find making impromptu decision rather challenging since 7 of them said that they are not good at it. Since the culinary sector is a sector which requires making quick decisions, it is important to teach the migrants those skills.
- Another, surprising result was that the participants are not able to help someone out when there is an emotional breakdown. In the Statement 6, 21 of the participants marked 'Strongly Agree' and 6 of them marked the option 'Agree' so the total of 27 people marked one of these two options.. What we conclude is that the migrants are not very confident about handling the problems going around them.
- The results show us that multitasking is another issue that migrants are having trouble with since only 19 of them strongly agree and 2 of them agree with the Statement 13. 7 of the participants said that they disagree or strongly disagree with it. Thus, we believe that multitasking is found a bit hard in the culinary sector when compared with the other soft skills.
- As it can be clearly understood from the Statement 15 crisis management is another issue that the migrants working in the culinary sector are facing. Only 16 of them marked the options 'Strongly Agree' and 'Agree' for this statement. The remaining 14 of them marked either 'Neutral, Disagree or Strongly Disagree'.

The third part of the questionnaire contained questions regarding intercultural competence of the migrants. Questions between 27 – 30 were asked to understand the comfort of the migrants in the host country, Turkey. In Question 27 the participants were asked whether they

experience any kind of cultural problems when they are outside with the locals, Turks. 48,3% of the participants said that they do face a problem on the other hand 51,7% of them said they do not.



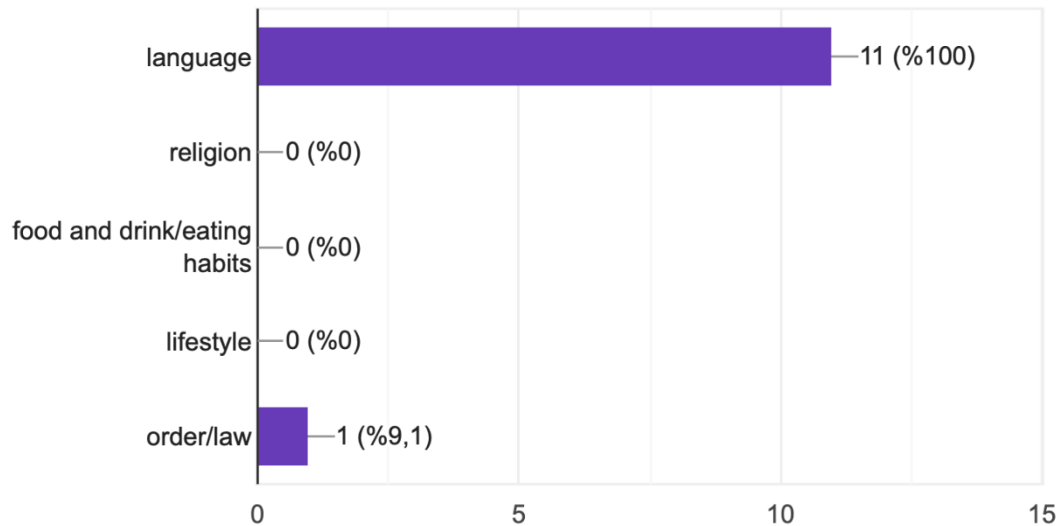
The Question 28 was obliged to be answered by those who answered the previous question 'yes' and when the number of the answers were checked not all of the 14 people who answered the previous question answered this question. In this question the migrants were asked to choose one of the hardest things to adapt in Turkey. Here the migrants were given the options below as well as the option 'other' to state if there is something we have missed. The options are as follows;

- Language,
- Religion,
- Food and drink/eating habits, and
- Lifestyle.

One of the participants has chosen one of the given options and stated one more as seen in the graph. All of the participants said that the language is the main problem they have experienced. Also, one of them said order/law is another issue s/he has to deal with. However, the results of the question were not surprising, since when we were conducting the face to face interviews, it was very hard to find migrants who can speak and understand Turkish. Majority of the questionnaires were done with an interpreter at present. Furthermore, when the results of the question regarding their language levels is examined most of the migrants know the language at a beginner level.

28. What was the hardest thing to adapt as you come together with the locals of the host country?

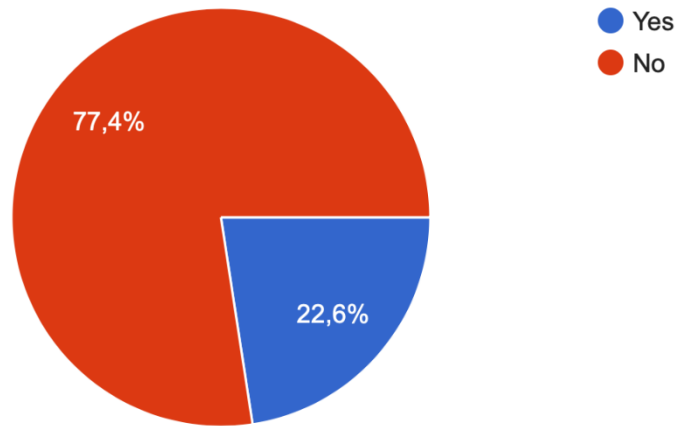
11 yanıt



The Question 29 was “Have you ever faced discrimination because of your ethnicity?”. Here we tried to understand whether coming from another ethnicity cause any kind of problem in human relations. 77,4% of the participants have not experienced discrimination, only 22,6% of them said they did.

29. Have you ever faced discrimination because of your ethnicity in workplace?

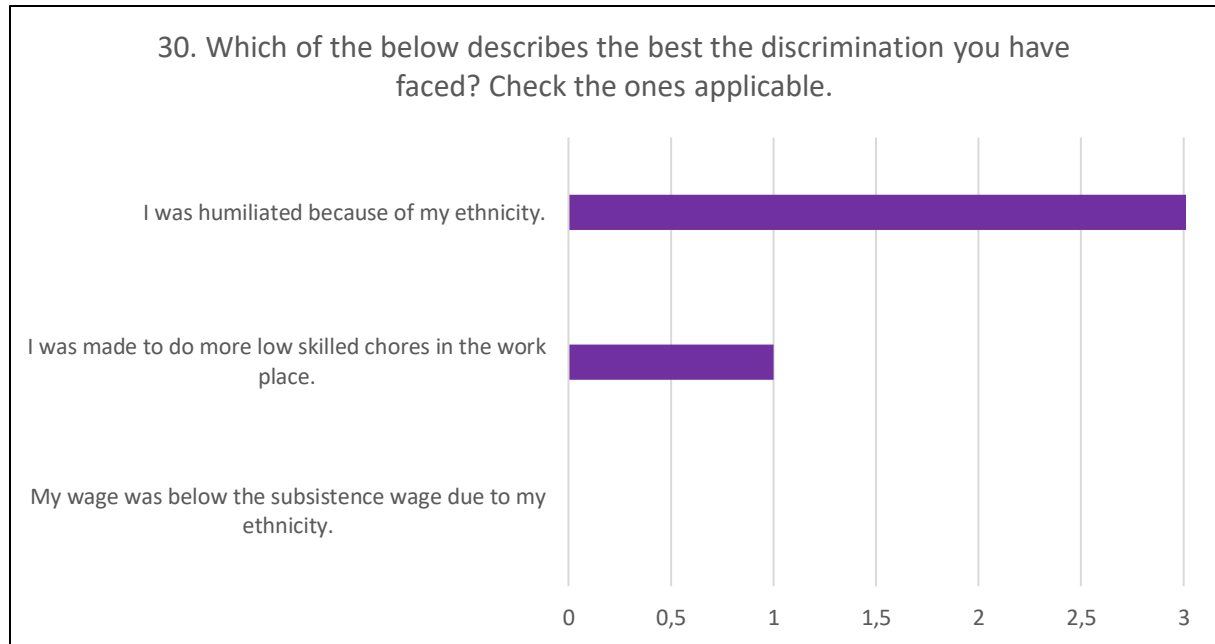
31 yanıt



The next question was obliged to be answered by those who answered the previous question 'yes'. In the previous question 4 people answered 'yes' but only 3 people gave an answer for this question. We have provided the participants with 3 options and asked them to choose the most applicable one.

- I was humiliated because of my ethnicity.
- I was made to do more low skilled chores in the workplace.
- My wage was below the subsistence wage due to my ethnicity.

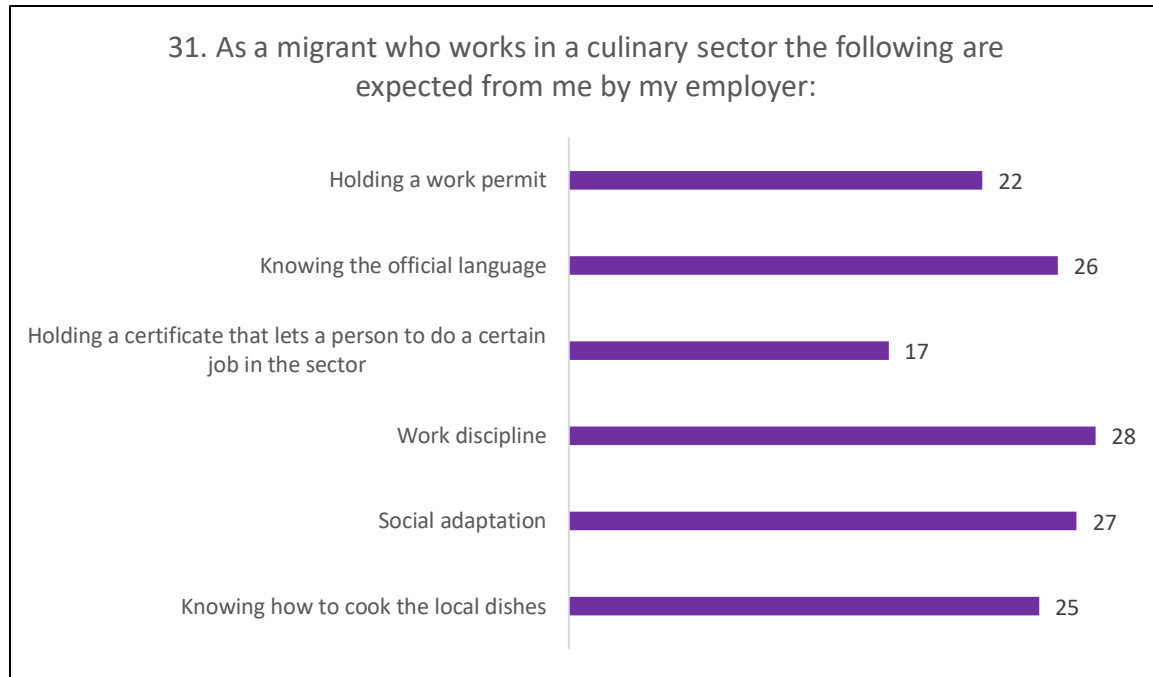
All of the participants selected the first option which is "being humiliated because of their ethnicity". Even though the number is very low what we have understood from these answers is that people do not like to work with people with a different background.



The last and fourth part of the questionnaire was designed to be asked to the ones who are currently employed in the sector. The Question 31 was asked to identify the needs of the sector employers. We could not ask this to the sector employer since they are not our target group within the scope of this project. Therefore, we gave the following options in the questionnaire and asked the participants the check the ones applicable;

- ☐ Holding a work permit,
- ☐ Knowing the official language,
- ☐ Holding a certificate that lets a person to do a certain job in the sector,
- ☐ Work discipline,
- ☐ Social adaptation, and
- ☐ Knowing how to cook local dishes.

Also, we provided 'other' option to the participants to state them anything else that comes into their minds. It should not be forgotten that the participants were able select more than one option. The options work discipline was marked 28 times and social adaptation were marked 27 times so that it was selected by the average of 94,8% of the participants. Knowing how to cook the local dishes were selected 25 times in other words 86,2% of the participants. Also, knowing the official language is another option that was selected for 26 times, 89,7% of the participants. 75,9% of the participants said that holding a work permit is another requirement. However, it should be kept in mind that most of the participants stated that they do not possess a work permit. According to the participants the least important expectation of the employers is that having a certification to work in this sector since only 58,6% of the participants selected this option.



The last question of the research was regarding the improvement of the participants' working skills. We asked them to tell us what else do they need to learn in order to be more effective in their works. We provided them the following options and an 'other' option to write their needs;

1. We should have more in-service trainings.
2. We should be taught skills such as, first-aid, health and safety in workplace, and sanitary practices.
3. We should be taught more about portion sizing to make the best use of the ingredients.
4. We should be given more opportunity to experiment to become more creative people in the sector.
5. We should be taught more about how to run a business and other skills such as, budgeting, food pricing, etc.
6. We should be given more hard (technical) in-service trainings such as how to control a knife, basic cooking and baking, etc.
7. We should receive courses on motivational management style which consists of communication skills, leadership, and passion.
8. We should be taught more about being a team player since working in a kitchen is a collaborative work.
9. We should be taught some cultural expressions related to the culinary sector.
10. We could be sent to Turkish courses to learn the language.

It should not be forgotten that the participants were able select more than one option. The options selected by all of the participants were the 7th and 10th options. Also, 27 of the participants marked the statements 4, 8, and 9. The first option regarding in-service trainings was selected by the 26 of the participants. 25 of the participants believe that they should be taught more on first-aid, health and safety in the kitchen. Additionally, 24 of them said that they need to improve their attention to detail skills regarding cooking and culinary arts. And 22 of the participants believe that having a business sense is important to be more effective in their work. Lastly and most importantly, the option regarding receiving technical (hard)

skills trainings were selected by 19 of the participants. This result was aimed to be achieved with the design of the questionnaire since within the scope of the project we aim to improve the soft skills of the migrants rather than their technical skills.



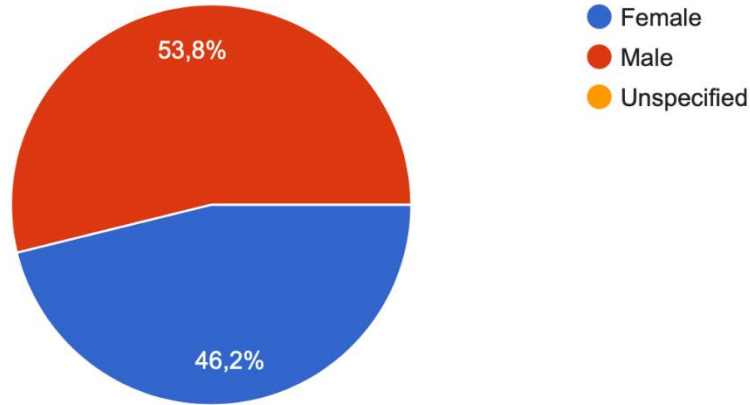
B. Tutor Questionnaires

With the questionnaires applied to 13 tutors working in the culinary sector in Ankara and Adana the objective was to assess their soft and intercultural skills regarding teaching. The first part of the questionnaire was designed to receive personal information regarding their demographic background and workplace. In the second part of the questionnaire questions relevant to basic intercultural skills and competencies of the tutors were asked and the third part of the questionnaire was designed to assess the teaching skills of the tutors. Lastly, the fourth part was designed to identify the importance they give to the teaching soft skills related to culinary sector. According to the results of this questionnaires specialized training materials for tutors working with migrants in the culinary sector will be developed in IO3 to enhance their intercultural understanding to more effectively approach and inspire migrant learners.

The first question of the first part was about the gender of the participants. As seen in the graph provided below, 53,8% of the participants were male whereas the 46,2% was female. As it could be understood from the graph below the sector trainers/tutors are mainly men.

1. Gender

13 yanıt



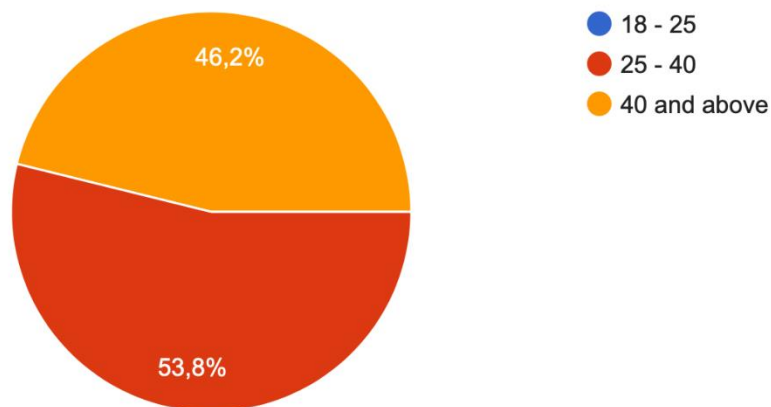
The second question was about the ages of the participants. The participants were given the same three options as in the migrants' questionnaires;

- 18 – 25,
- 25 – 40, and
- 40 and above.

As seen in the graph below majority (53,8%) of the participants were aged between 25 – 40, and the remaining 46,2% were 40 and above. What we have concluded is that people who are aged between 18 -25 are not very commonly found in this sector as a trainer or tutor.

2. Age

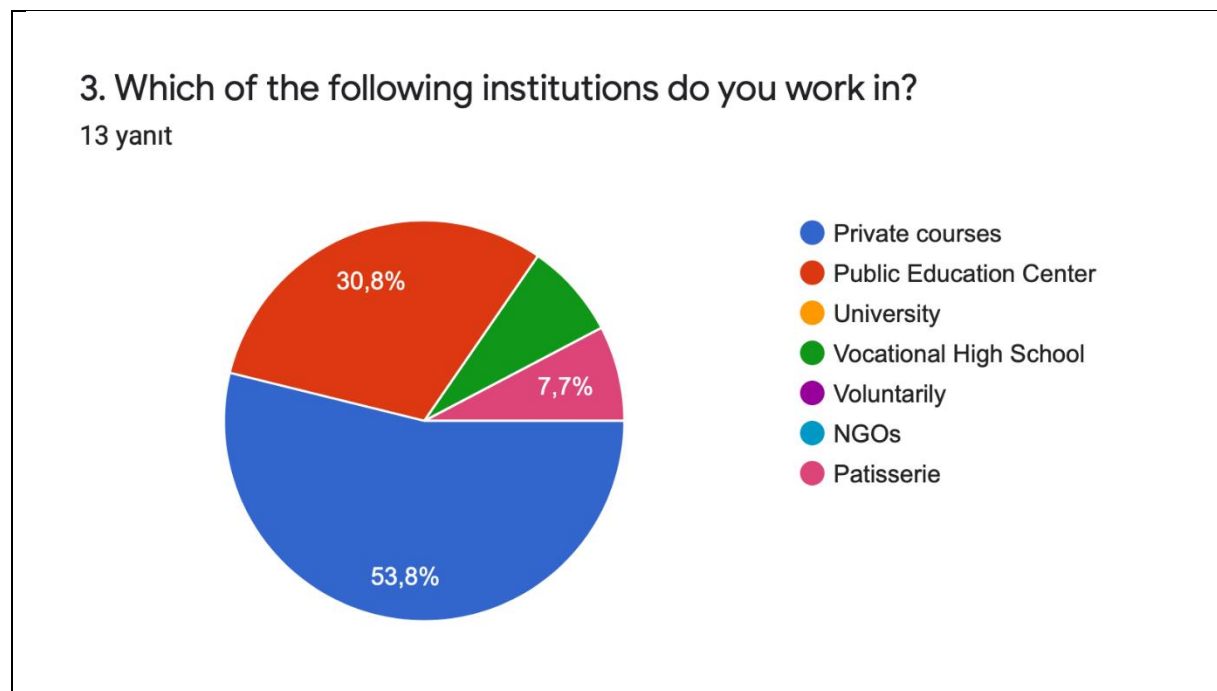
13 yanıt



In the next question the participant were asked to choose where they teach at the moment. We have provided them the following options;

- Private courses,
- Public Education Center,
- University,
- Vocational high school,
- Voluntarily, and
- NGOs.

We also have given them the option other to state if they are working in any other place that we have missed. According to the results the 53,8% of them work in private courses, 30,8% of them work at public education centers, and 7,7% of them work in vocational high schools. Additionally, one of the participants (7,7%) stated that s/he works at a patisserie and has interns that s/he teaches how to bake.



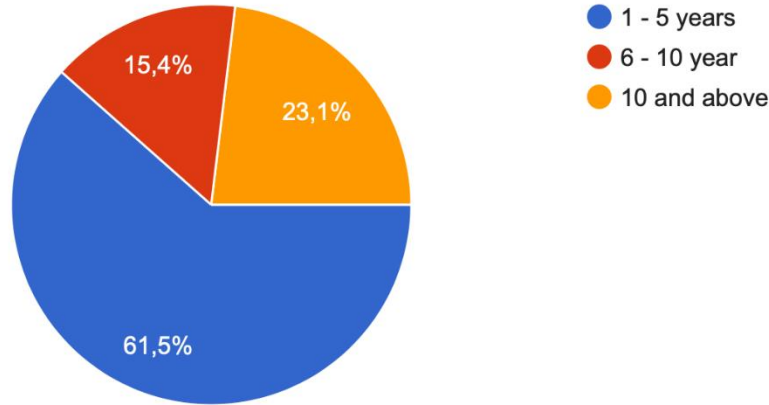
The last question of the first part was about the duration they have worked in their current institution/organization. For this question we provided the following options to the participants;

- 1 – 5 years,
- 6 – 10 years, and
- 10 and more years.

According to the findings, 61,5% of the participants have been working in the same institution for 1 – 5 years, 23,1% working for 10 and more years, and lastly 15,4% of them working for 6 – 10 years.

4. For how long have you worked in this institution

13 yanıt

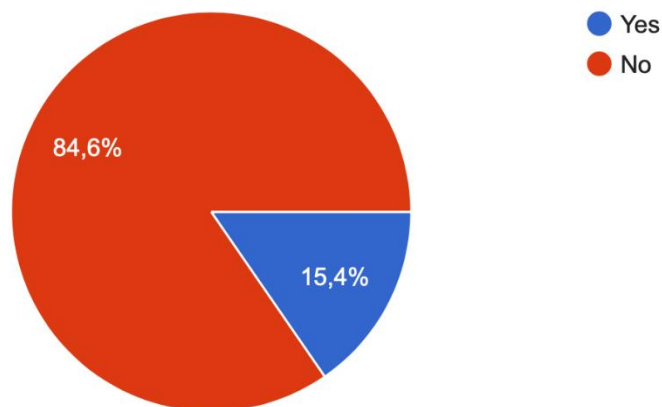


In the second part of the questionnaire with the Questions 5 – 9 we tried to assess the intercultural skills of the trainers/tutors in culinary sector. In this part the Questions 7 – 9 were obliged to be answered by the ones who said yes to the Question 6.

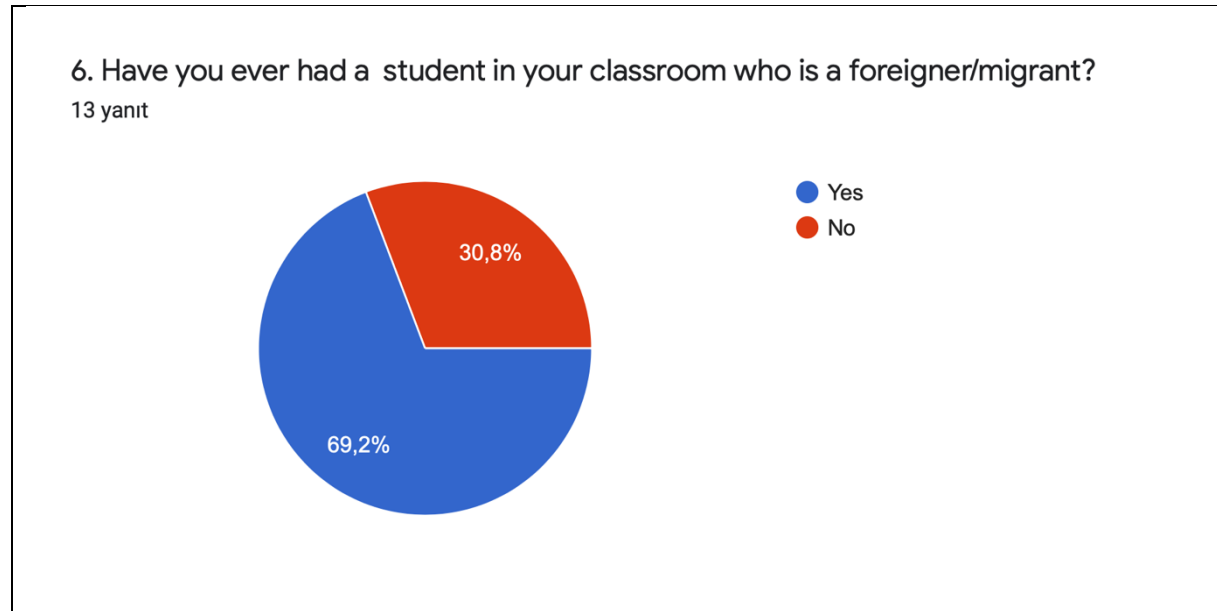
In the Question 5 we asked the trainers if they have taught abroad or not and the majority which is 84,6% of the participants said they have not. Only 15,4%, which makes only 2 people, had the experience of teaching abroad. From the gathering we can conclude that working abroad in this sector as a trainer is not a very common situation.

5. Have you taught abroad before?

13 yanıt



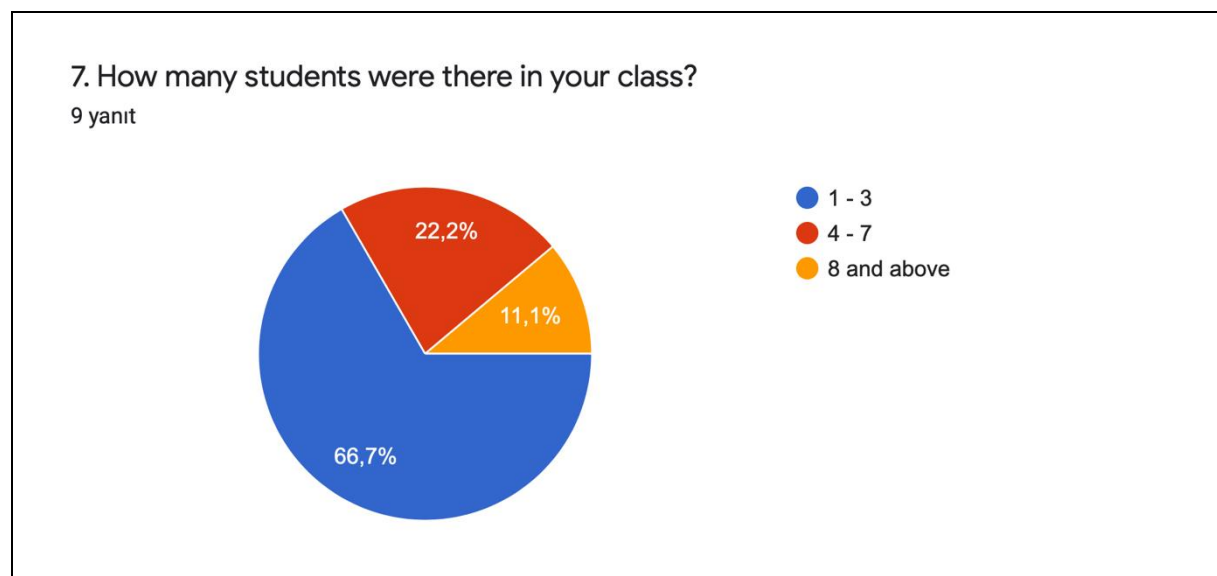
The Question 6 was asked to understand if there were any migrant/foreign students in the classrooms of the sector trainers/tutors. It was surprising to see that 69,2% of the trainers said that they had a foreigner/migrant in their classrooms as a student. The remaining 30,8% stated that they did not experience having a foreigner/migrant student in their classrooms.



The Question 7 was supposed to be answered by the ones who said 'yes' to the Question 6. In the previous question 9 people said 'yes' and the same amount of answers were gathered in this question. For this question we have given the following options;

- 1 – 3,
- 4 – 7, and
- 8 and above.

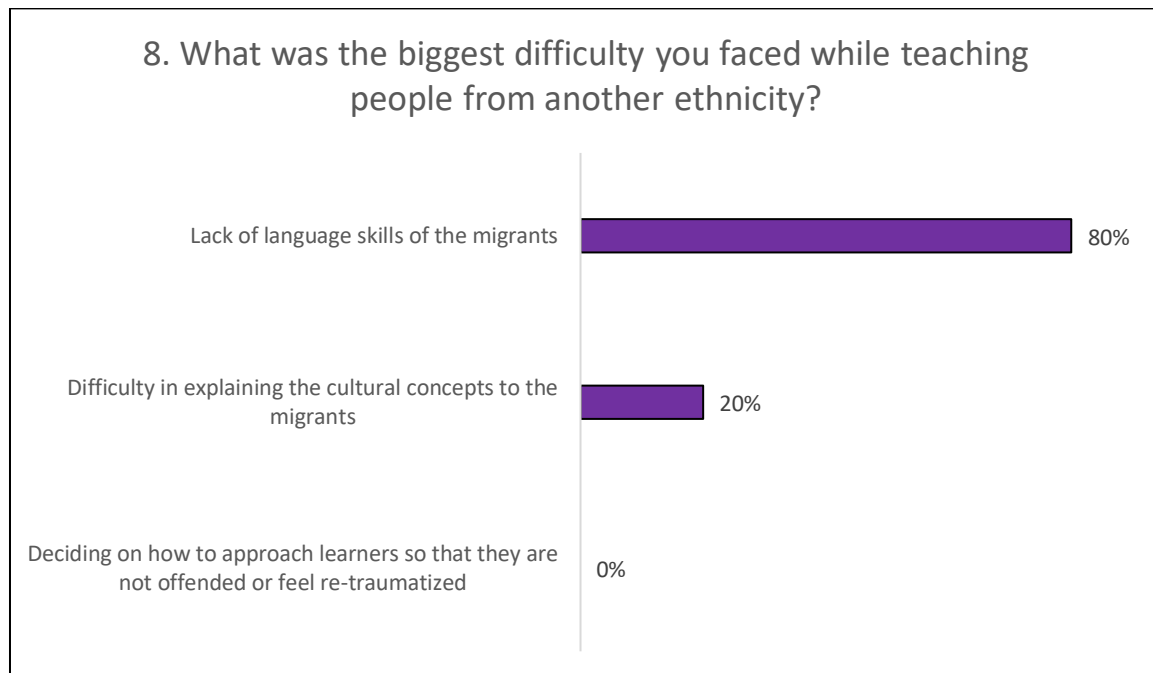
66,7% of the participants said that they had 1 – 3 students in their classroom who are from another country. 22,2% of them said they had 4 – 7 students whereas only 11,1% of them said they had 8 and above.



This question was asked to identify the difficulties of the teacher while teaching to people from other backgrounds. The Question 8 was supposed to be answered by the ones who said yes to the Question 6. In the Question 6, 9 people said 'yes' however, 10 answers were gathered in this question. Here some participants marked the question even if they said 'no' to the Question 6. And there were some who did not answer this question even though they said 'yes' yes to the Question 6. Please also note that, the participants were able to select more than one answer in this question. The following options were provided to the participants;

- Lack of language skills of the migrants,
- Difficulty in explaining the cultural concepts to the migrants, and
- Deciding on how to approach learners so that they are not offended or feel re-traumatized.

Also, we have added the option other for the participants to state if there is anything else, we are missing. 80% of the participants said that lack of language skills of the migrants/foreigners is the biggest difficulty they have faced. Additionally, 20% of them said they have difficulty in explaining cultural concepts to the migrant/foreign students. From the result we can understand that the language is the biggest difficulty in the classrooms.

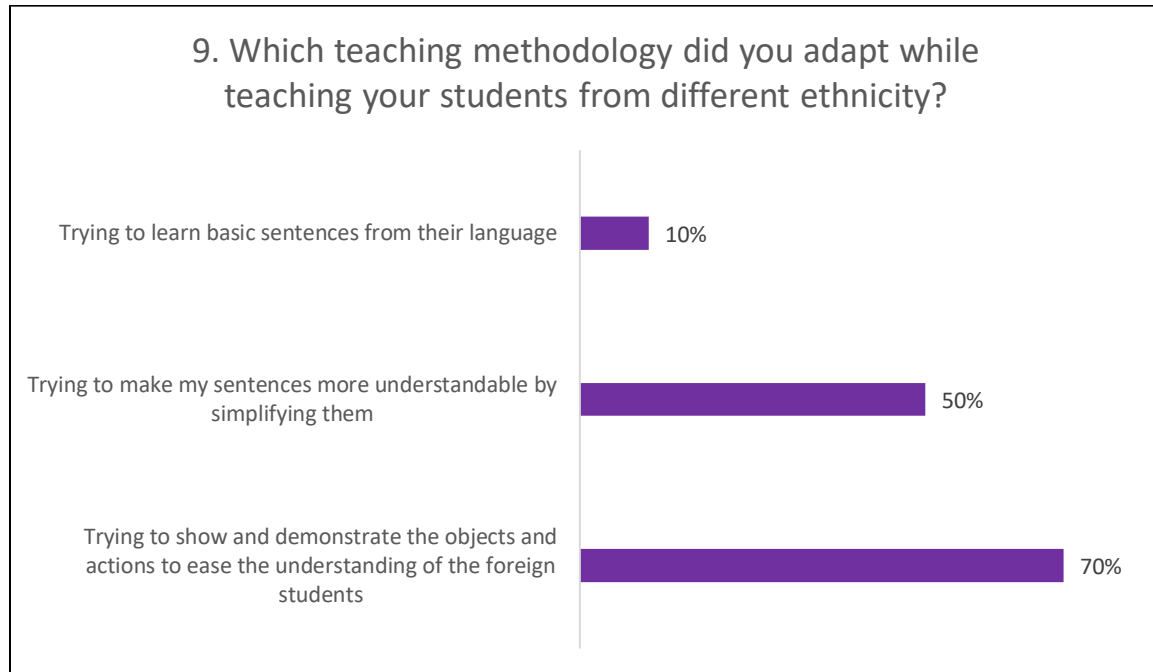


The purpose of this question is to try to understand the methodology the trainer/tutors use while teaching foreign students. The Question 9 was supposed to be answered by the ones who said yes to the Question 6. In the Question 6, 9 people said 'yes' however, 10 answers were gathered in this question. Here some participants marked the question even if they said 'no' to the Question 6. And there were some who did not answer this question even though they said 'yes' yes to the Question 6. Please also note that, the participants were able to select more than one answer in this question. The following options were provided to the participants;

- Trying to learn basic sentences from their language,
- Trying to make my sentences more understandable by simplifying them, and

- Trying to show and demonstrate the objects and actions to ease the understanding of the foreign students.

Also, we have added the option other for the participants to state if there is anything else, we are missing. 70% of the trainers/tutors said that they try to show and demonstrate the object and the actions, 50% said they try to simplify their languages and only 10% try to learn basic sentences from the foreign students' native languages. From this data we can conclude that again the language is a big barrier in teaching.

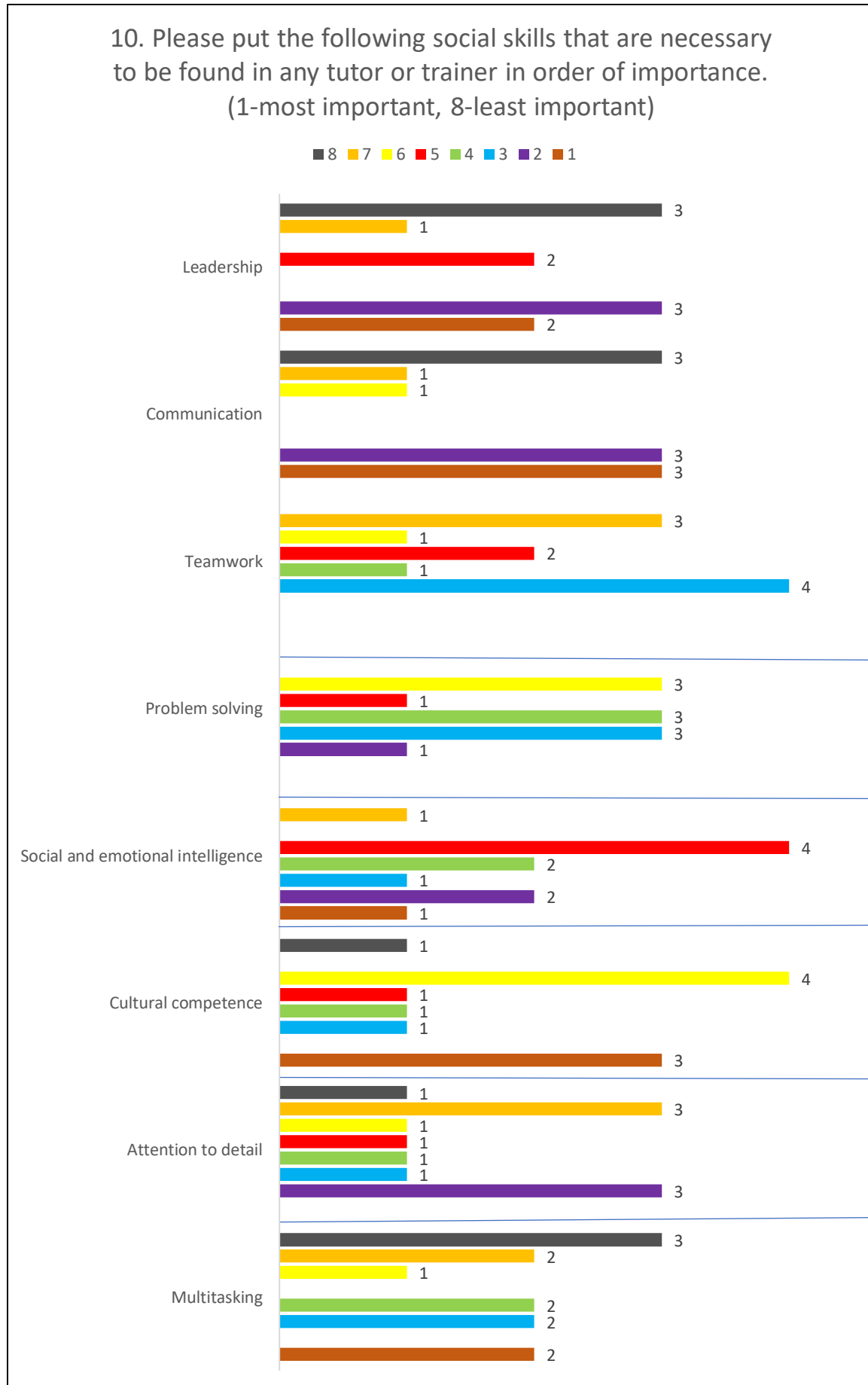


In the third part of the questionnaire we asked the trainers/tutors to evaluate their teaching skills. Within this part the participants were asked to answer 3 questions.

In Question 10 we have given the following skills that are necessary to be found in any tutor or trainers;

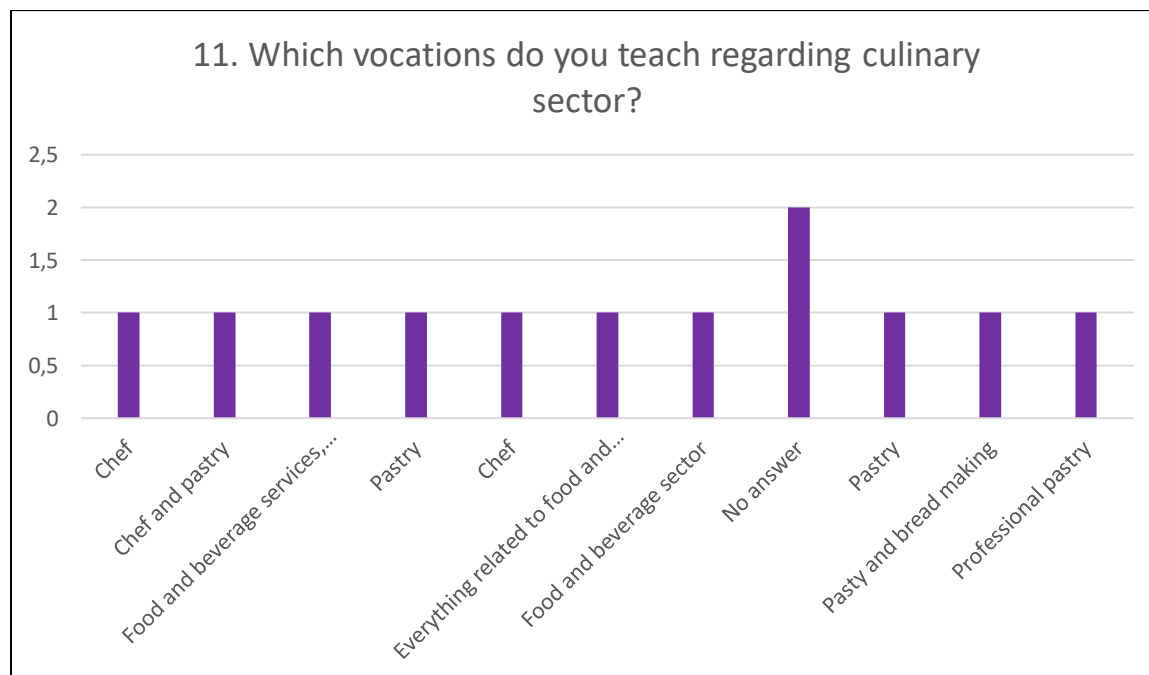
- Leadership,
- Communication,
- Teamwork,
- Problem solving,
- Social and emotional intelligence,
- Cultural competence,
- Attention to detail, and
- Multitasking

for the participants to put them in the order of importance from 1 being the 'most important' and 8 being the 'least important'. According to the data collected from the participants, which can be clearly seen in the graph and the data table below, leadership, communication, social and emotional intelligence, cultural competence and multitasking are the skills that are found the most important skills by the trainers/tutors to have. However, leadership, communication, cultural competence, multitasking and attention to detail were also identified as the least important tasks. According to the data social and emotional competence was also ranked with '5' most frequently.



	Leadership	Communication	Teamwork	Problem solving	Social and emotional intelligence	Cultural competence	Attention to detail	Multitasking
1 - Most important	2	3			1	3		2
2	3	3		1	2		3	
3			4	3	1	1	1	2
4			1	3	2	1	1	2
5	2		2	1	5	1	1	
6		1	1	3		4	1	1
7	1	1	3		1		3	2
8 - Least important	3	3				1	1	3

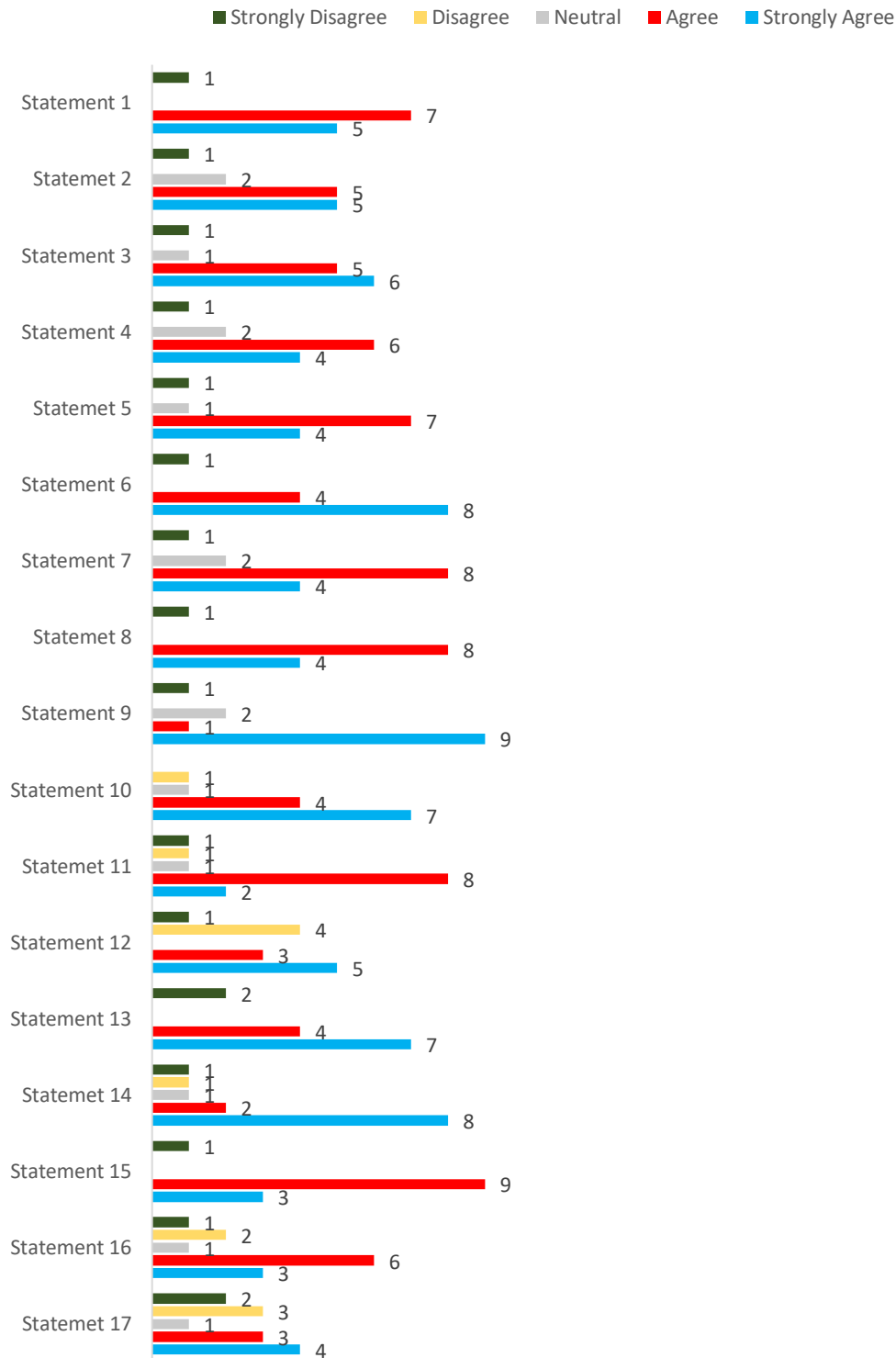
The Question 11 was a short answer question asked to understand which vocations do the trainers/tutors teach in the culinary sector. Since it was an open-ended question variety of answers were gathered. The most striking answer was that 2 people has written 'no answer' as their teaching area rather than leaving the question unanswered.



Statements

Statement 1	I am well aware of the content and teaching strategies that are important for my teaching area.
Statement 2	I use different teaching approaches to address the learning needs of students coming from different backgrounds.
Statement 3	I think that impact of linguistic background is very important on the education of students from other ethnicities.
Statement 4	I respect the importance of migrant students' history in my teaching.
Statement 5	I use teaching strategies that strengthen learners' interpersonal skills relevant to the learning area I teach.
Statement 6	I can identify the learning needs of the learners from assessment data and make changes accordingly.
Statement 7	I can provide feedback to learners on issues affecting their learning as they arise.
Statement 8	I use strategies to promote learners' sense of confidence.
Statement 9	I make use of non-verbal communication, contextual knowledge and use new strategies to support learners' understanding, engagement and achievement.
Statement 10	I plan and implement structured teaching programs that address student learning needs and strengths.
Statement 11	I understand and apply Adult Learning Cycle and different learning styles to promote student's engagement during the course of the training.
Statement 12	I observe and try to provide one-to-one feedback regarding learners' acquisition of knowledge and skills at the end of the course and suggest additional training to the ones who are in need.
Statement 13	I adjust my presentation methods and use of language to achieve optimal level of formality/informality of the group and learners' levels.
Statement 14	I understand the factors that can create resistance within training groups, including a lack of pre-training preparation, forced attendance at training, pre-existing interpersonal conflict among group members, and personal, social and emotional factors of participants.
Statement 15	I use strategies to keep the group focused, on task, and within established time periods, while remaining responsive to group needs and concerns.
Statement 16	I recognize non-verbal cues from participants and use active listening and reflection to determine their meaning.
Statement 17	I effectively handle confrontation and conflict with and between participants; use a series of verbal and non-verbal interventions (such as moving towards or away from a participant) to de-escalate the conflict, explore and clarify the issues, and facilitate resolution

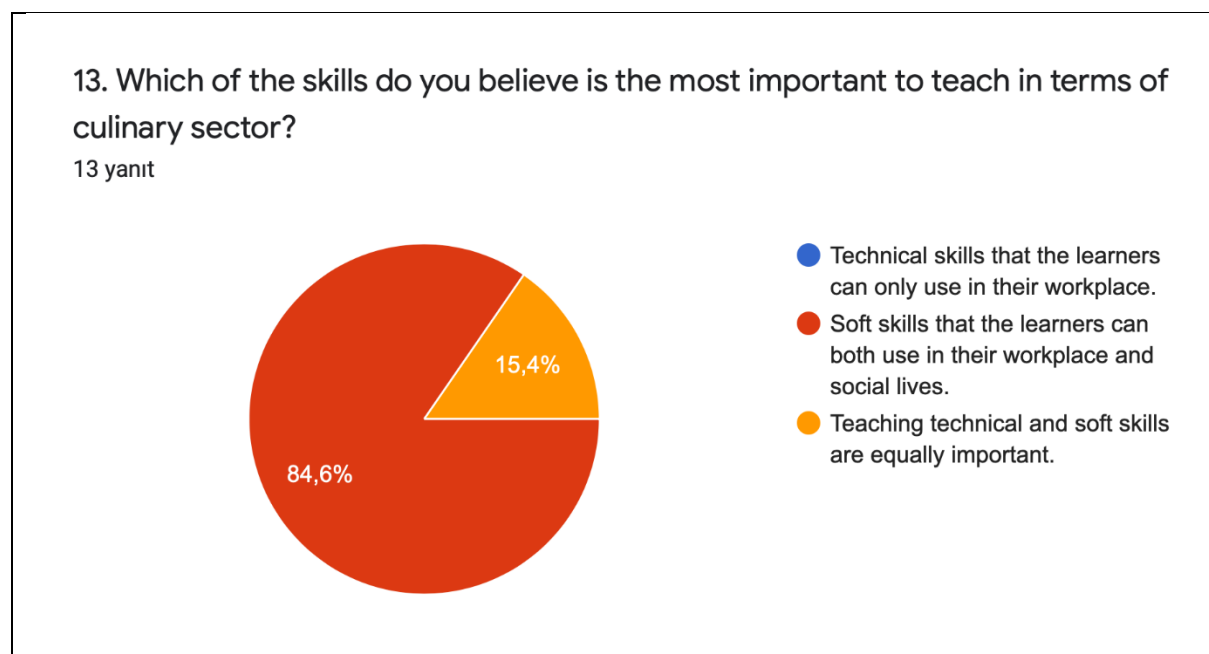
12. Please read the following statements and check the most appropriate box.



	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5	Statement 6	Statement 7	Statement 8	Statement 9	Statement 10	Statement 11	Statement 12	Statement 13	Statement 14	Statement 15	Statement 16	Statement 17
Strongly Agree	5	5	6	4	4	8	4	9	7	2	5	7	8	3	3	6	4
Agree	7	5	5	6	7	4	8	1	4	8	3	4	2	9	6	3	3
Neutral		2	1	2	1			2	1	1			1		1	3	1
Disagree									1	1	4		1		2		3
Strongly Disagree	1	1	1	1	1	1	1	1		1	1	2	1	1	1	1	2

As it is clearly seen from the data table above participants mostly selected the options were 'Strongly Agree' and 'Agree'. The Statements 1 – 8 and 10 – 17 were the ones which was marked as 'Strongly Disagree' or 'Disagree' by couple of people.

The last part of the questionnaire was designed to understand the to which extend do the trainers/tutors give importance to teaching of soft skills regarding culinary sector. Here, in the Question 13, the tutors were asked which kind of skills (technical or soft) do they find more important. The 84,6% of the participants said that they believe that teaching soft skills that learners can both use in their workplace and social lives is important to teach. Whereas, only 15,4% of them give both the technical and soft skills equal importance. None of the participants said technical skills are the most important skills that a person should be taught to work in the culinary sector.



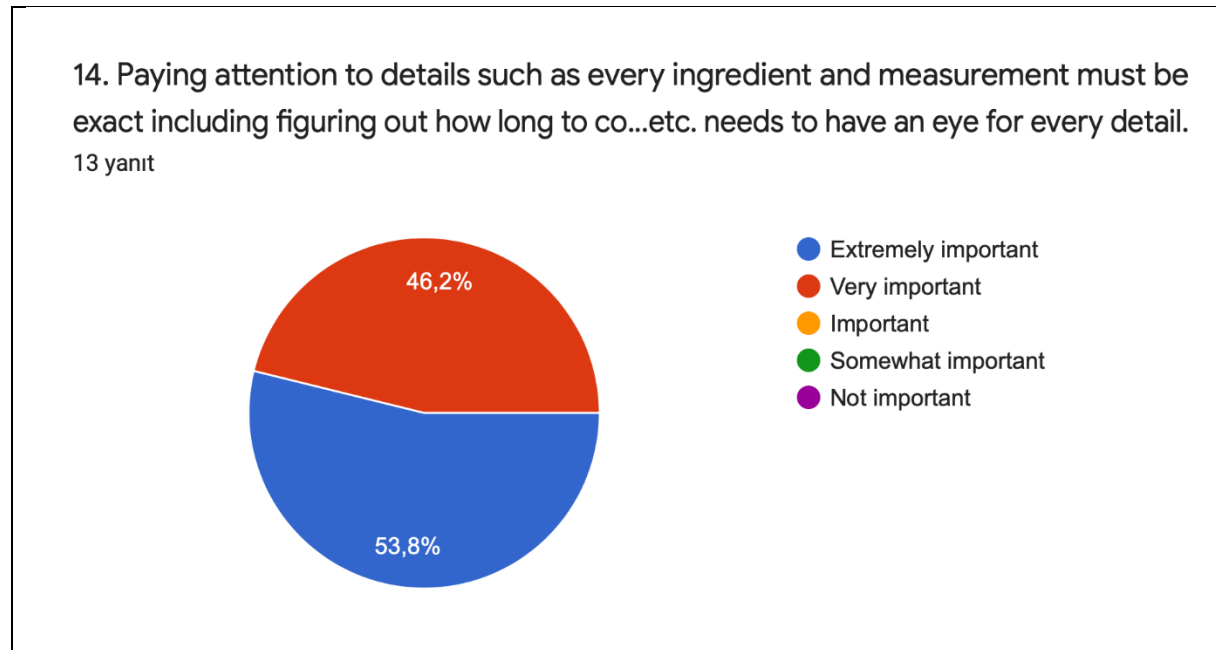
In the Questions 14 – 22 the participants were asked to identify the level of the importance of the statements given. The options they had for each question are as follows;

- Extremely important,
- Very important,

- Important,
- Somewhat important, and
- Not important.

Please also note that none of the participants selected the option 'Not important' for any of the statements.

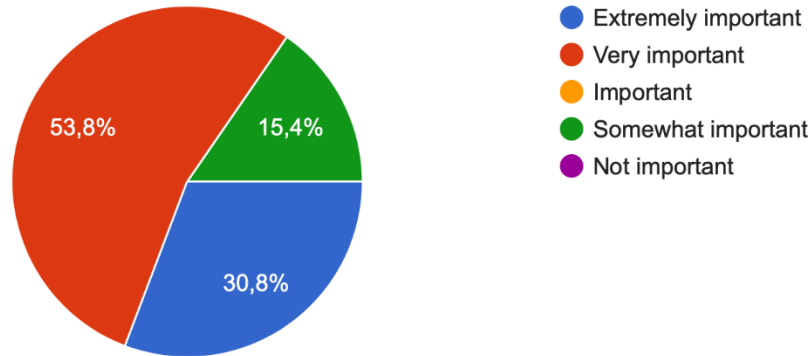
In the question 14 the 53,8% of the participants found attention to detail extremely important and the remaining 46,2% of them found it very important. From these results we can conclude that paying attention to detail in culinary sector is a very crucial skill to be obtained.



In the Question 15, 30,8% of the participants said that having a business sense is extremely important, and 53,8% said it is very important. However, the 15,4% of the participants said that it is somewhat important. Since the majority said it is either extremely or very important having a business sense is another soft skill that a person who is in the culinary sector should have.

15. A good chef/cook/cook assistant, etc. should be good at running businesses therefore developing a business sense is qu...ious food while also being cost-effective.

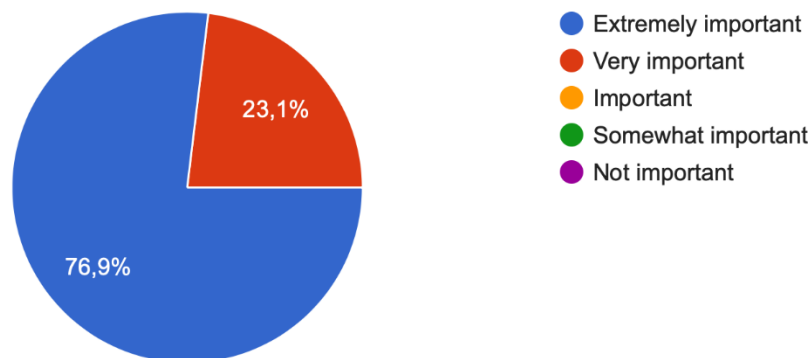
13 yanıt



In the Question 16, the participants were asked to identify the importance of hygiene. 76,9% of the participants said it is extremely important to keep yourself and your working area sanitary whereas 23.1% of them said it is very important. It was inevitable to get this result so that it is another issue that must be taught to the people who are training in culinary sector vocations.

16. A Chef/cook/cook assistant, etc. needs to know how to keep their working area sanitary because unsanitary conditions ca...can even force a restaurant to shut down.

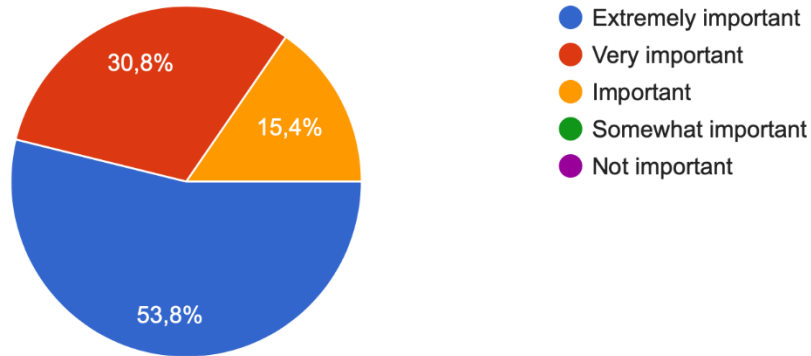
13 yanıt



In the Question 17, the participants were asked to rank the necessity of creativity in this sector. 53,8% of them said it is extremely important to be open to new changes in older recipes, 30,8% said it is very important and the 15,4% of them said important. Since the ranking did not fall below important, we can say that the people working as trainers/tutors in this sector give a considerable amount of importance to creativity.

17. Working in the food industry requires being creative. Chefs/cooks/cook assistants, etc. should be open to incorpor... menus as well as improving older recipes.

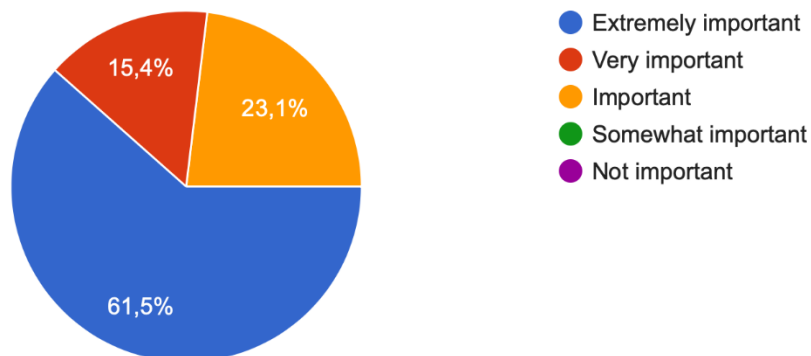
13 yanıt



In the Question 18, 61,5% of the participants said that making decisions quickly is extremely important, and 15,4% said it is very important and the 23,1% of the participants said that it is important. Since the majority said it is either extremely or very important being able to make quick decisions is another soft skill that a person who is in the culinary sector should have.

18. A chef/cook/cook assistant, etc. should be able to make decisions quickly and efficiently since the kitchen is a fast-pac...ef has to make numerous decisions at once.

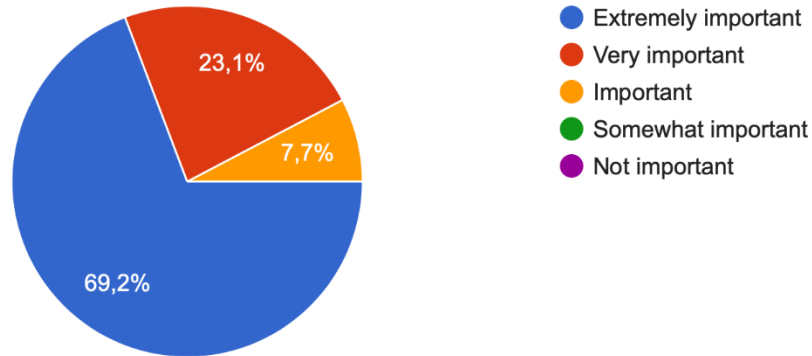
13 yanıt



In the Question 19, the participants were asked to identify the importance of having skills like communication, knowing different cooking techniques, leadership, passion, etc. 69,2% of the participants said it is extremely important to have these skills whereas 23.1% of them said it is very important, and lastly only 7,7% of them said it is important. In short, having such traits are accepted by the trainers/tutors as another important soft skill.

19. A good chef/cook/cook assistant, etc. should be able to motivate those working with him/her in the kitchen. S/he should be...oking techniques, leadership, and passion.

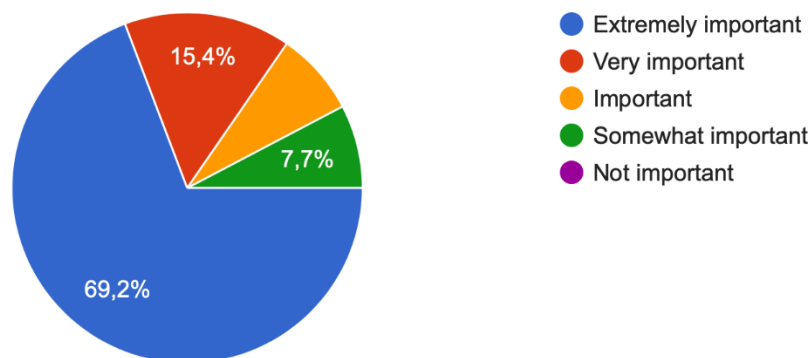
13 yanıt



The next question was regarding the organization skills of the people working in the culinary sector. Here 4 different answers were gathered but the majority (69,2%) said that these skills are extremely important to have. 15,4% of them said it is very important and 7,7% of them said it is important. However, 1 person (7,7%) said that it is somewhat important. What we can conclude that having organizational skills is one of the skills that brought up many opinions. But since the majority said it is important, we can accept it one of the skills that needed to be taught but not as a first skill.

20. Chefs/cooks/cook assistants, etc. must be organized in the kitchen because often they have to work on a variety of task... create order and structure in the kitchen.

13 yanıt

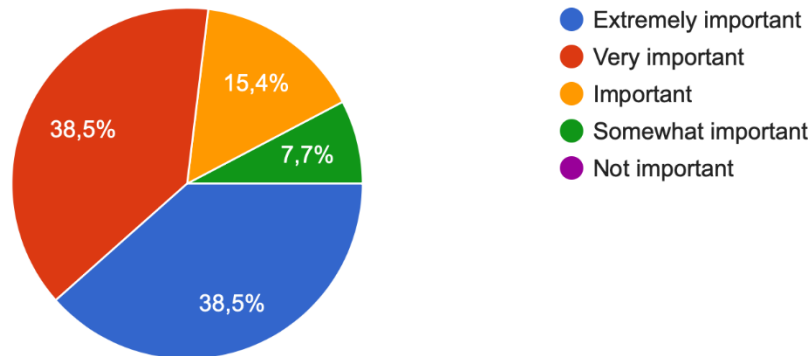


Another question that brought up many different opinions is the Question 21. Since culinary sector is a sector which needs a lot of teamwork, we asked the trainers/tutors its importance. 38,5% of the participants said either extremely important or very important. 15,4% of them

said important and only 7,7% of them said somewhat important. Even though teamwork is a concept that brought up lots of different opinions the majority of the trainers/tutors find it important to teach.

21. A chef/cook/cook assistant, etc. is a part of a team and must be able to work well with others such as other cooks and staff and management.

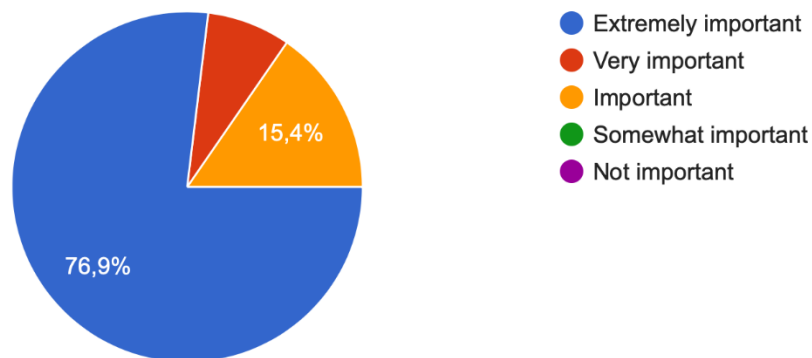
13 yanıt



In the last question of the questionnaire the participants were asked to rank the necessity of some other skills like handling criticisms of the customers, being flexible or being able to perform first-aid in an emergency, etc. 76,9% of them said it is extremely important, 15,4% said it is important and the 7,7% of them said very important. Since the ranking did not fall below important, we can say that the people working as trainers/tutors in this sector give a considerable amount of importance to the mentioned skills.

22. The chefs/cooks/cook assistants, etc. must have some other skills like handling criticisms of the customers, being flexible ... to perform first-aid in an emergency, etc.

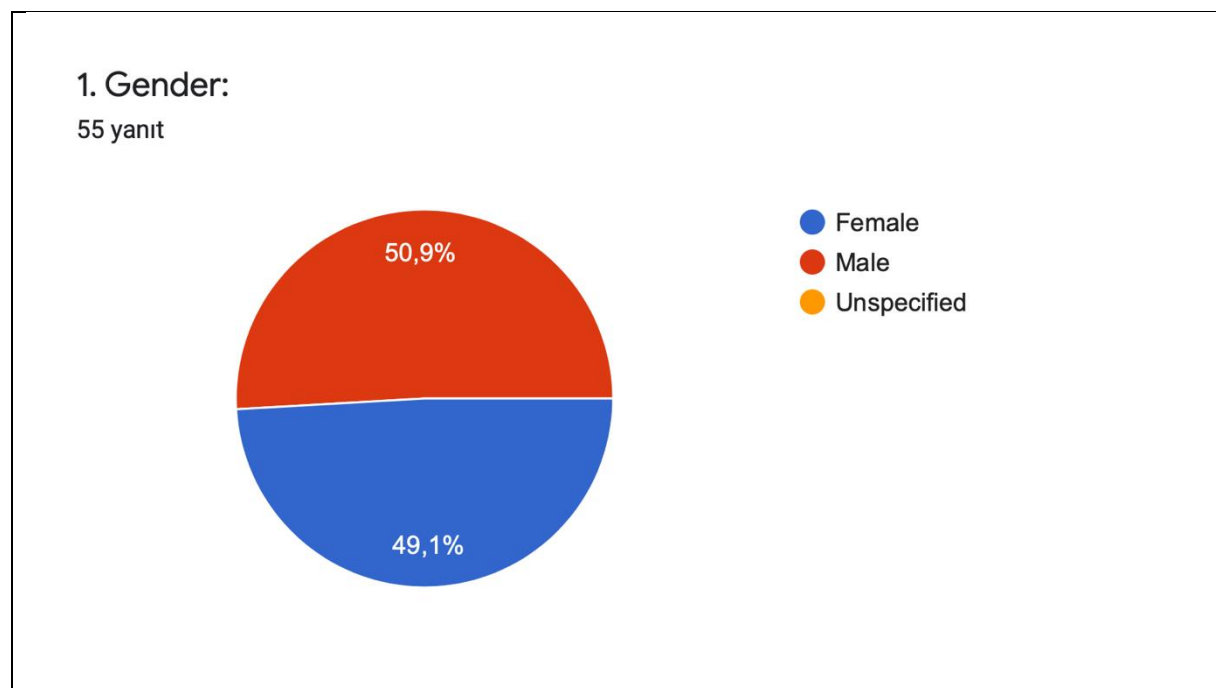
13 yanıt



C. Self-Assessment Tool/Exam

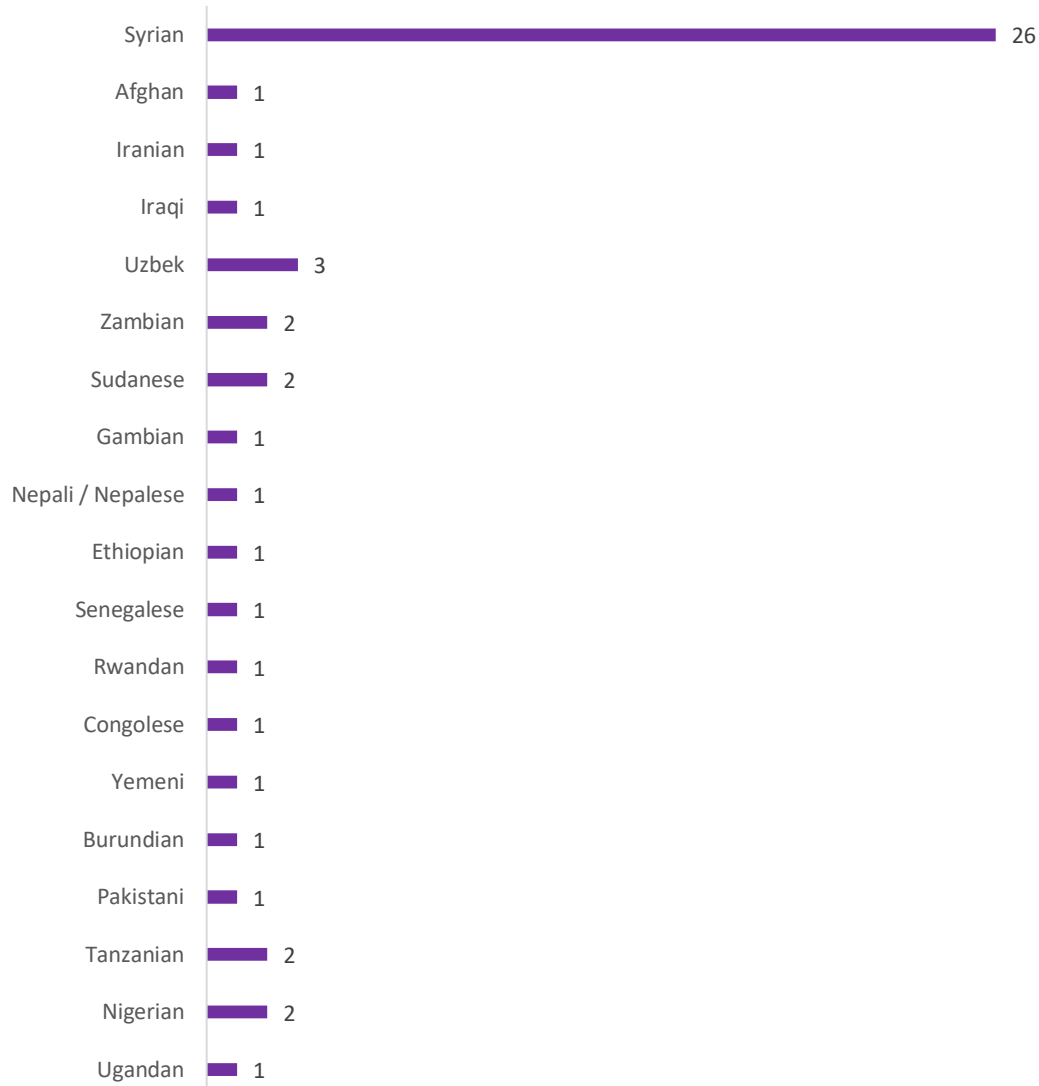
With the self-assessment tool/exam applied to 55 migrants the objective was to understand the knowledge they have regarding their profession. Please also note that not all of the participants were from the people who are currently working, have worked in the sector and/or people who wish to work in this sector. The first section (Section A) of the tool/exam was designed to receive personal information regarding their demographic background and workplace of the migrants. In the second section (Section B) of the tool/exam questions relevant to basic soft skills and competencies regarding culinary sector of the tutors were asked and the third section (Section C) of the tool/exam was designed to assess the intercultural competence regarding culinary sector of the migrants. According to the results of this tool/exam specialized training materials for migrants who wish to work in the culinary sector will be developed in IO3 to enhance their intercultural understanding and soft skills to be more effective in their work.

The first question of the Section A was about the gender of the participants. As seen in the graph below, 50,9% of the participants were male whereas the 49,1% was female. As it could be understood from the graph below the sector employees are from the both genders. There is almost a 50 – 50 equality in the distribution.



Since there are migrants in Turkey from lots of different countries, we asked the participants their nationalities in the Question 2. We provided them 4 options which are “Syrian, Afghan, Iranian, Iraqi” we also added other option to state their nationality if they are from another country we have not added. As it is clearly seen from the graph below 26 of the participants are Syrians, whereas 3 of them is Uzbek, and 2 of them either Zambian, Tanzanian, Nigerian or Sudanese. The remaining of the participants are from other – mainly African – countries.

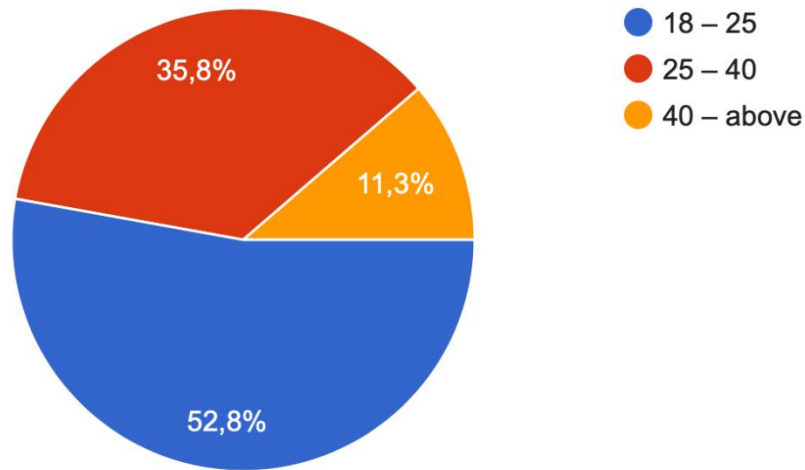
2. Nationality:



In the Question 3 the participants were asked to choose the best age range according to their ages. The majority, 52,8% of them said they are between the ages 18-25 whereas 35,8% of them said they are between 25-40 and the remaining 11,3% of them said they were 40 and above. What we can conclude from the data is that the majority of the people who took the test/exam were pretty young.

3. What is your age?

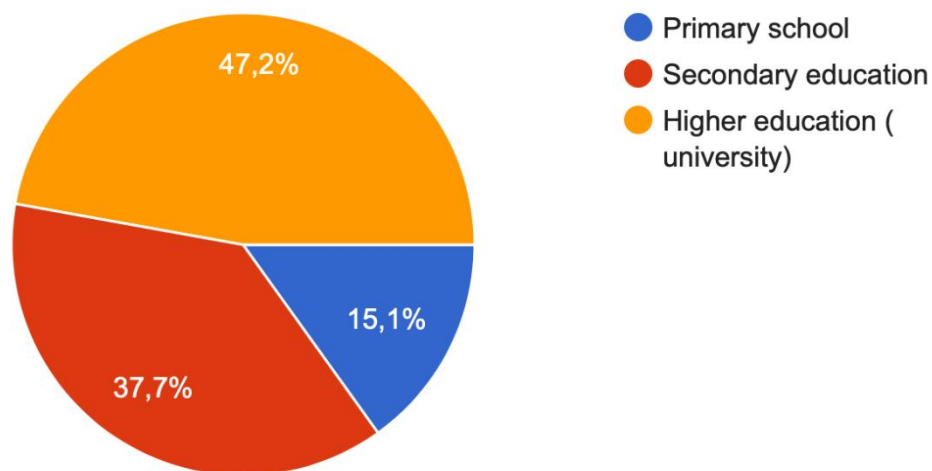
53 yanıt



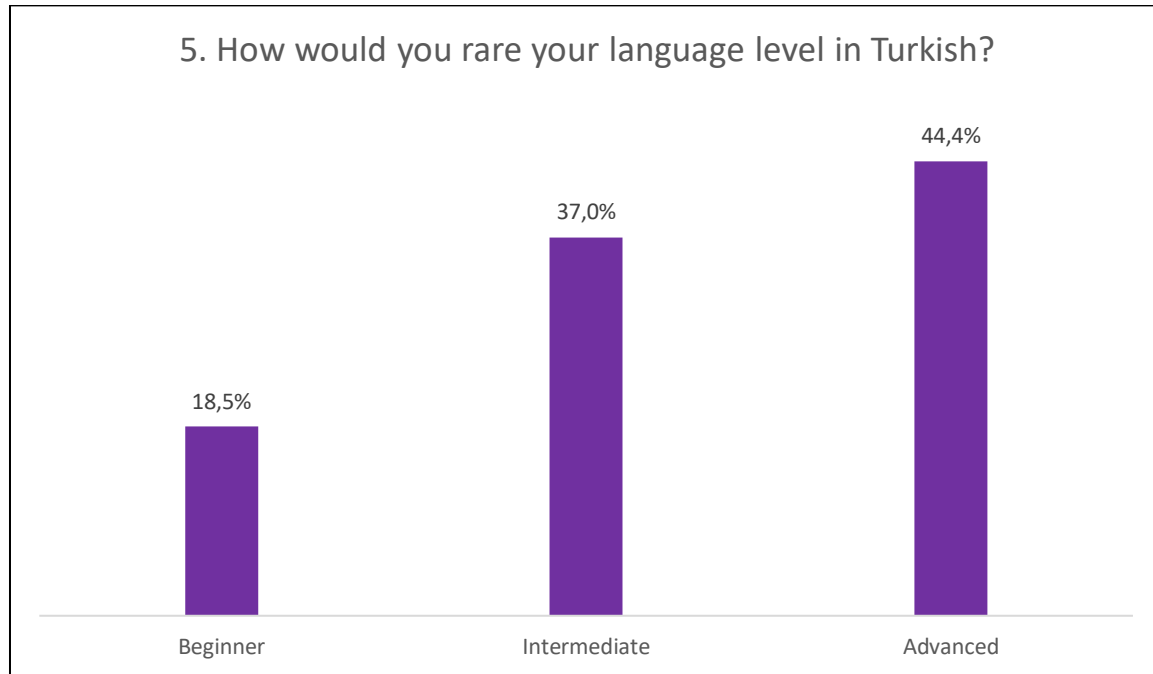
In the Question 4 the migrants were asked to state their level of education and surprisingly the 47,2% of them were higher education (university) graduates. 37,7% of them completed secondary education and only 15,1% of them finished primary education.

4. What is your educational background?

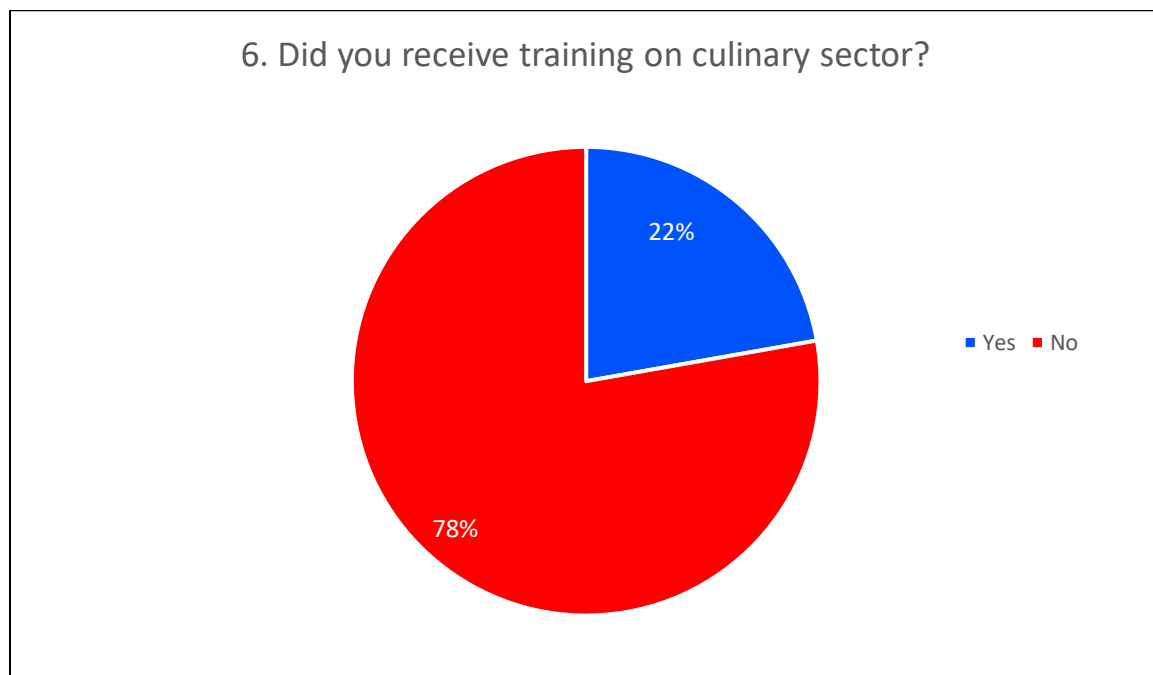
53 yanıt



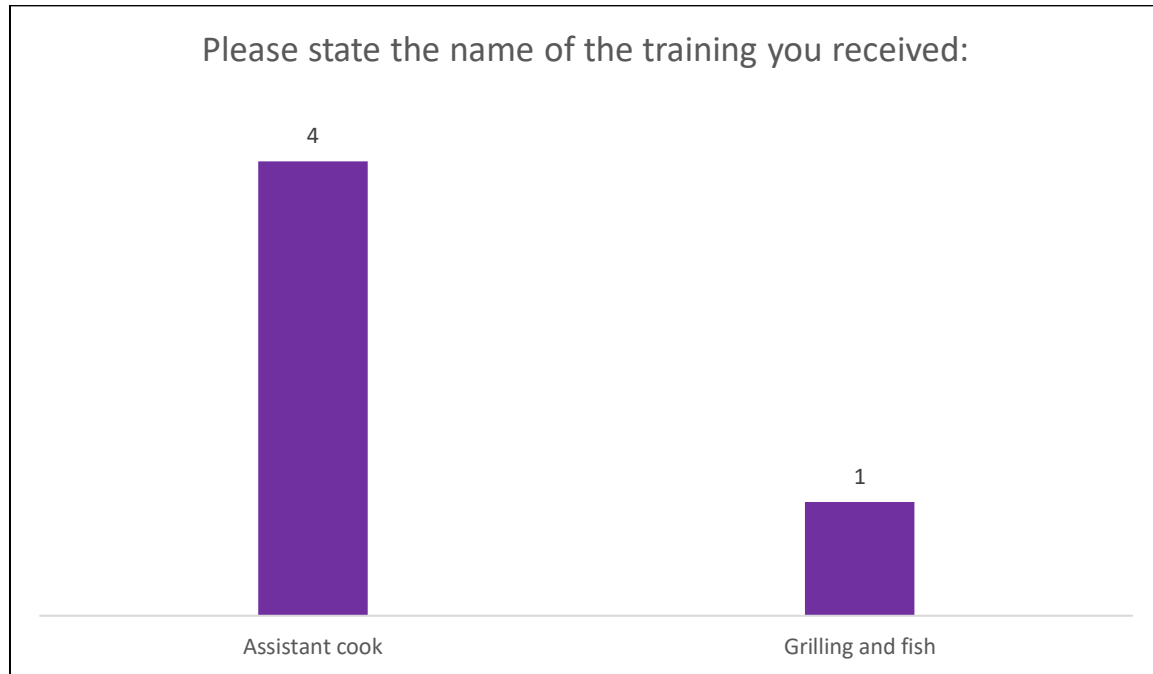
In Question 5 we asked the participants to assess their language level in each country's national language in this case Turkish. It was surprising that 44,4% of them said they are an intermediate level of Turkish speakers. 37% were advanced and only 18,5% of them were beginner level.



The Question 6 was about whether the participant received training in culinary sector or not. If s/he did, they should state in which they have been trained. The results were not surprising to see that 78% of the participants have not received training in this sector. Only 22% of them were trained.



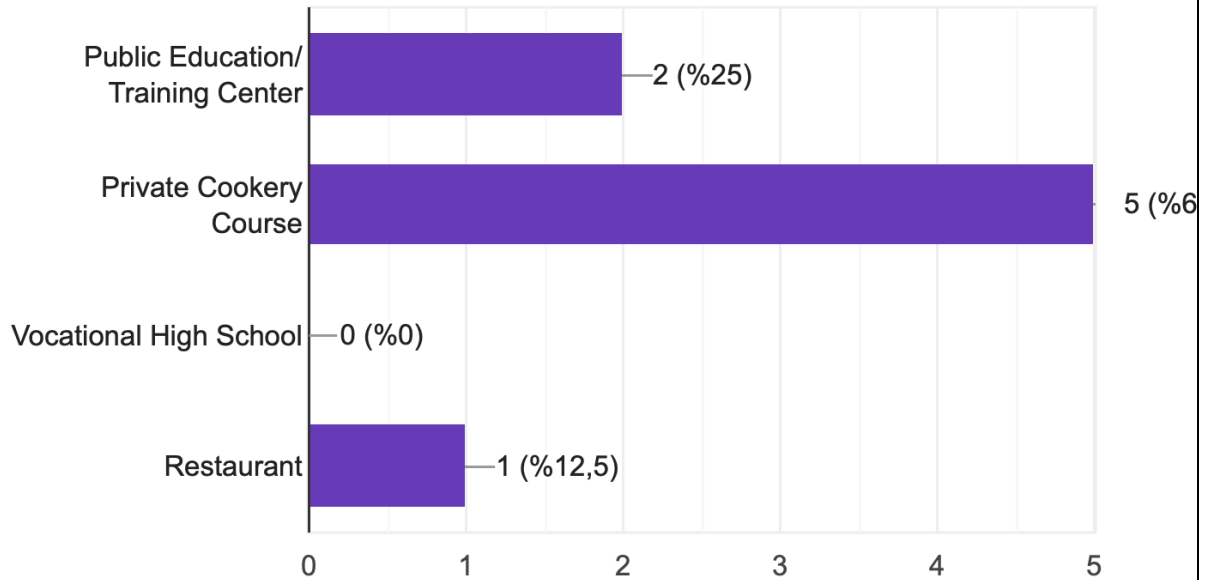
The second part of the question should be answered by the ones who said yes to the first part of the Question 6 however there were not sufficient answers. Only 5 people answered this part of the question and the 80% of them trained in assistant cook. And 1 person received training on grilling and fish.



The Question 7 should be answered by the ones who said yes to the Question 6 however the number of answers does not match. The Question 6 was marked yes by 12 people and here only 8 people have provided an answer. Additionally, 62% of them said that they received a training in a private cookery course whereas 25% of them said they were trained at a Public Education/Training Center. Only 1 person (12,5%) said s/he was trained at a restaurant.

7. Where did you take your training?

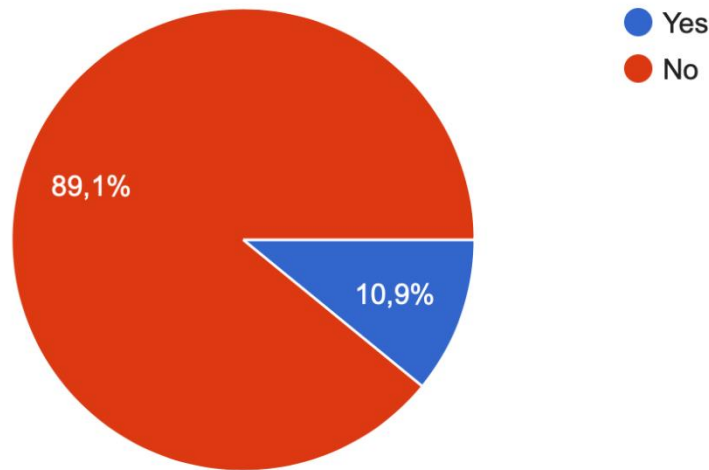
8 yanıt



The Question 8 was about the current employment situation of the participants. Here, 89,1% of the participants said that they are not currently employed in the culinary sector whereas only 10,9% (6 people) were currently working in this sector.

8. Are you currently employed in culinary sector?

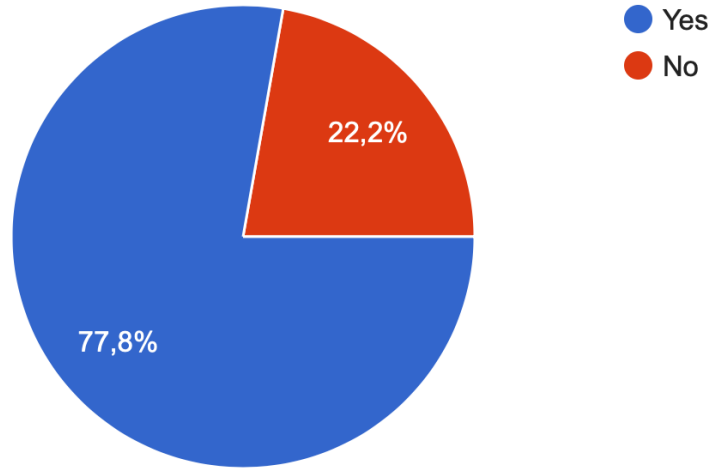
55 yanıt



This question was supposed to be answered by the ones who replied the Questions 6 and 8 'yes'. However only 9 answers were able to be gathered. The question is about the importance of receiving training in culinary sector before working in this field. The majority 77,8% of the participants said yes to this statement however, 22,2% of them said it is not beneficial even though they stated in that they have received training in the Question 6.

9. Do you think it is beneficial to receive training in culinary sector before working in this field?

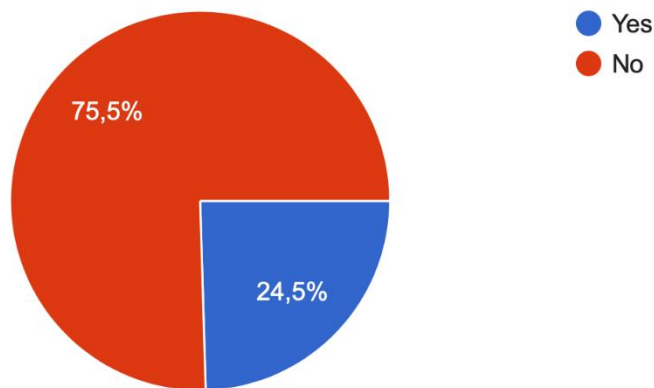
9 yanıt



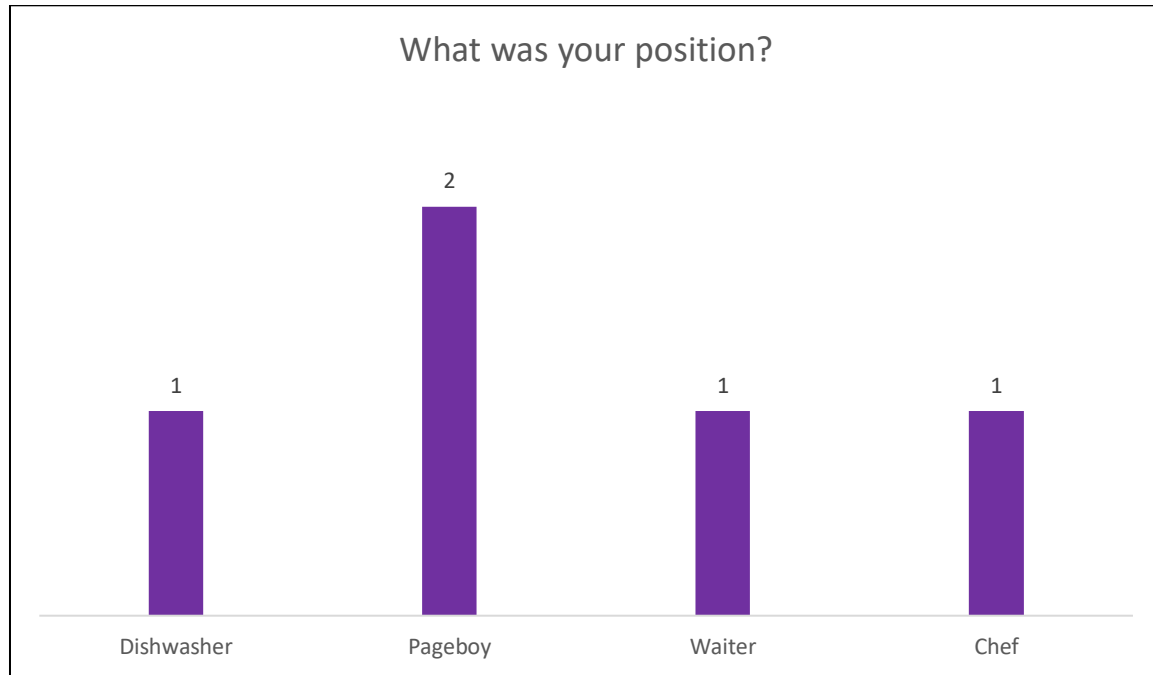
The Question 10 should be answered by the ones who said 'no' to the Question 8. Here 49 answers were expected however, 53 people provided an answer to this question. In this question we wanted to understand if a person has ever worked in the culinary sector before since in the Question 8, we asked them about their current employment. Here the majority 75,5% again said 'no' whereas 24,5% said 'yes'.

10. Have you ever worked in culinary sector and what was your position?

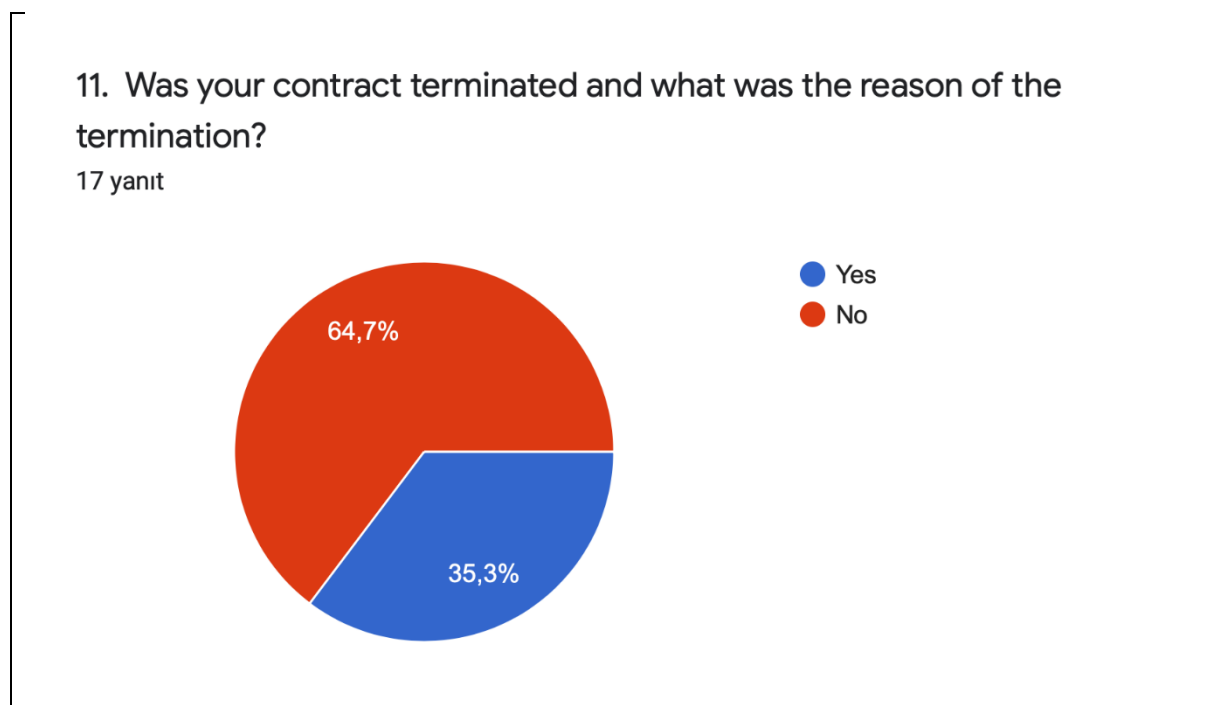
53 yanıt



Furthermore, we asked the participants who gave the answer yes to this question to state in which position they have worked. The majority 40% said that they have worked as a pageboy. And the remaining 60% were equally divided between dishwasher, waiter and chef.



The Question 11 was asked to understand if these people were ever fired or quitted their job in the culinary sector. We also asked the reason for the termination in this question. This question was supposed to be answered by the ones who said 'yes' to the Question 10. In the Question 10, 13 people gave the answer 'yes' however, 17 people answered this question so there were 4 extra answers. 35,3% of the participants' contract was terminated as seen in the graph below.



And according to the answers the main reason for the termination was wanting to change the sector.



The following sections (Section B & C) were about assessing the knowledge of the migrants in this sector. The below table shows the questions which received a wrong answer most frequently. From the table below it is understood that the migrants have problems mostly in the soft skills section.

Question	Number of the correct answers
Section B	
1. What is a hygienic environment?	10 out of 50 answers
6. In which subjects may the first aid training not be given to those working in a food and beverage establishment?	11 out of 42 answers
21. What does making use of your personal connections to achieve your career goals mean?	20 out of 53 answers
24. Which application is wrong?	13 out of 50 answers
25. Which of the following is the number one skill that is most valued by employers?	12 out of 53 answers
28. Which of the following is one of the unmanageable fixed costs?	10 out of 50 answers
31. While sauteing what is the ideal temperature of the pan?	8 out of 49 answers
33. Which of the following is not one of the benefits of the table protective cover?	22 out of 51 answers

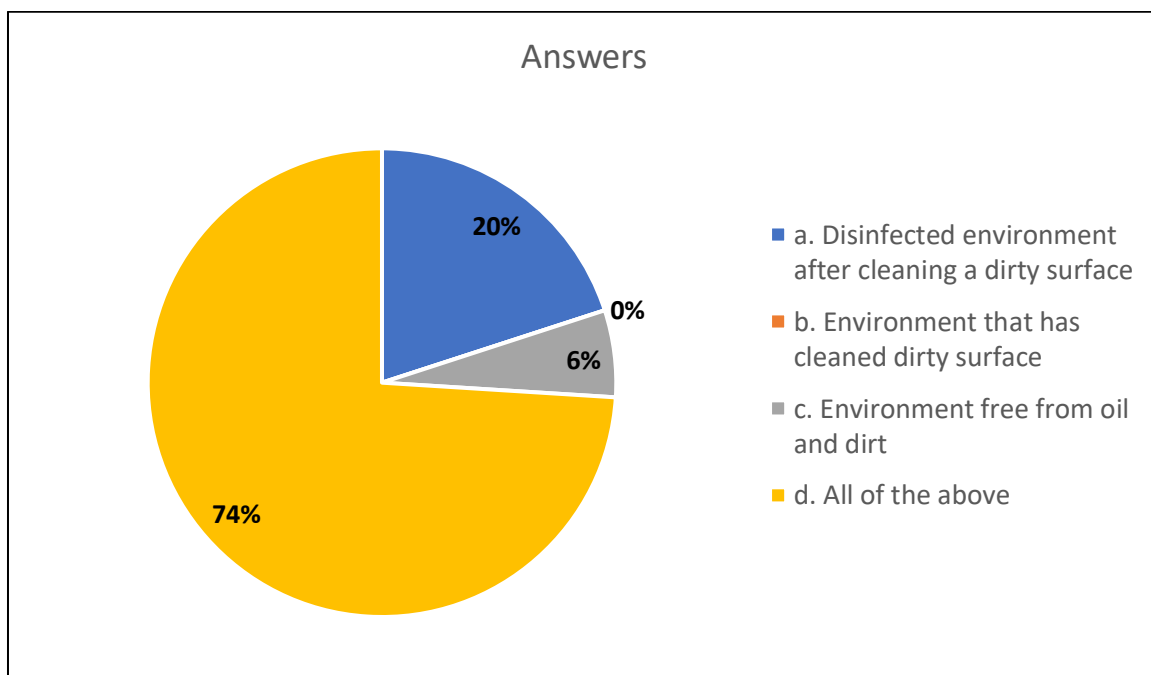
34. Which of the following is the most important thing to do before going into an interview?	25 out of 53 answers
38. Which of the following rules is not correct about creating a CV/resume?	22 out of 46 answers
Section C	
2. Which of the following legumes products has spread from the Middle East to the world?	6 out of 47 answers
9. Which of the following is the main reason of Syrian cuisine resemblance?	11 out of 47 answers
10. Which expression is used in Turkey to describe the situation of the dough so that it means the dough is neither hard nor soft?	18 out of 48 answers
11. Which expression is used in Turkey to describe the situation of well sauteed onions?	21 out of 49 answers

In the Section B the participants were asked total of 39 questions and all of the questions had 4 options and only 1 of them were correct. Unfortunately, 10 of these questions were the ones which were most frequently received an incorrect answer.

1. What is hygienic environment?
 - a. Disinfected environment after cleaning a dirty surface
 - b. Environment that has cleaned dirty surface
 - c. Environment free from oil and dirt
 - d. All of the above

Correct answer: a. Disinfected environment after cleaning a dirty surface

As seen in the graph below the majority of the participants, 74%, have provided an incorrect answer to this question. Unfortunately, only 20% were able to provide a correct answer. This question was one of the questions which was marked incorrectly the most frequently.

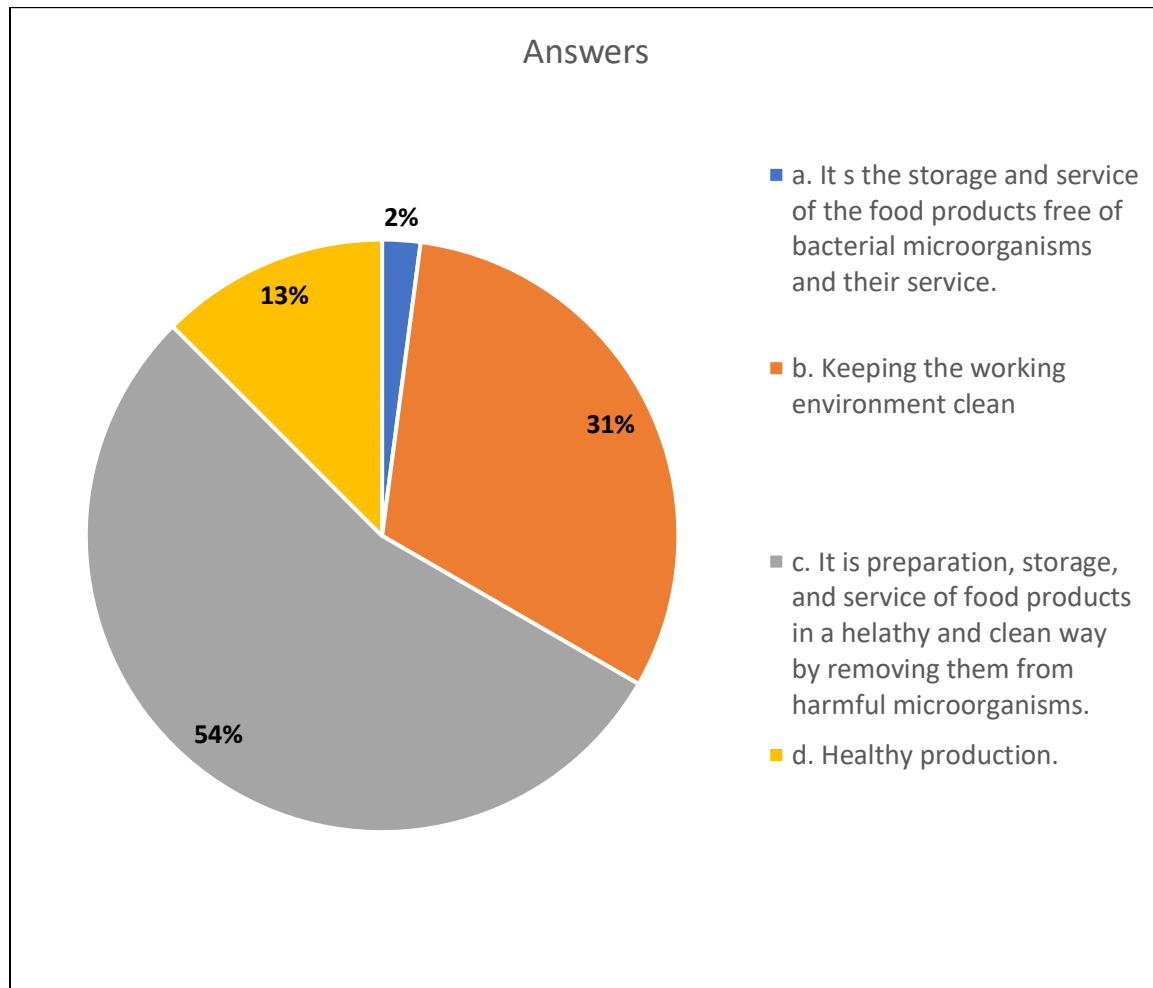


2. What is food hygiene?

- a. It is the storage and service of the food products free of beneficial microorganisms and their service.
- b. Keeping the working environment clean
- c. It is preparation, storage and service of food products in a healthy and clean way by removing them from harmful microorganisms.
- d. Healthy production

Correct answer: c. It is preparation, storage and service of food products in a healthy and clean way by removing them from harmful microorganisms

As seen in the graph below this question was marked correctly by the majority, 54%, however the remaining 46% gave an incorrect answer. The ratios of the correct and incorrect answers are rather close to each other.

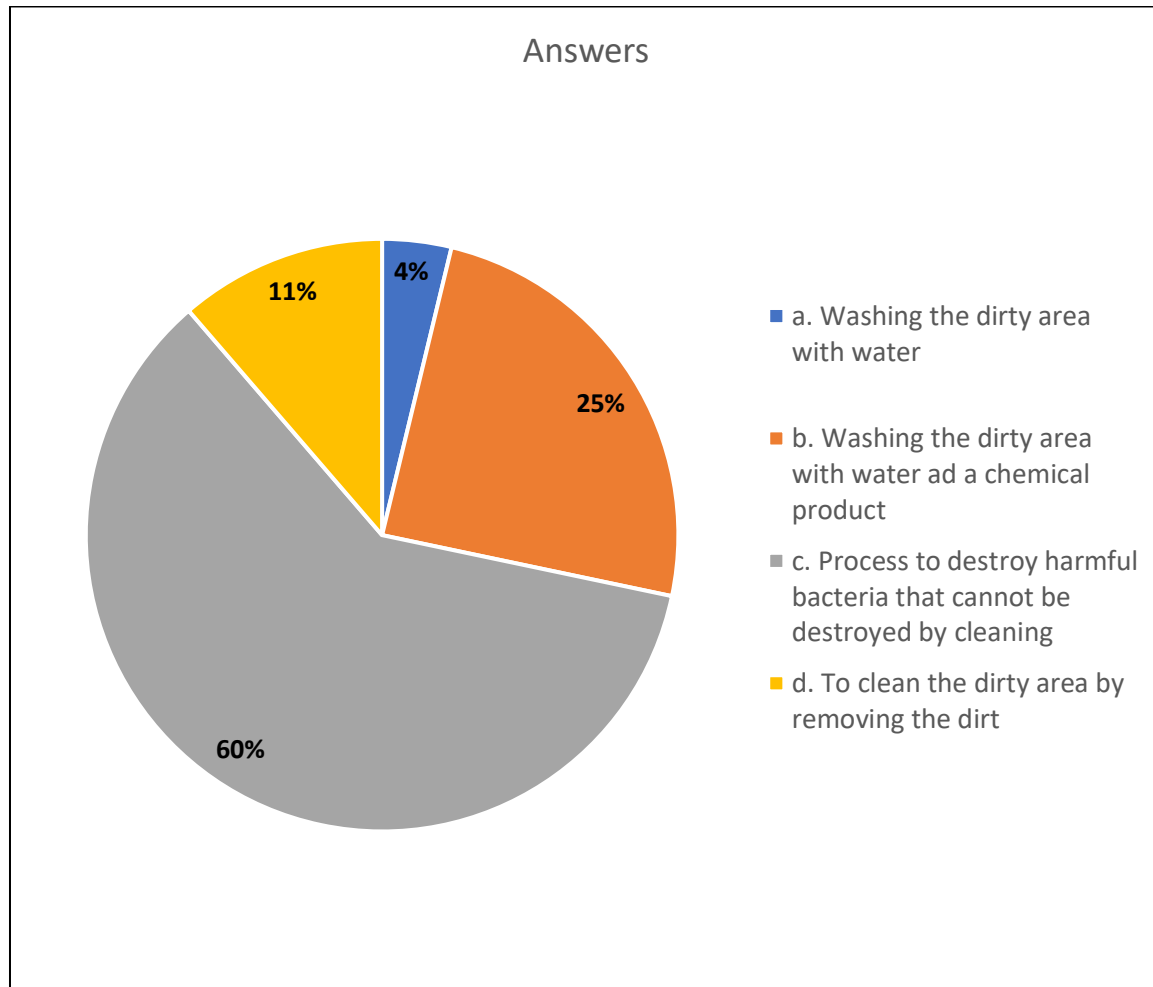


3. What is disinfection?

- a. Washing the dirty area with water
- b. Washing the dirty area with water and a chemical product
- c. Process to destroy harmful bacteria that cannot be destroyed by cleaning
- d. To clean the dirty area by removing the dirt

Correct answer: c. Process to destroy harmful bacteria that cannot be destroyed by cleaning

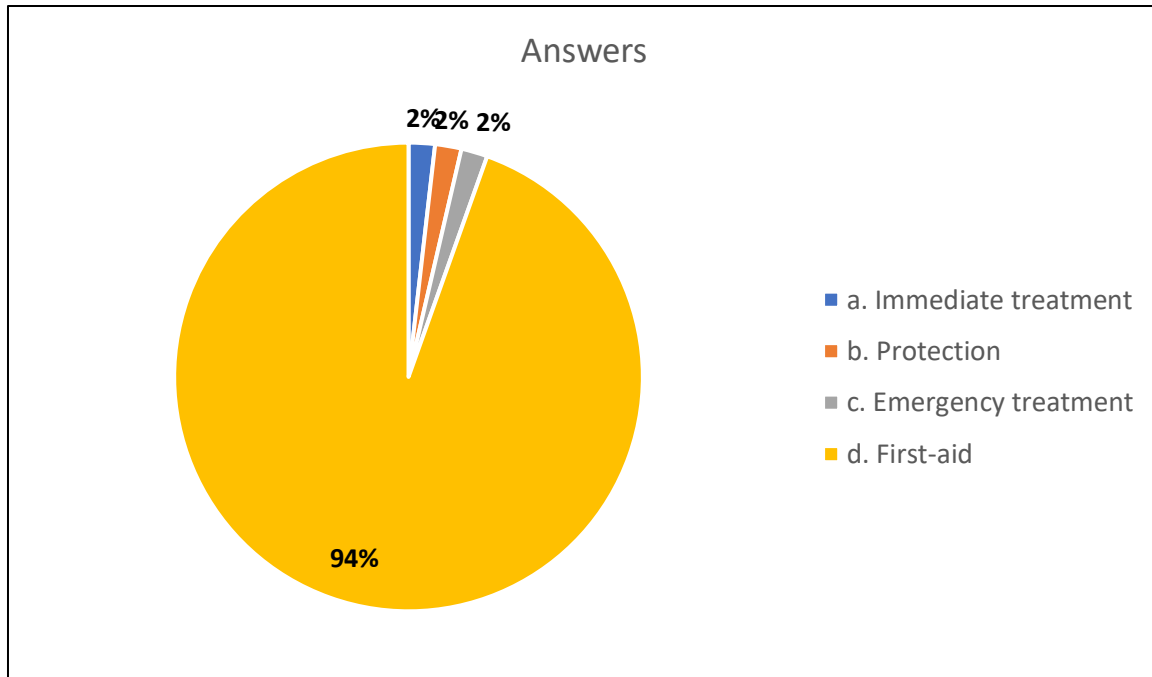
As seen in the graph below this question was marked correctly by the majority, 60%, however the remaining 40% gave an incorrect answer. Almost the quarter of the participants provided an incorrect answer.



4. Which of the following is the on-site application until the assistance of healthcare providers is provided in an accident or life-threatening situation?
- a. Immediate treatment
 - b. Protection
 - c. Emergency treatment
 - d. First-aid

Correct answer: d. First-aid

As seen in the graph below this question was marked correctly by almost all of the participants, 94%.

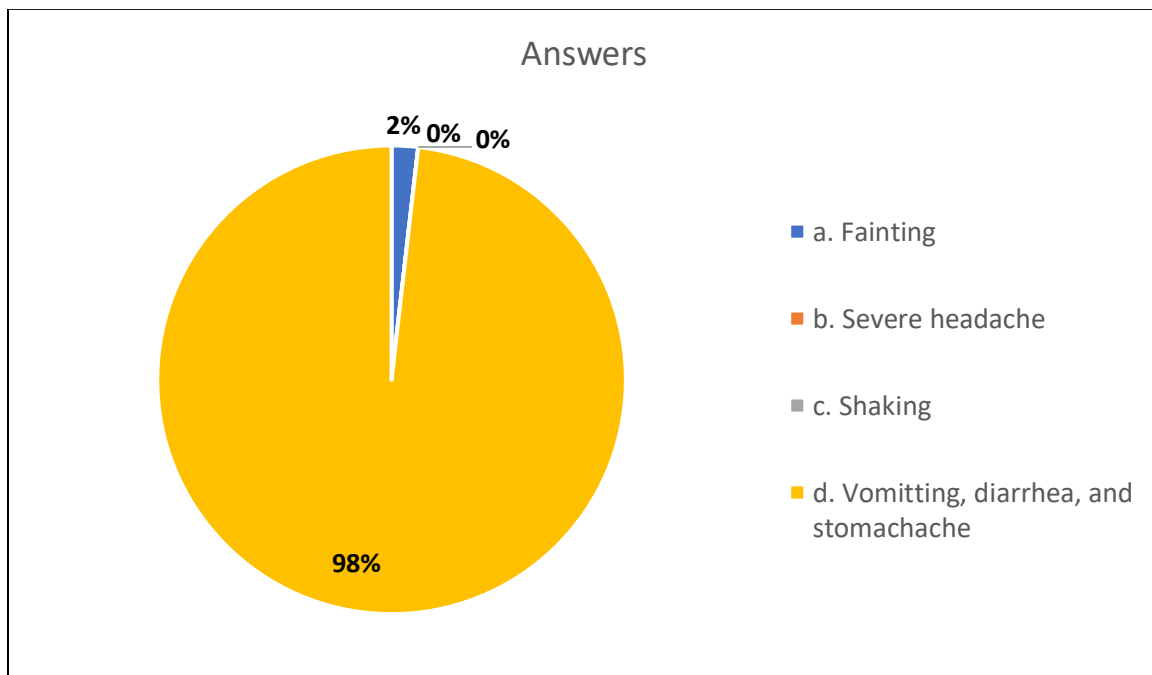


5. What are the symptoms of food poisoning?

- a. Fainting
- b. Severe headache
- c. Shaking
- d. Vomiting, diarrhea, and stomachache

Correct answer: d. Vomiting, diarrhea, and stomachache

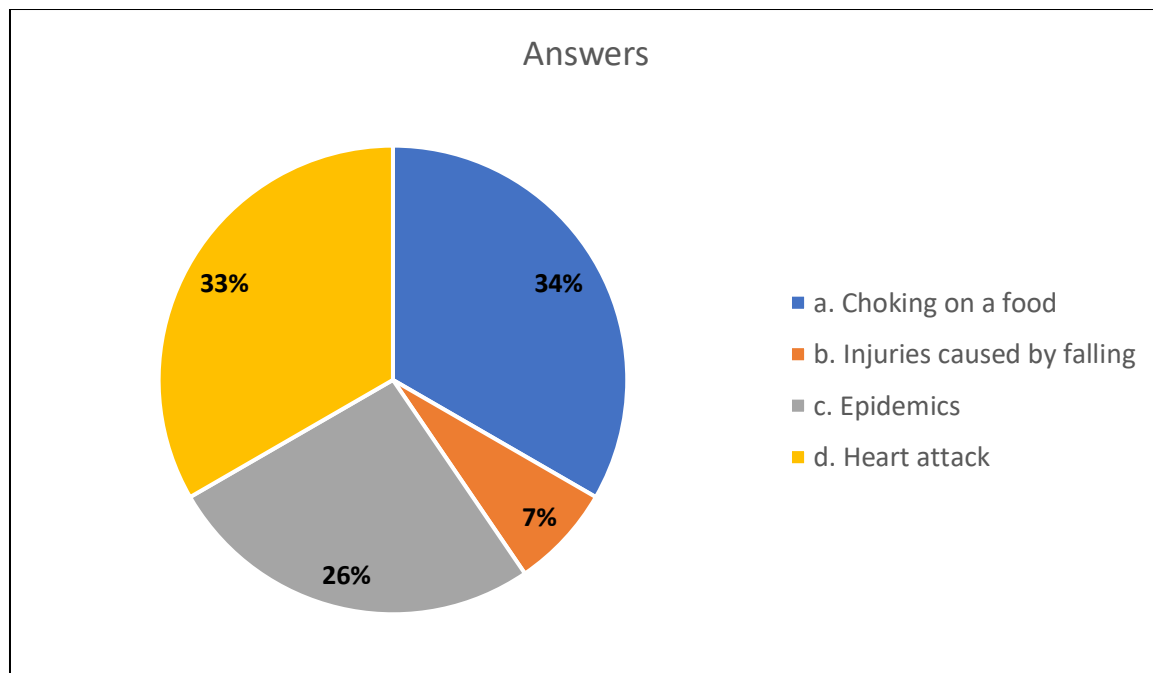
As seen in the graph below this question was marked correctly by almost all of the participants, 98%.



6. In which subjects may the first aid training not be given to those working in a food and beverage establishment?
- Choking on a food
 - Injuries caused by falling
 - Epidemics
 - Heart attack

Correct answer: c. Epidemics

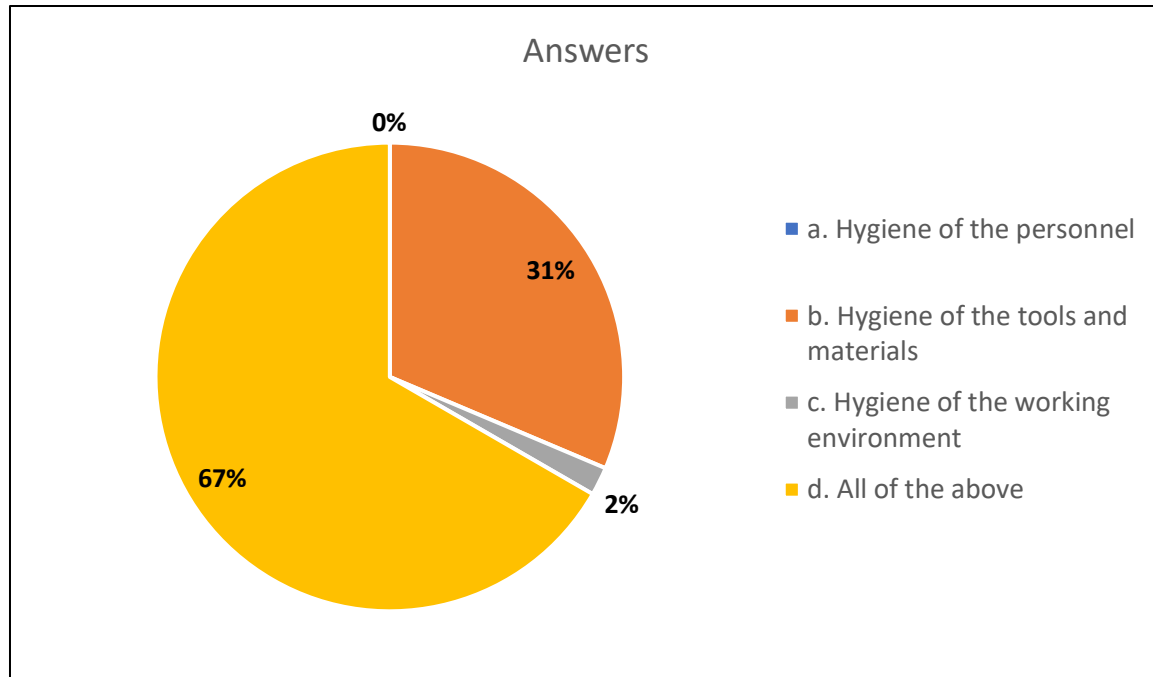
As seen in the graph below this question was marked incorrectly by the 74% of the participants and only 26% of them were able to provide a correct answer to this question. This question was one of the questions which was marked incorrectly the most frequently.



7. Which of the following is necessary to produce healthy food?
- Hygiene of the personnel
 - Hygiene of the tools and materials
 - Hygiene of the working environment
 - All of the above

Correct answer: d. All of the above

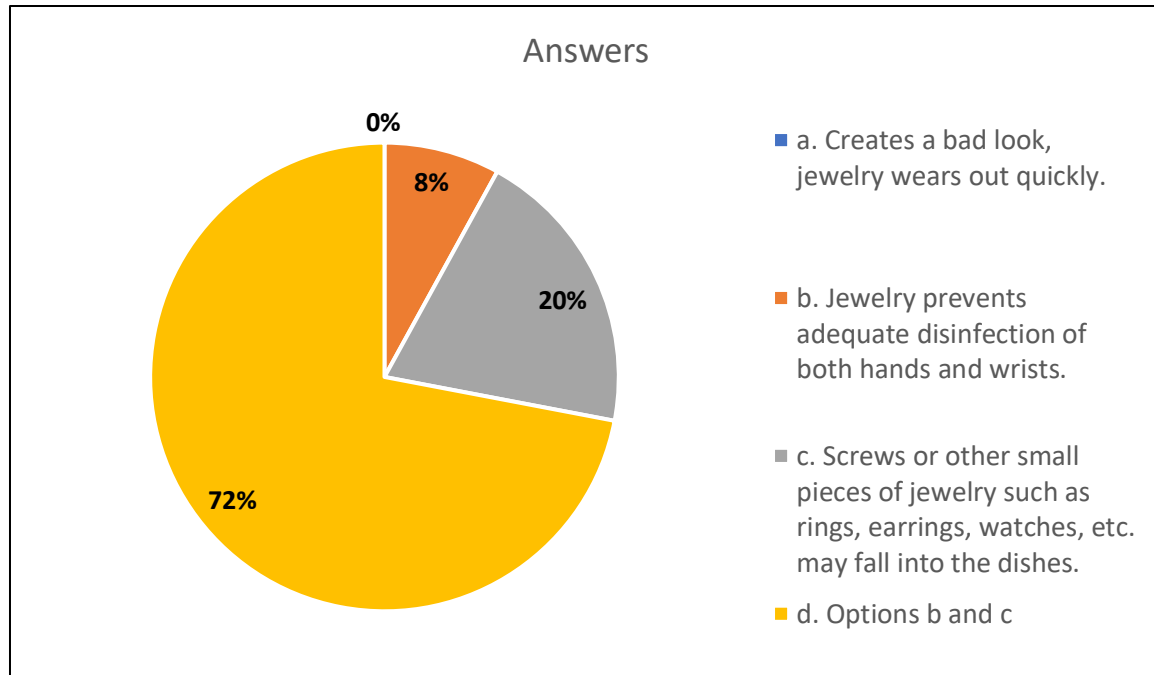
As seen in the graph below this question was marked correctly by the majority, 67%, however the remaining 33% gave an incorrect answer.



8. What are the drawbacks of cooking personnel wearing jewelry?
- Creates a bad look, jewelry wears out quickly.
 - Jewelry prevents adequate disinfection of both hands and wrists.
 - Screws or other small pieces of jewelry such as rings, earrings, watches, etc. may fall into the dishes.
 - Options b and c

Correct answer: d. Options b and c

As seen in the graph below this question was marked correctly by the majority, 72%, however the remaining 28% which is a little over the quarter of the participants gave an incorrect answer.



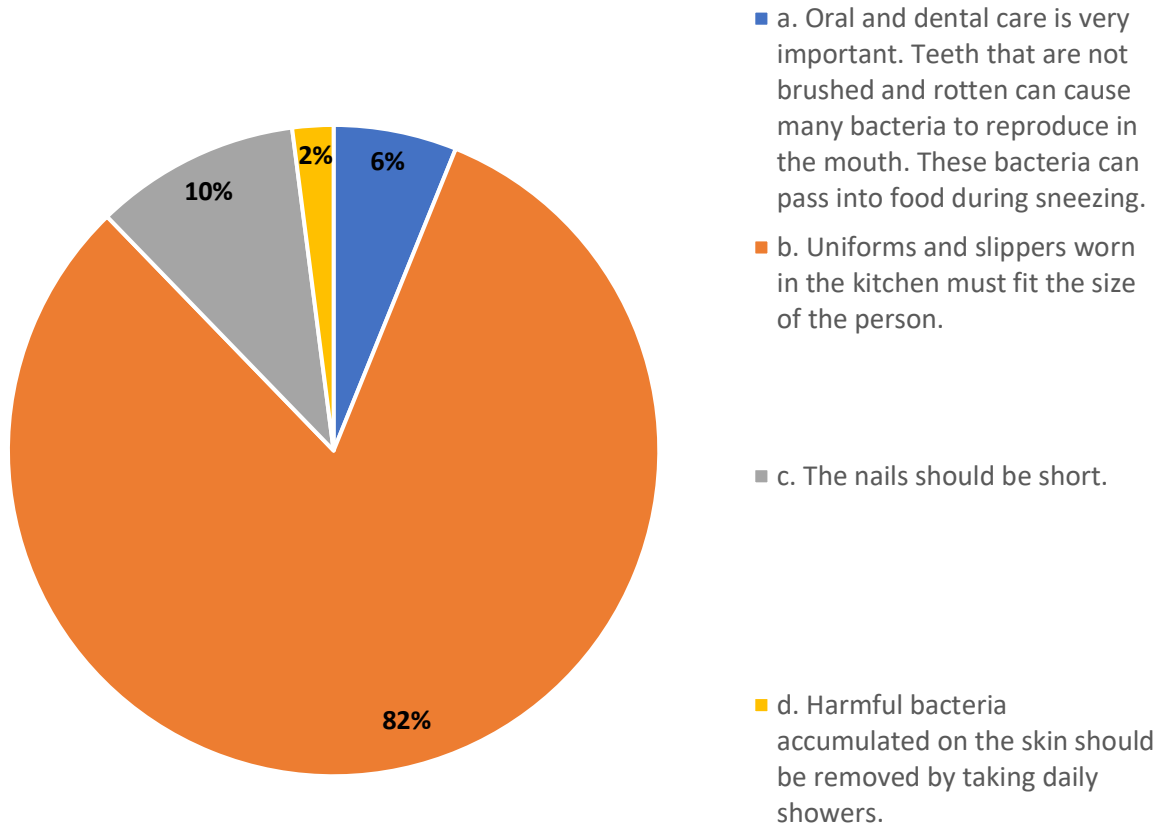
9. Which of the following is not one of the personal hygiene rules?

- a. Oral and dental care is very important. Teeth that are not brushed and rotten can cause many bacteria to reproduce in the mouth. These bacteria can pass into food during sneezing.
- b. Uniforms and slippers worn in the kitchen must fit the size of the person.
- c. The nails should be short.
- d. Harmful bacteria accumulated on the skin should be removed by taking daily showers.

Correct answer: b. Uniforms and slippers worn in the kitchen must fit the size of the person.

As seen in the graph below this question was marked correctly by the majority, 82%, however the remaining 18% of the participants gave an incorrect answer.

Answers

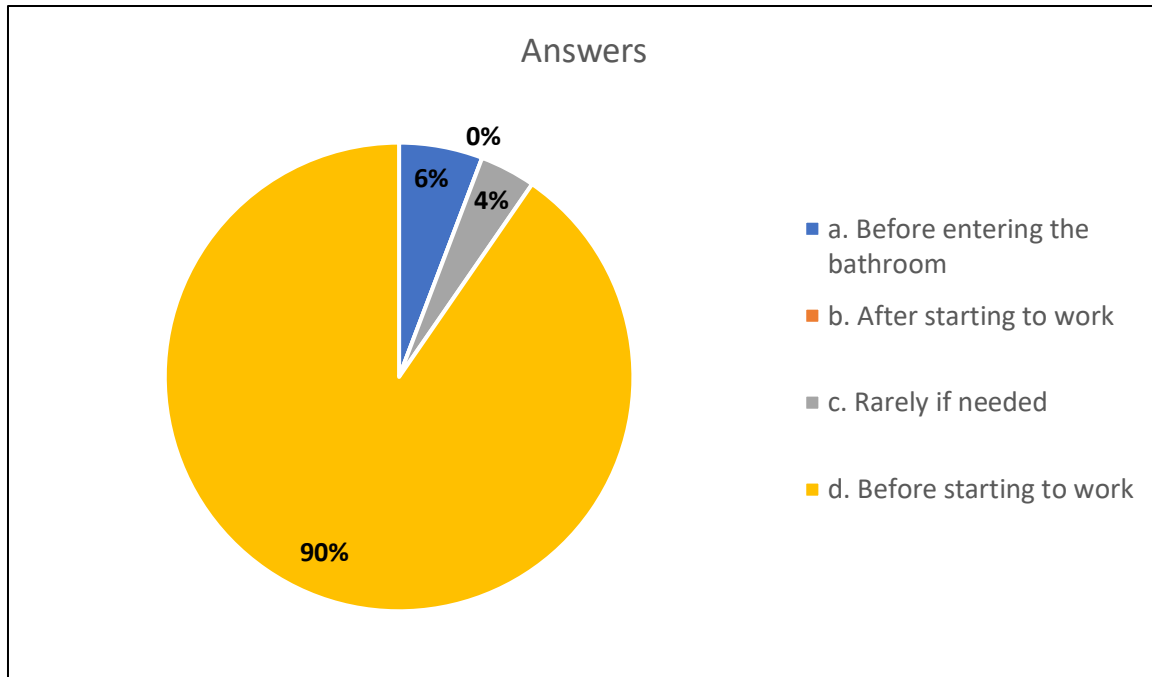


10. When should the hands be washed?

- a. Before entering the bathroom
- b. After starting to work
- c. Rarely if needed
- d. Right before starting to work

Correct answer: d. Right before starting to work.

As seen in the graph below this question was marked correctly by almost all of the participants, 90%.

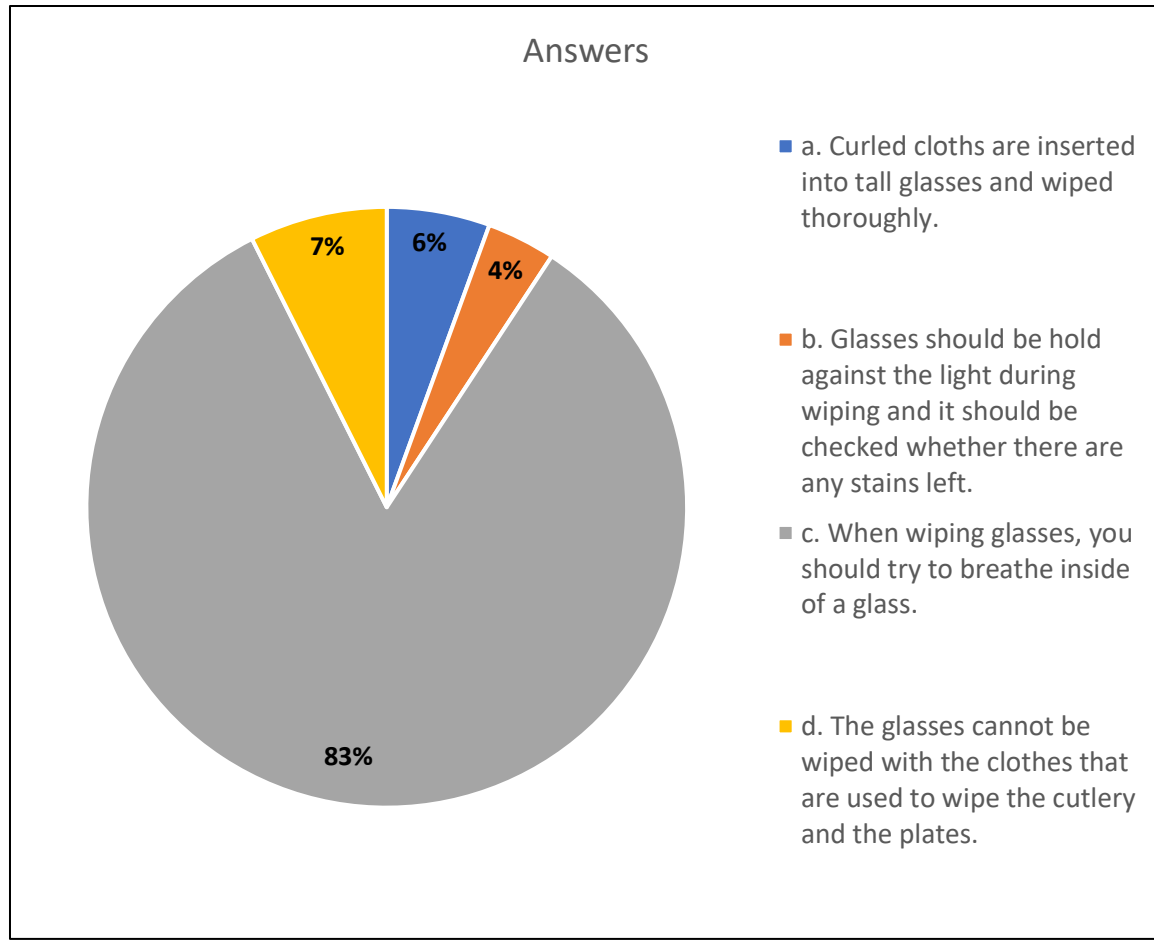


11. Which of the following is wrong to do when wiping glasses?

- a. Curled cloths are inserted into tall glasses and wiped thoroughly.
- b. Glasses should be held against the light during wiping and it should be checked whether there are any stains left.
- c. When wiping glasses, you should try to breathe inside of a glass.
- d. The glasses cannot be wiped with the clothes that are used to wipe the cutlery and the plates.

Correct answer: c. When wiping glasses, you should try to breathe inside of a glass.

As seen in the graph below this question was marked correctly by the majority, 83%, however the remaining 17% of the participants gave an incorrect answer.

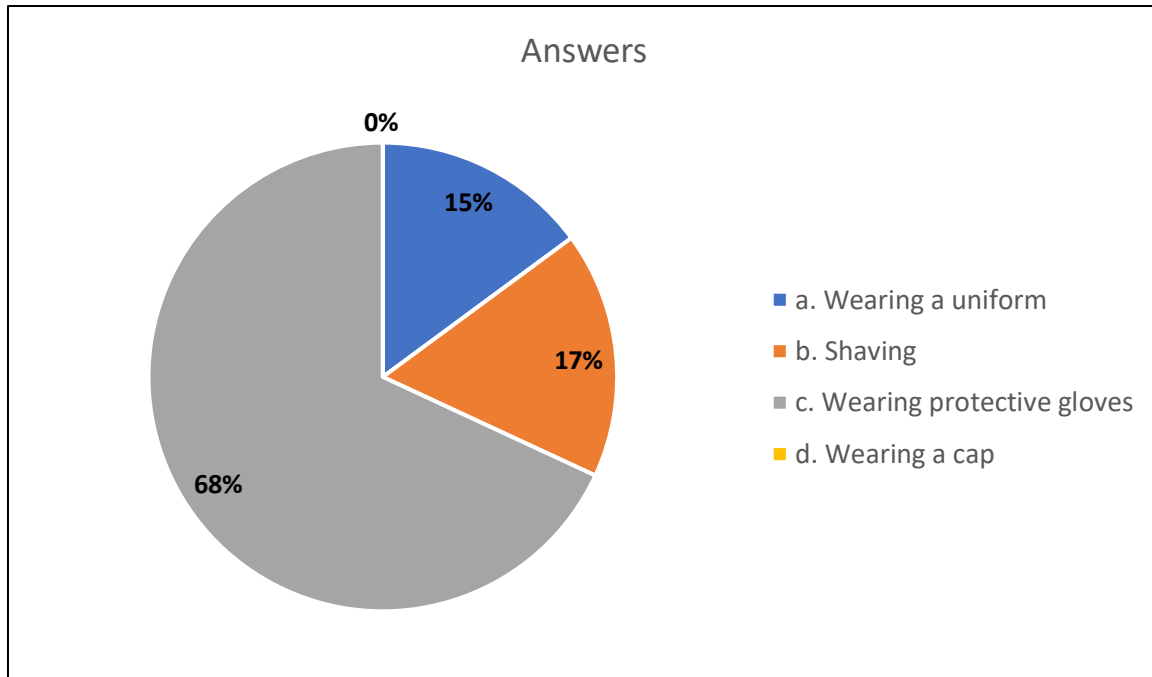


12. What is the most important personal precaution that the service person should take in cleaning the service trolleys?

- a. Wearing a uniform
- b. Shaving
- c. Wearing protective gloves
- d. Wearing a cap

Correct answer: c. Wearing protective gloves

As seen in the graph below this question was marked correctly by the majority, 68%, however the remaining 32% of the participants gave an incorrect answer.

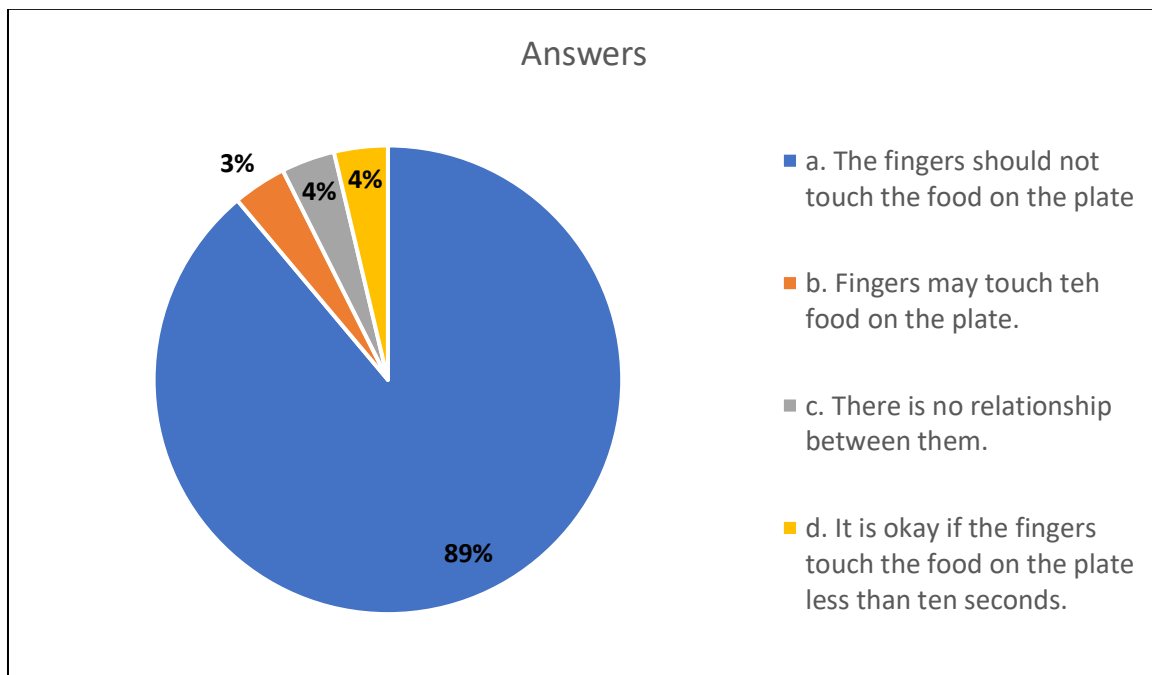


13. What is the relationship between fingers and food when carrying a full plate?

- a. The fingers should not touch the food on the plate.
- b. Fingers may touch the food on the plate.
- c. There is no relationship between them.
- d. It is okay if the fingers touch the food on the plate less than ten seconds.

Correct answer: a. The fingers should not touch the food on the plate.

As seen in the graph below this question was marked correctly by almost all of the participants, 89% however only 11% provided an incorrect answer.

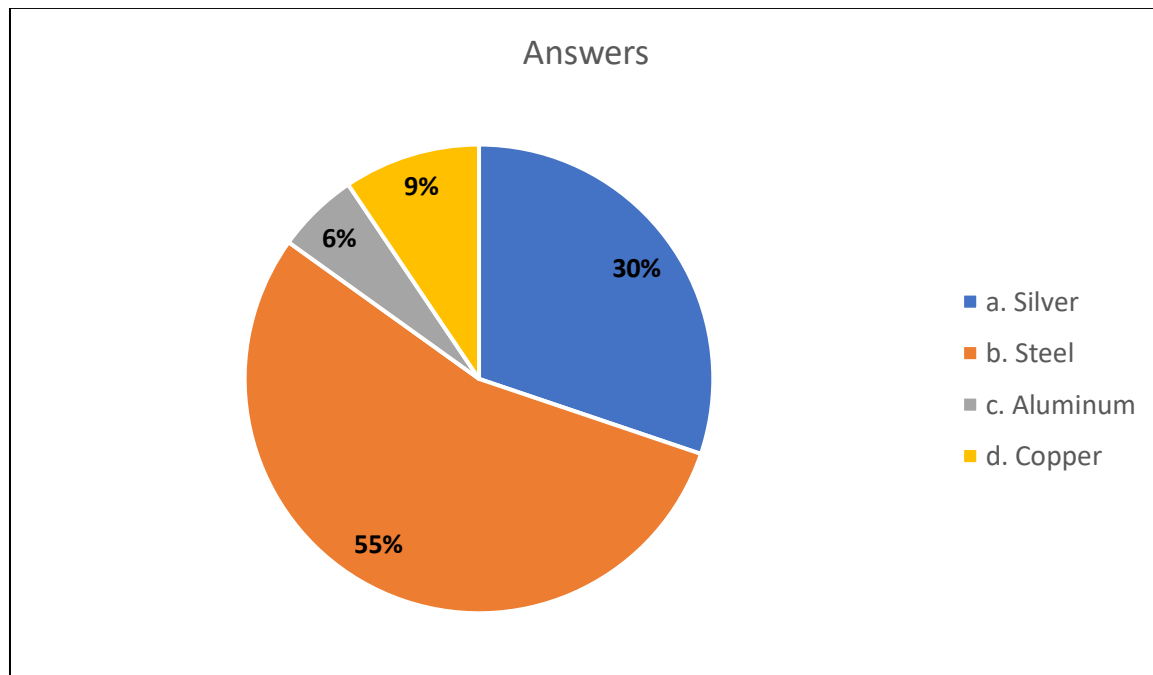


14. Which of the following is the most suitable metal service material?

- a. Silver
- b. Steel
- c. Aluminum
- d. Copper

Correct answer: b. Steel.

As seen in the graph below this question was marked correctly by the majority, 55%, however the remaining 45% gave an incorrect answer. The ratios of the correct and incorrect answers are rather close to each other.

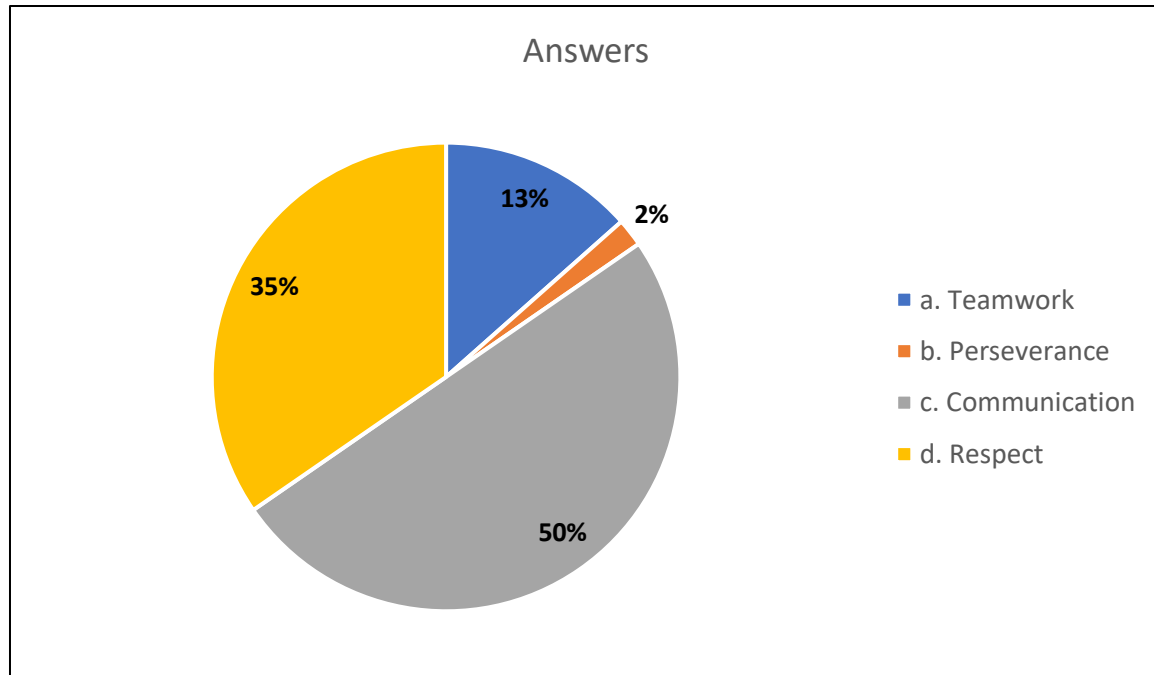


15. Which of the following means effectively presenting your thoughts and ideas, verbally and in writing?

- a. Teamwork
- b. Perseverance
- c. **Communication**
- d. Respect

Correct answer: c. Communication.

As seen in the graph below this question was marked correctly by the half, 50%, and the remaining 50% gave an incorrect answer. The ratios of the correct and incorrect answers are equal to each other.

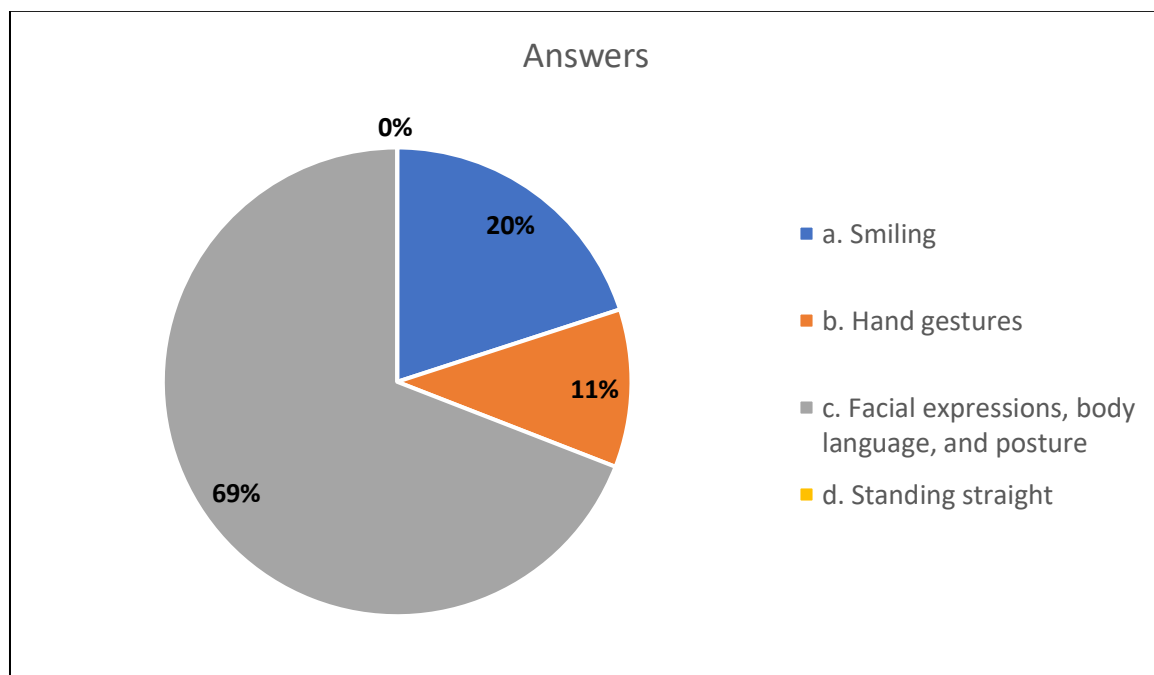


16. Which of the following is included in non-verbal communication?

- a. Smiling
- b. Hand gestures
- c. Facial expressions, body language, and posture
- d. Standing straight

Correct answer: c. Facial expressions, body language, and posture

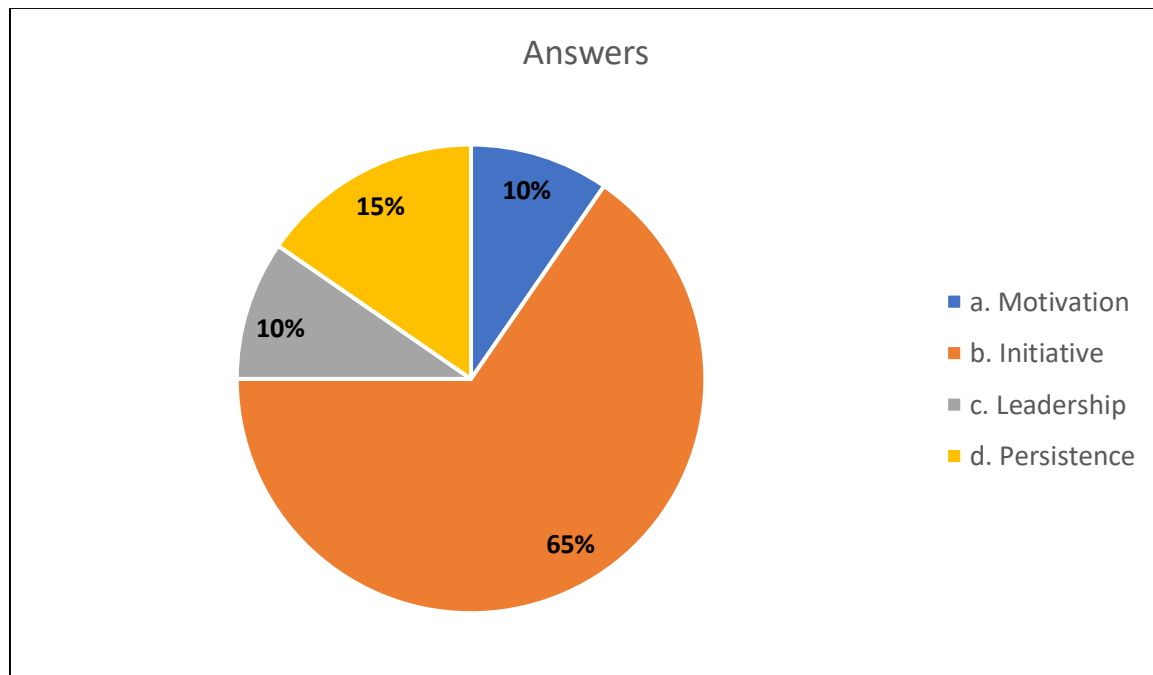
As seen in the graph below this question was marked correctly by the majority, 69%, however the remaining 31% gave an incorrect answer.



17. What does working without being told, being self-motivated, and being the first to begin working show?
- Motivation
 - Initiative
 - Leadership
 - Persistence

Correct answer: b. Initiative

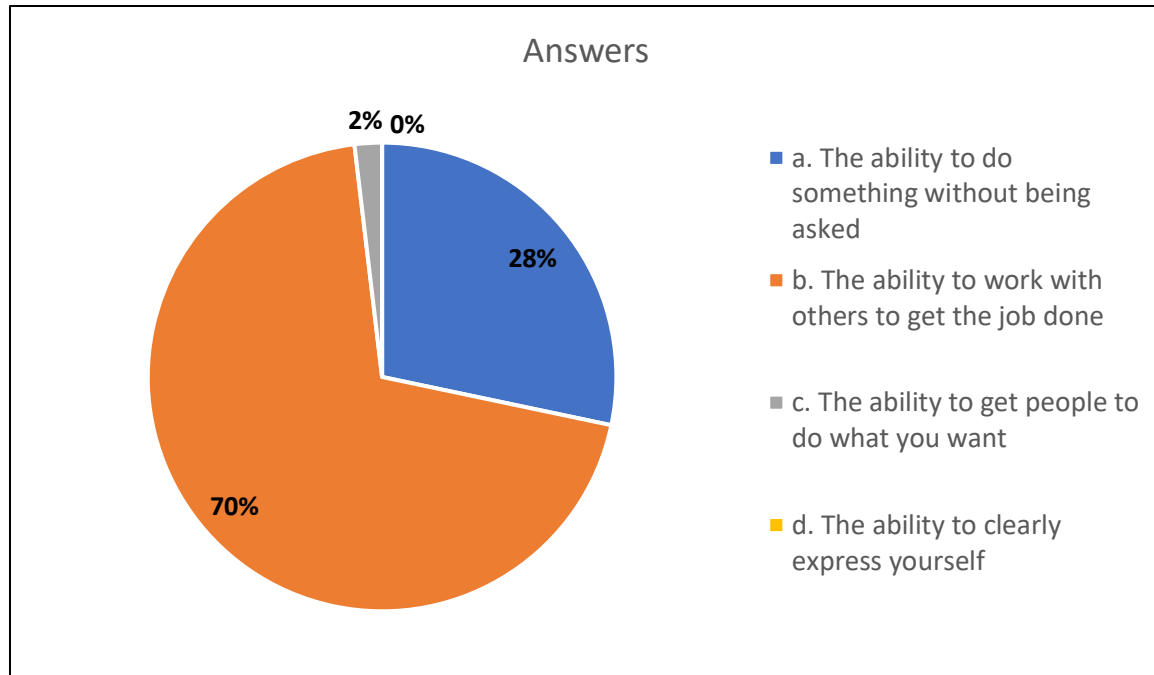
As seen in the graph below this question was marked correctly by the majority, 65%, however the remaining 35% which is almost the quarter of the participants gave an incorrect answer.



18. What is teamwork?
- The ability to do something without being asked
 - The ability to work with others to get the job done.
 - The ability to get people to do what you want.
 - The ability to clearly express yourself.

Correct answer: b. The ability to work with others to get the job done.

As seen in the graph below this question was marked correctly by the majority, 70%, however the remaining 30% which is almost the quarter of the participants gave an incorrect answer.

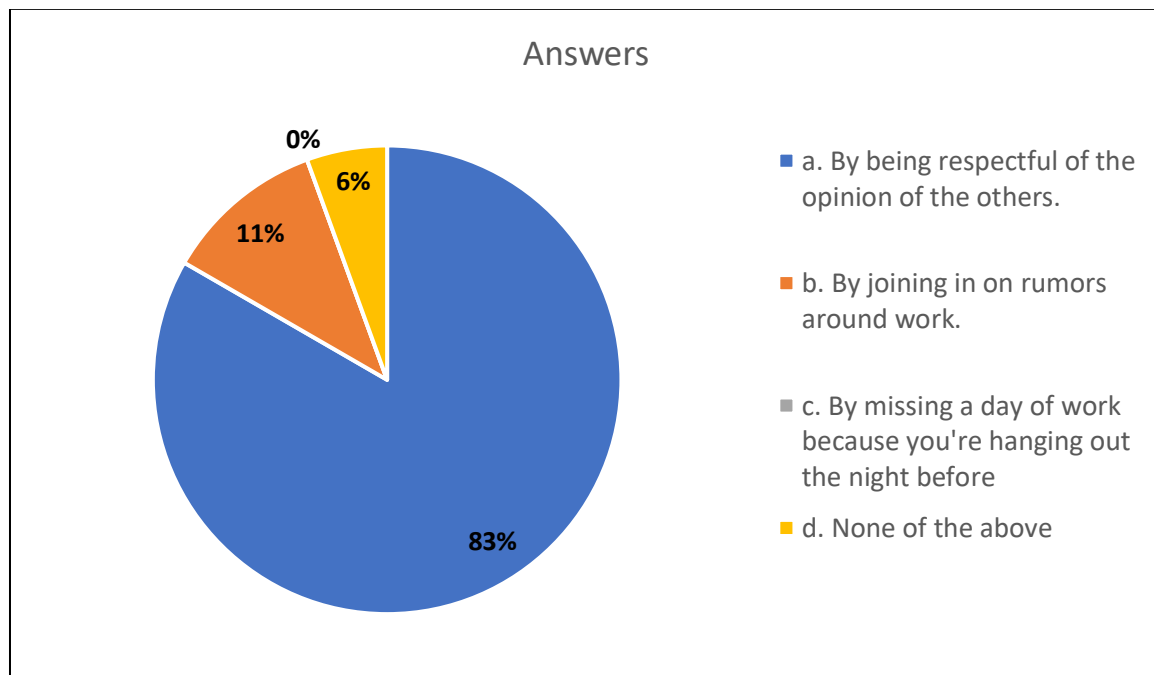


19. How can you prove that you are a team player?

- a. By being respectful of the opinion of the others.
- b. By joining in on rumors around work.
- c. By missing a day of work because you're hanging out the night before.
- d. None of the above.

Correct answer: a. By being respectful of the opinion of the others

As seen in the graph below this question was marked correctly by almost all of the participants, 83% however only 17% provided an incorrect answer.

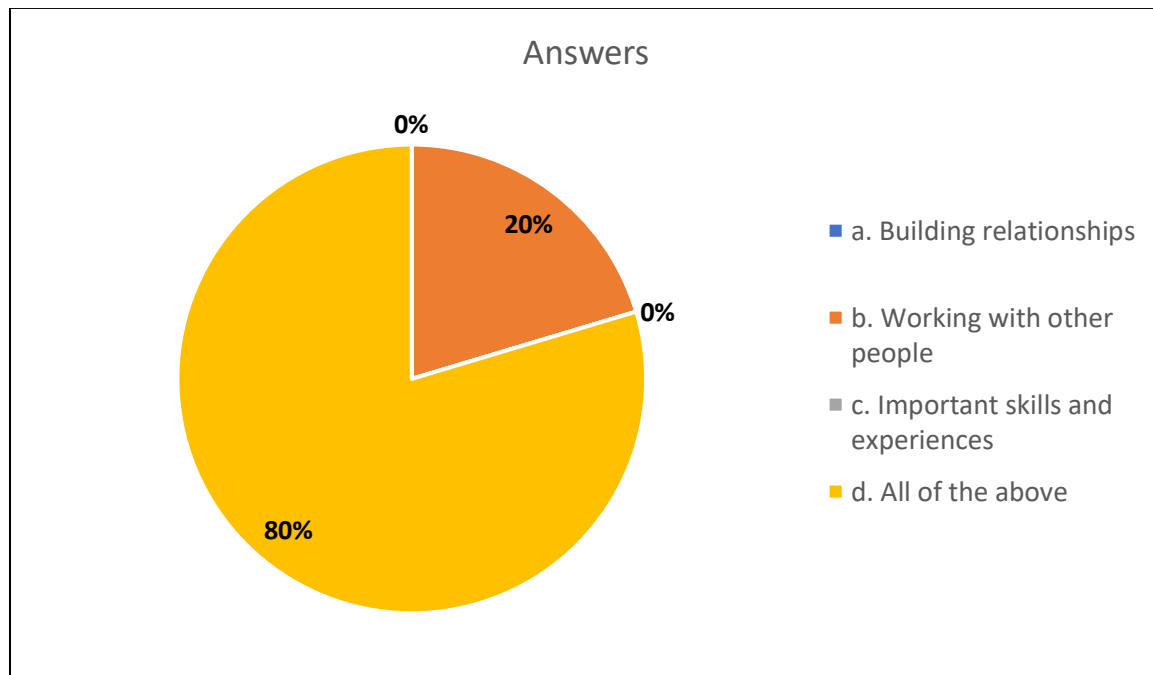


20. Teamwork involves which one of these?

- a. Building relationships
- b. Working with other people
- c. Important skills and experiences
- d. All of the above

Correct answer: d. All of the above

As seen in the graph below this question was marked correctly by almost all of the participants, 80% however only 20% provided an incorrect answer. We can also conclude that the participants were left with two options.

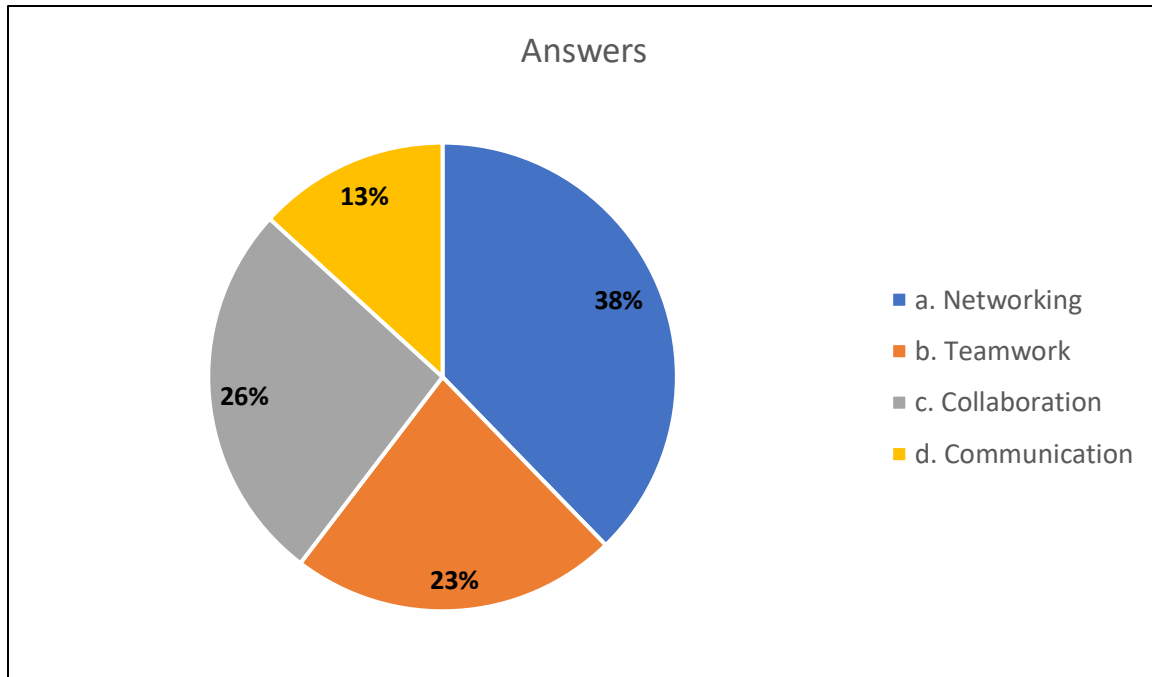


21. What does making use of your personal connections to achieve your career goals mean?

- a. Networking
- b. Teamwork
- c. Collaboration
- d. Communication

Correct answer: a. Networking

As seen in the graph below the majority of the participants, 62%, have provided an incorrect answer to this question. Unfortunately, only 38% were able to provide a correct answer. This question was one of the questions which was marked incorrectly the most frequently.

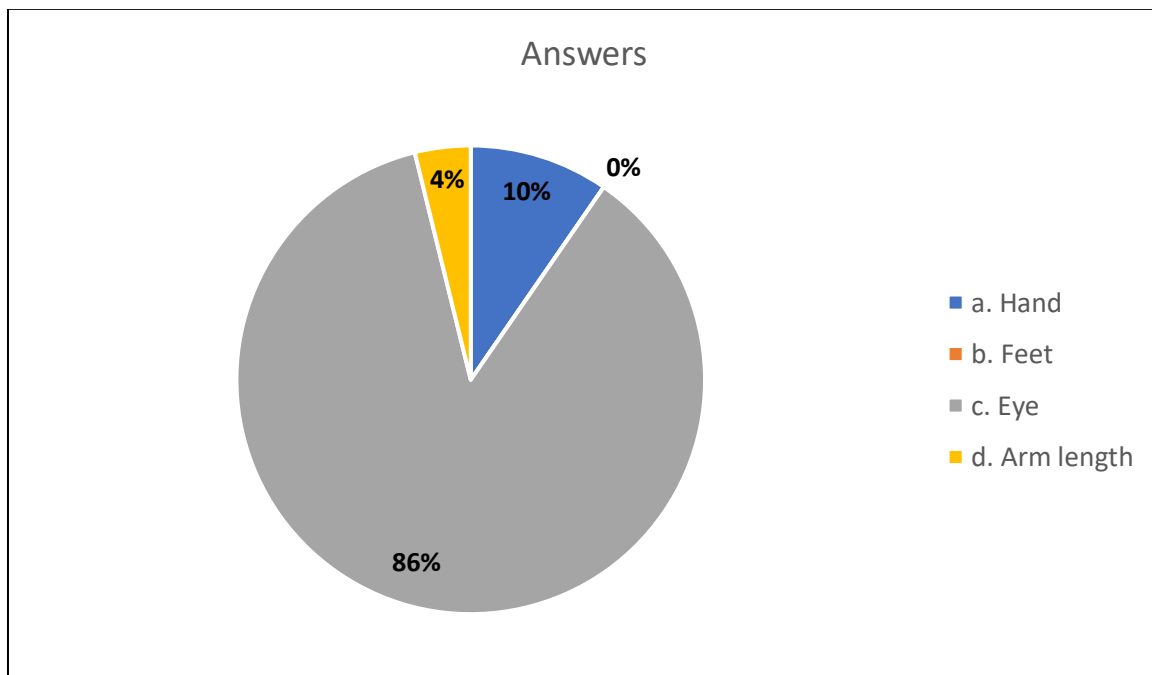


22. In active listening, you should always maintain _____ contact.

- a. Hand
- b. Feet
- c. Eye
- d. Arm length

Correct answer: c. Eye

As seen in the graph below this question was marked correctly by almost all of the participants, 86% however only 14% provided an incorrect answer.

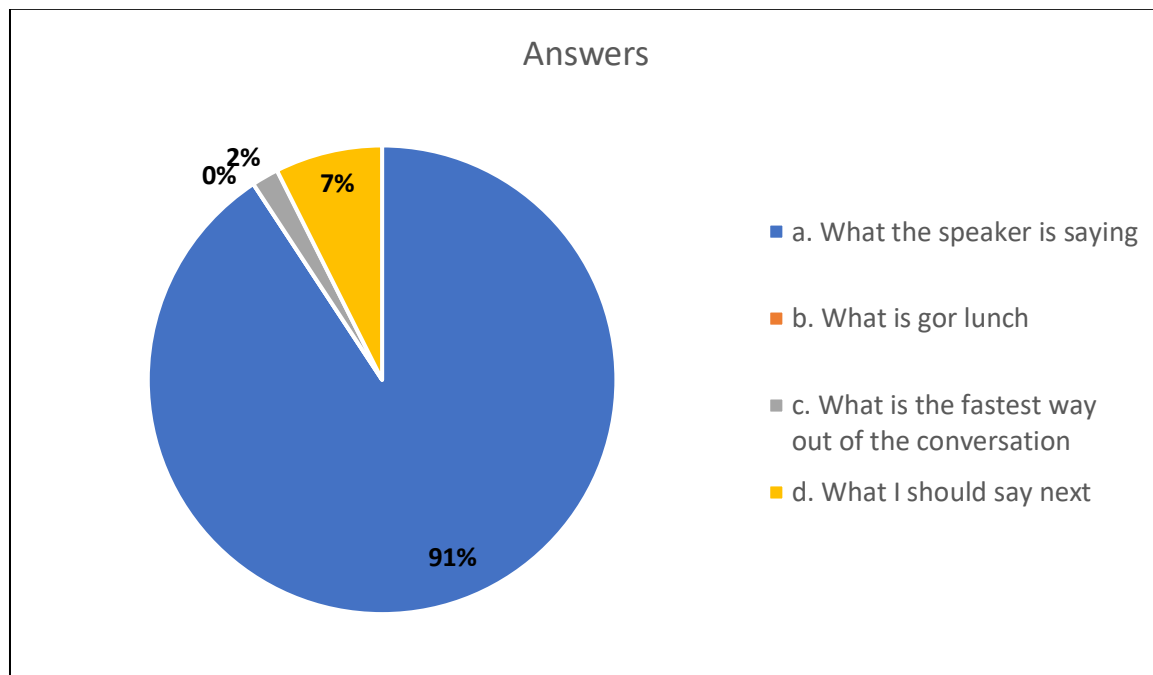


23. When active listening, your focus should be on what?

- a. What the speaker is saying
- b. What is for lunch
- c. What is the fastest way out of the conversation
- d. What I should say next

Correct answer: a. What the speaker is saying

As seen in the graph below this question was marked correctly by almost all of the participants, 91% however only 9% provided an incorrect answer.



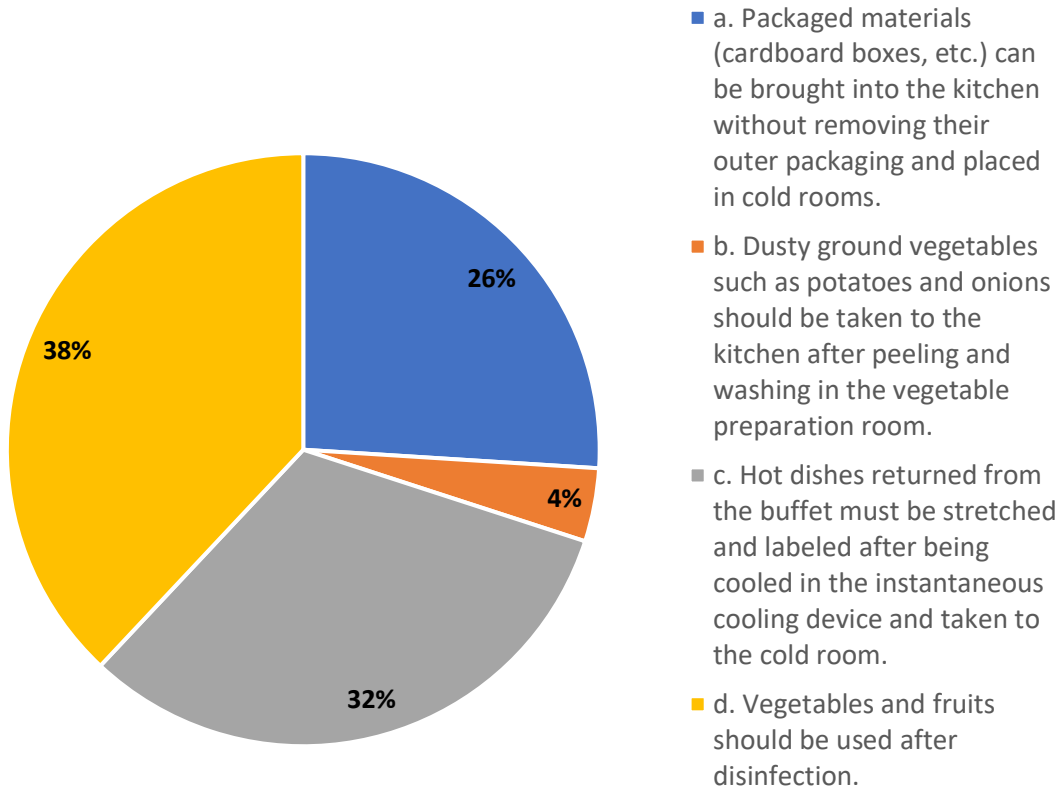
24. Which application is wrong?

- a. Packaged materials (cardboard boxes, etc.) can be brought into the kitchen without removing their outer packaging and placed in cold rooms.
- b. Dusty ground vegetables such as potatoes and onions should be taken to the kitchen after peeling and washing in the vegetable preparation room.
- c. Hot dishes returned from the buffet must be stretched and labeled after being cooled in the instantaneous cooling device and taken to the cold room.
- d. Vegetables and fruits should be used after disinfection.

Correct answer: a. Packaged materials (cardboard boxes, etc.) can be brought into the kitchen without removing their outer packaging and placed in cold rooms.

As seen in the graph below the majority of the participants, 74%, have provided an incorrect answer to this question. Unfortunately, only 26% were able to provide a correct answer. This question was one of the questions which was marked incorrectly the most frequently.

Answers

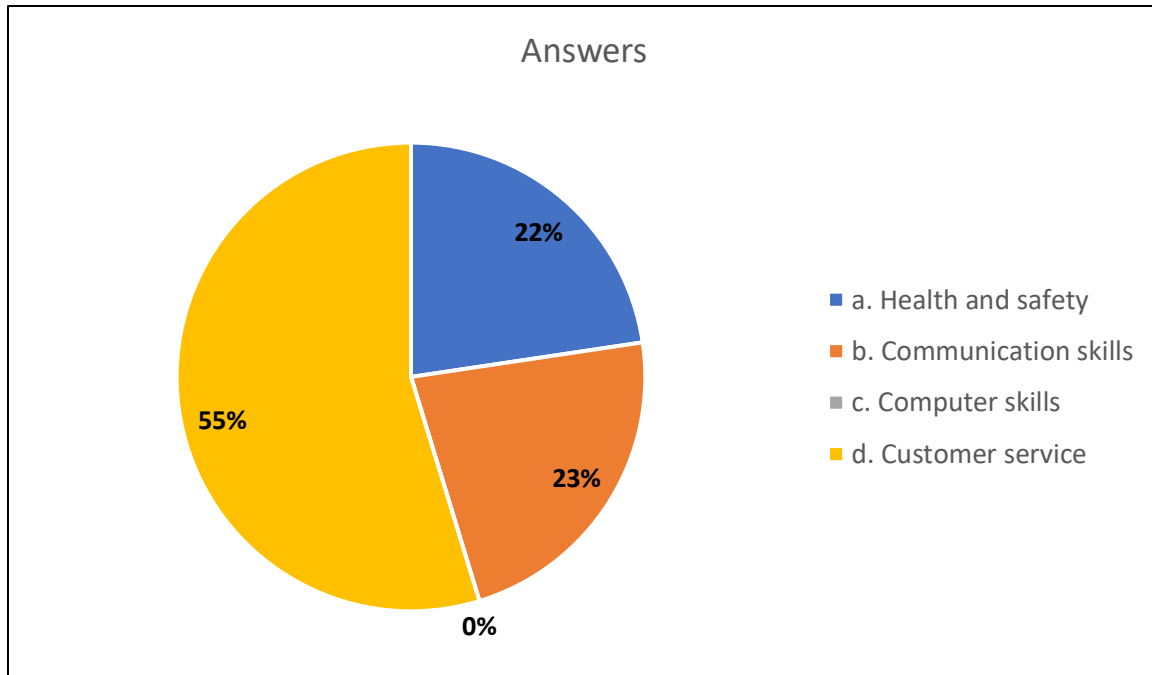


25. Which of the following is the number one skill that is most valued by employers?

- a. Health and safety
- b. Communication skills
- c. Computer skills
- d. Customer service

Correct answer: b. Communication skills

As seen in the graph below the majority of the participants, 78%, have provided an incorrect answer to this question. Unfortunately, only 22% were able to provide a correct answer. This question was one of the questions which was marked incorrectly the most frequently.

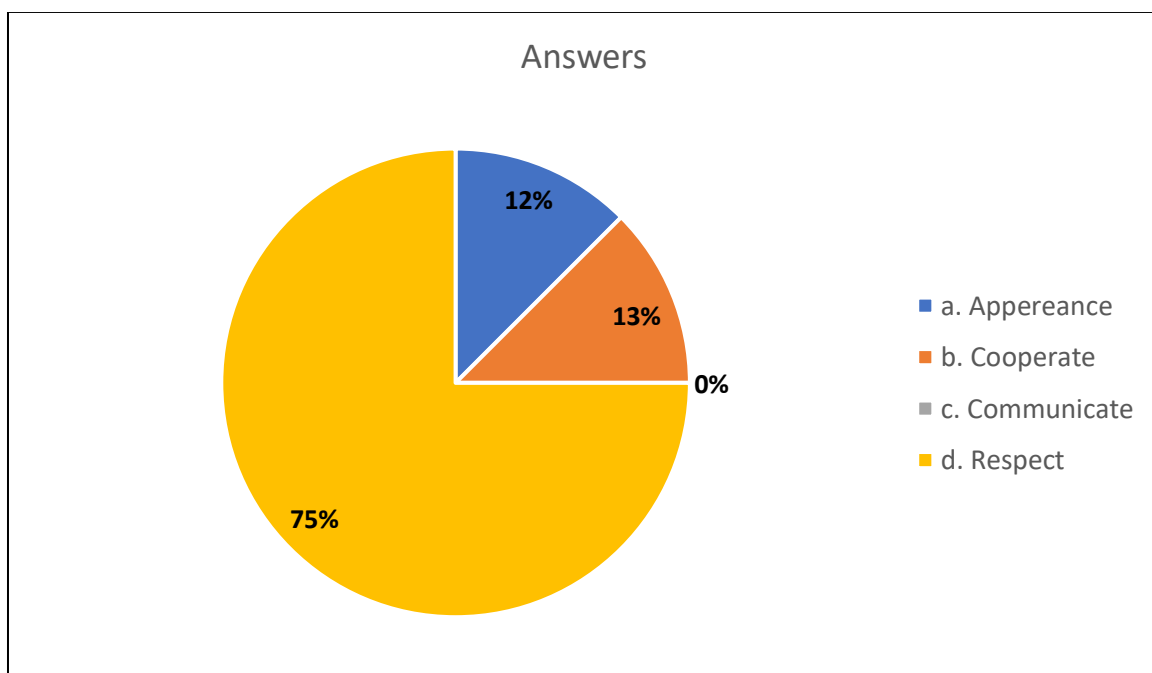


26. It is always important to _____ yourself, others and the place where you work.

- a. Appearance
- b. Cooperate
- c. Communicate
- d. Respect

Correct answer: d. Respect

As seen in the graph below this question was marked correctly by the majority of the participants, 75%, however the 25%, quarter of the participants provided an incorrect answer.

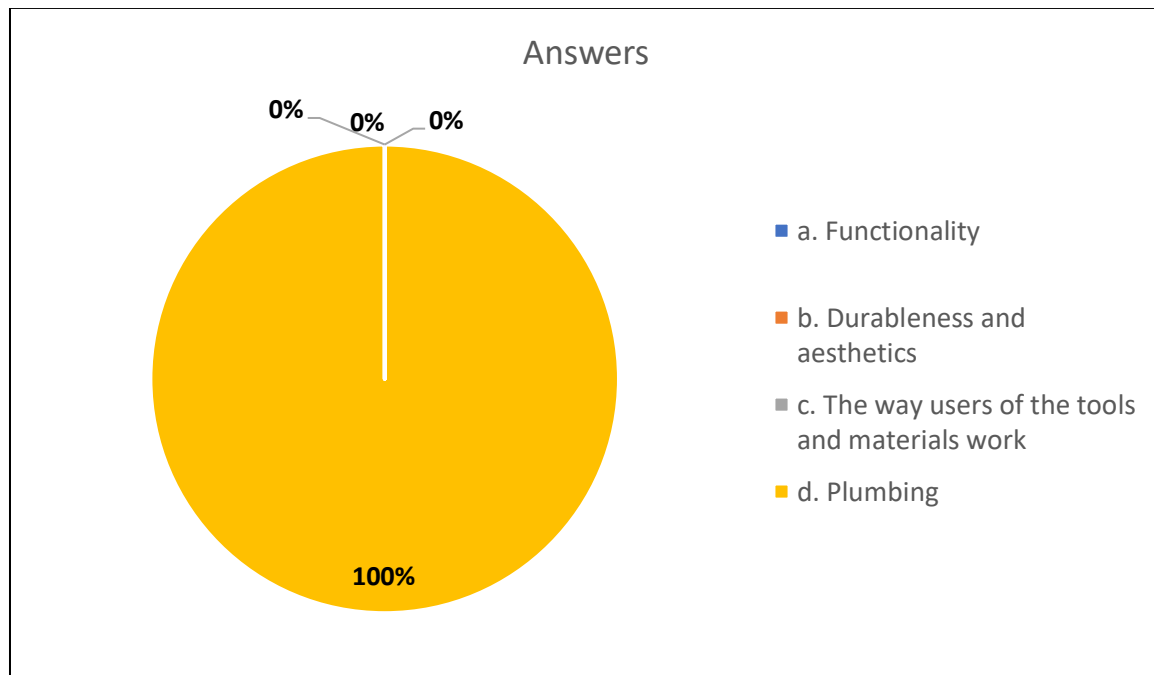


27. Which of the following is not one of the criteria used in selecting materials/tools?

- a. Functionality
- b. Durableness and esthetics
- c. The way users of the tools and materials work
- d. Plumbing

Correct answer: d. Plumbing

All of the participants gave a correct answer to the question but please also note that only 24 of the participants answered this question.

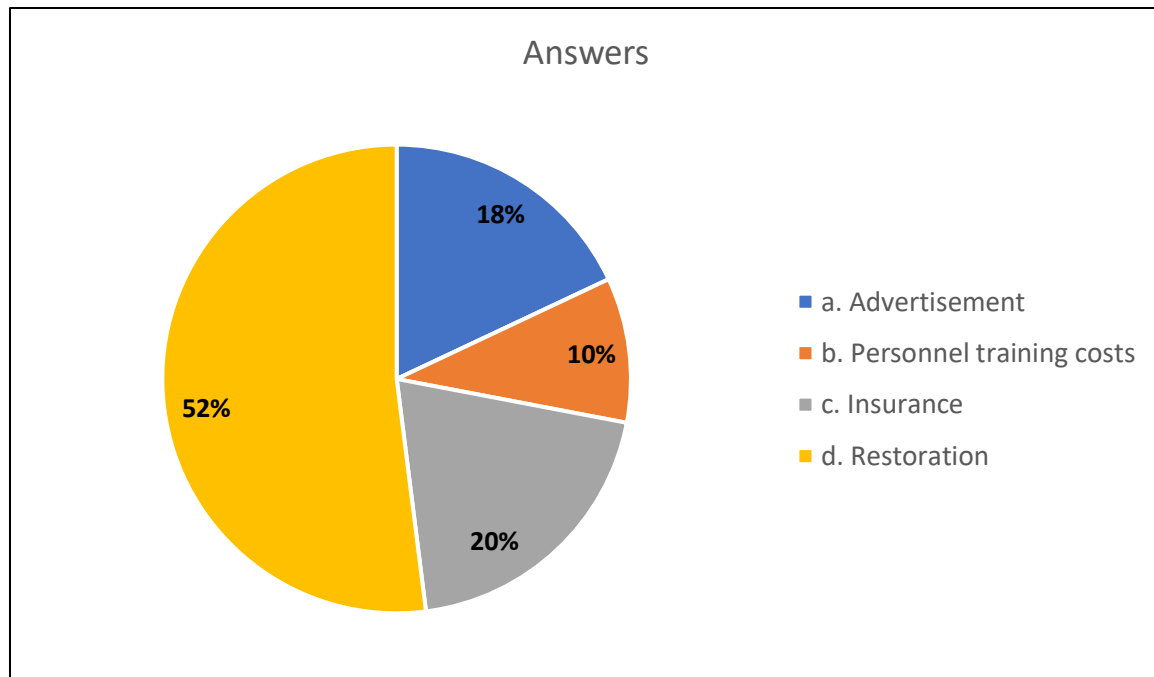


28. Which of the following is one of the unmanageable fixed costs?

- a. Advertisement
- b. Personnel training costs
- c. Insurance
- d. Restoration

Correct answer: d. Insurance

As seen in the graph below the majority of the participants, 80%, have provided an incorrect answer to this question. Unfortunately, only 20% were able to provide a correct answer. This question was one of the questions which was marked incorrectly the most frequently.

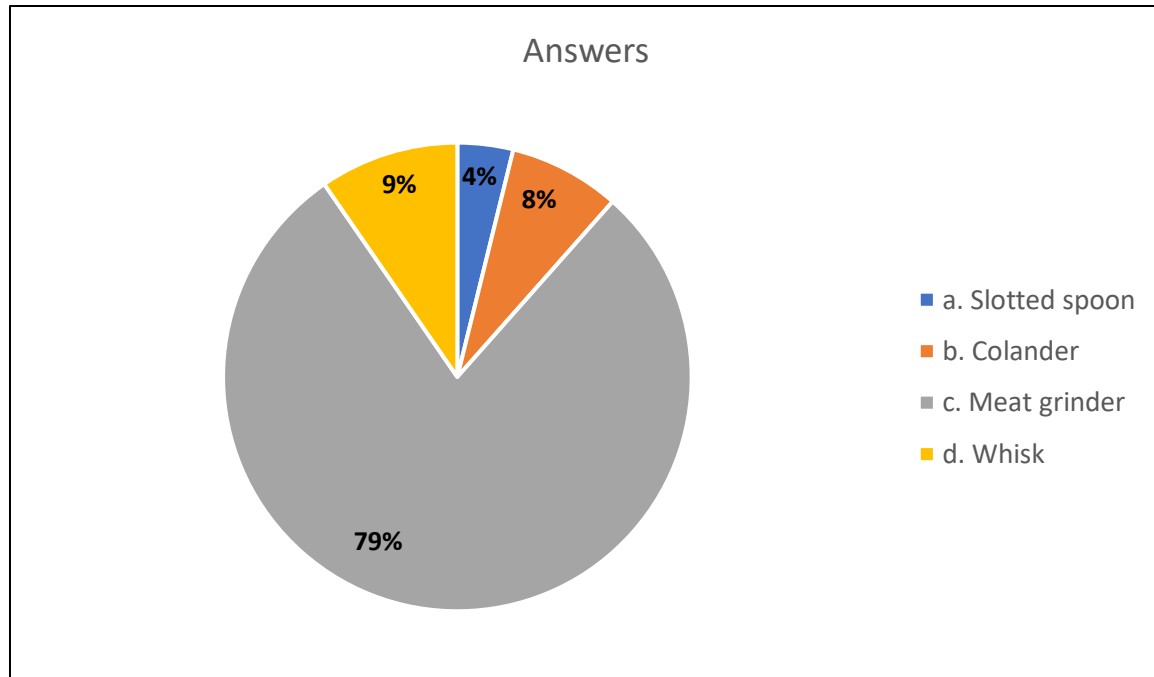


29. Which of the following is not one of the small kitchen equipments used in preparation phase?

- a. Slotted spoon
- b. Colander
- c. Meat grinder
- d. Whisk

Correct answer: c. Meat grinder

As seen in the graph below this question was marked correctly by the majority of the participants, 79%, however 21% almost the quarter of the participants provided an incorrect answer.

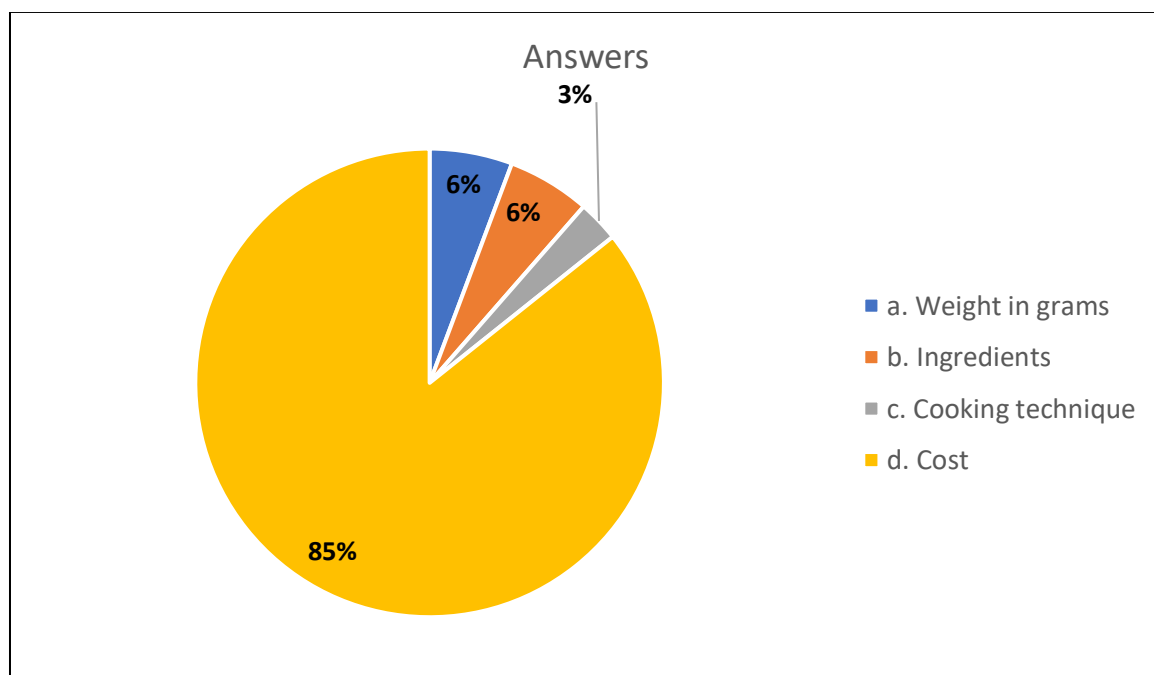


30. Which of the following is not a factor to be considered in the preparation of standard recipes?

- a. Weight in grams
- b. Ingredients
- c. Cooking technique
- d. Cost

Correct answer: d. Cost

As seen in the graph below this question was marked correctly by almost all of the participants, 85% however only 15% provided an incorrect answer.

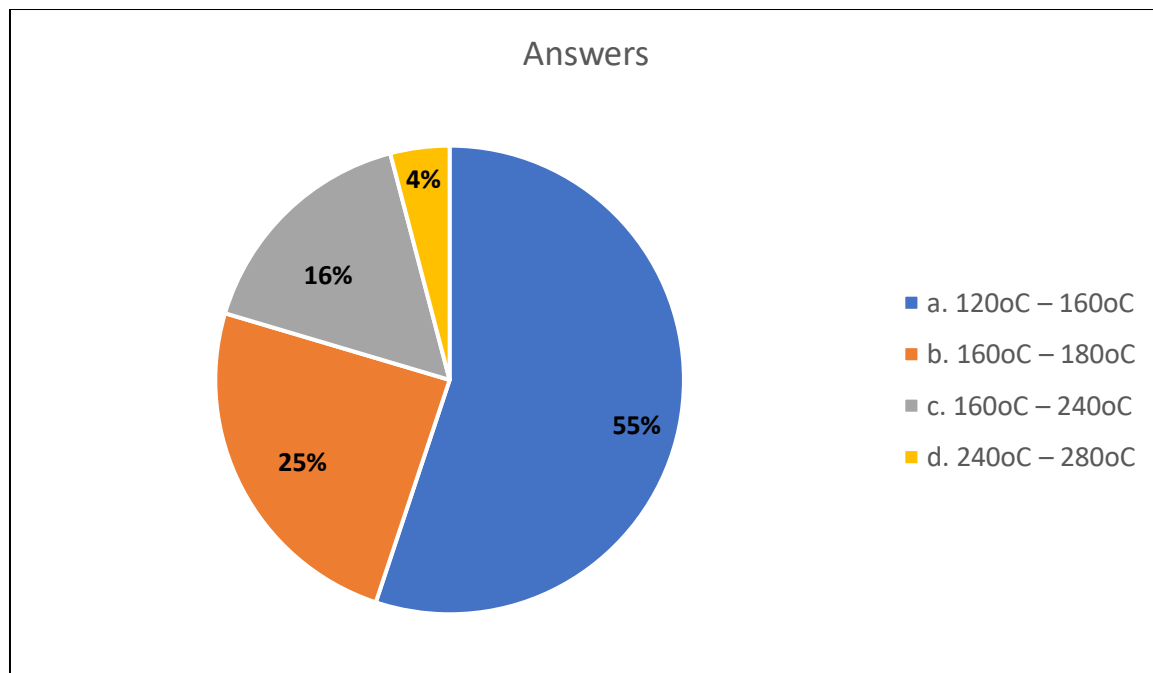


31. While sautéing what is the ideal temperature of the pan?

- a. 120°C – 160°C
- b. 160°C – 180°C
- c. 160°C – 240°C
- d. 240°C – 280°C

Correct answer: c. 160°C – 180°C

As seen in the graph below the majority of the participants, 84%, have provided an incorrect answer to this question. Unfortunately, only 16% were able to provide a correct answer. This question was one of the questions which was marked incorrectly the most frequently.

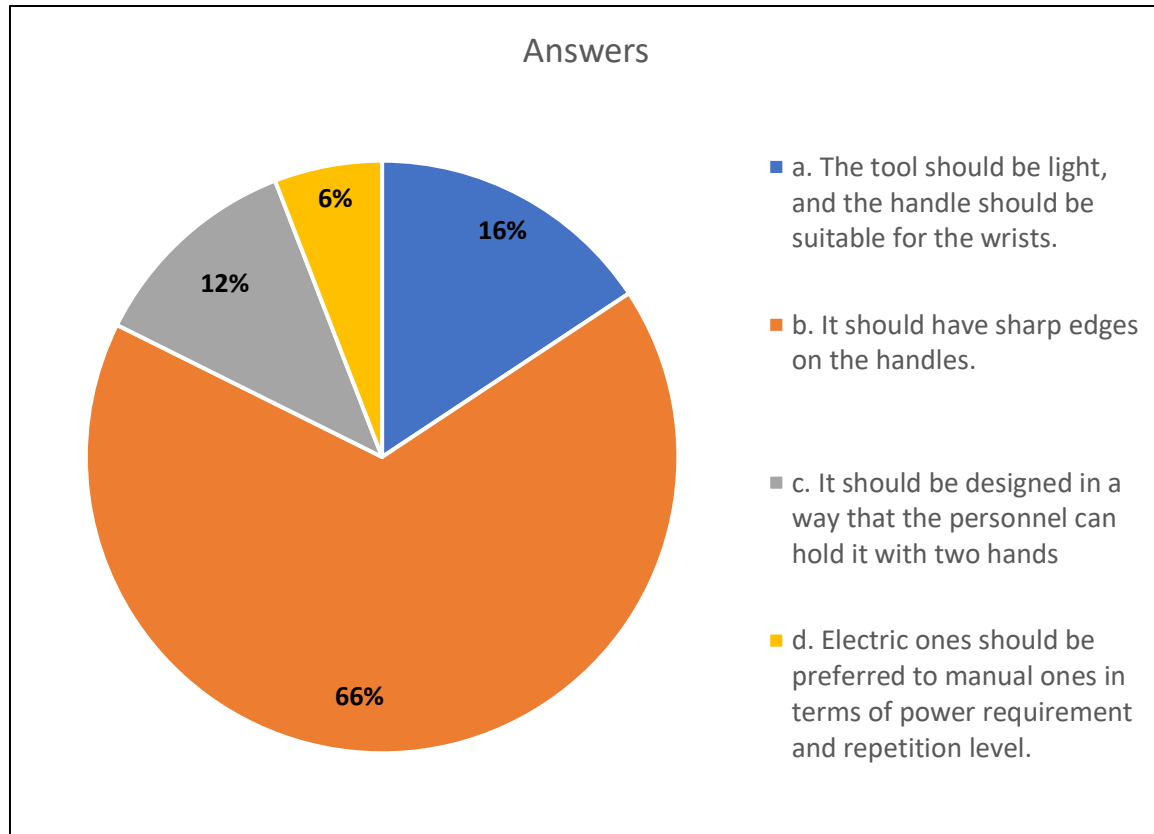


32. In terms of work efficiency and personnel health, the use of this tool should not be preferred if which one of the following features seen in equipment and tools?

- a. The tool should be light, and the handle should be suitable for the wrists.
- b. It should have sharp edges on the handles.
- c. It should be designed in a way that the personnel can hold it with two hands.
- d. Electric ones should be preferred to manual ones in terms of power requirement and repetition level.

Correct answer: b. It should have sharp edges on the handles.

As seen in the graph below this question was marked correctly by the majority of the participants, 66%, however 34% of the participants provided an incorrect answer.

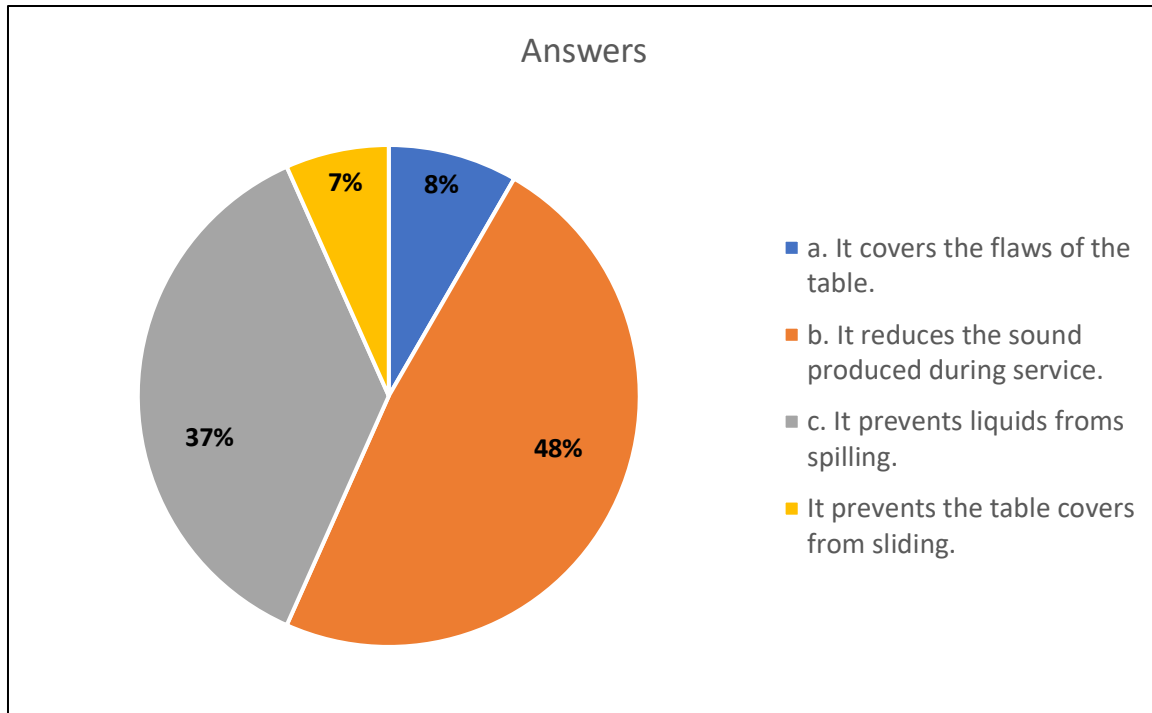


33. Which of the following is not one of the benefits of the table protective cover?

- a. It covers the flaws of the table.
- b. It reduces the sound produced during service.
- c. It prevents liquids from spilling.
- d. It prevents the table covers from sliding.

Correct answer: c. It prevents liquids from spilling.

As seen in the graph below the majority of the participants, 52%, have provided an incorrect answer to this question and only 48% were able to provide a correct answer. There is almost a 50-50 ratio between the correct and the incorrect answers. We can also conclude that the participants were left with the options 'c' and 'b'. Furthermore, this question was one of the questions which was marked incorrectly the most frequently.

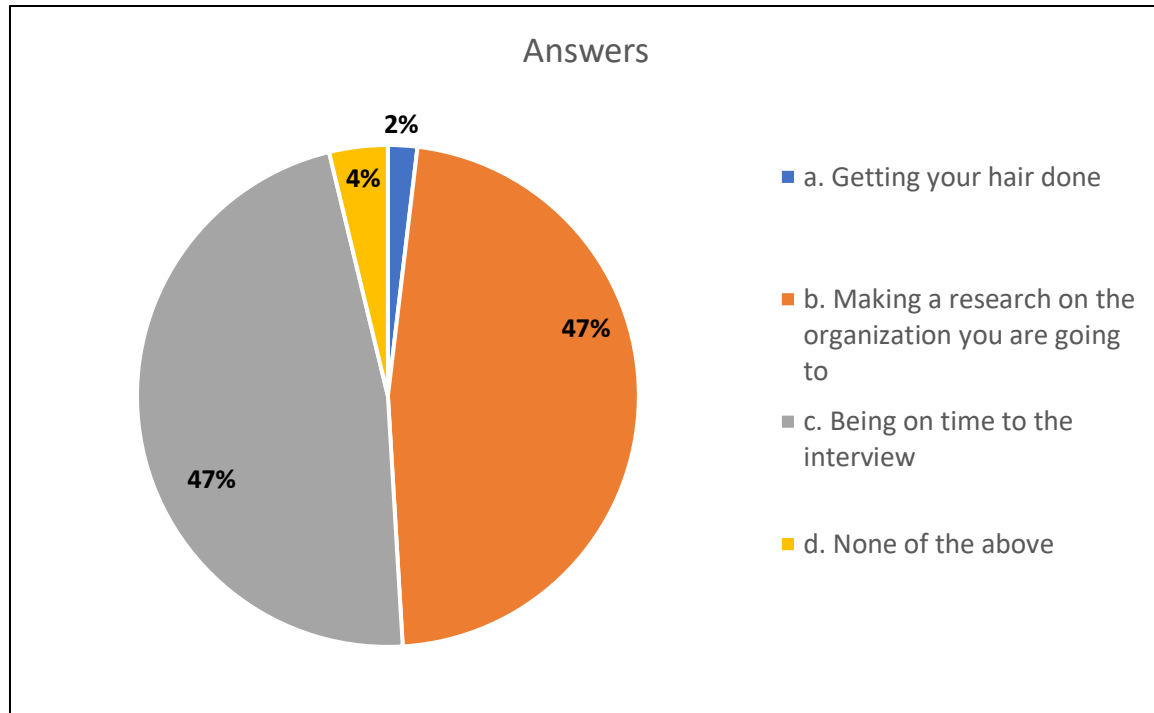


34. Which of the following is the most important thing to do before going into an interview?

- a. Getting your hair done
- b. Making a research on the organization you are going to**
- c. Being on time to the interview
- d. None of the above

Correct answer: b. Making a research on the organization you are going to

As seen in the graph below the majority of the participants, 53%, have provided an incorrect answer to this question and only 47% were able to provide a correct answer. There is almost a 50-50 ratio between the correct and the incorrect answers. We can also conclude that the participants were left with the options 'c' and 'b'. Furthermore, this question was one of the questions which was marked incorrectly the most frequently.

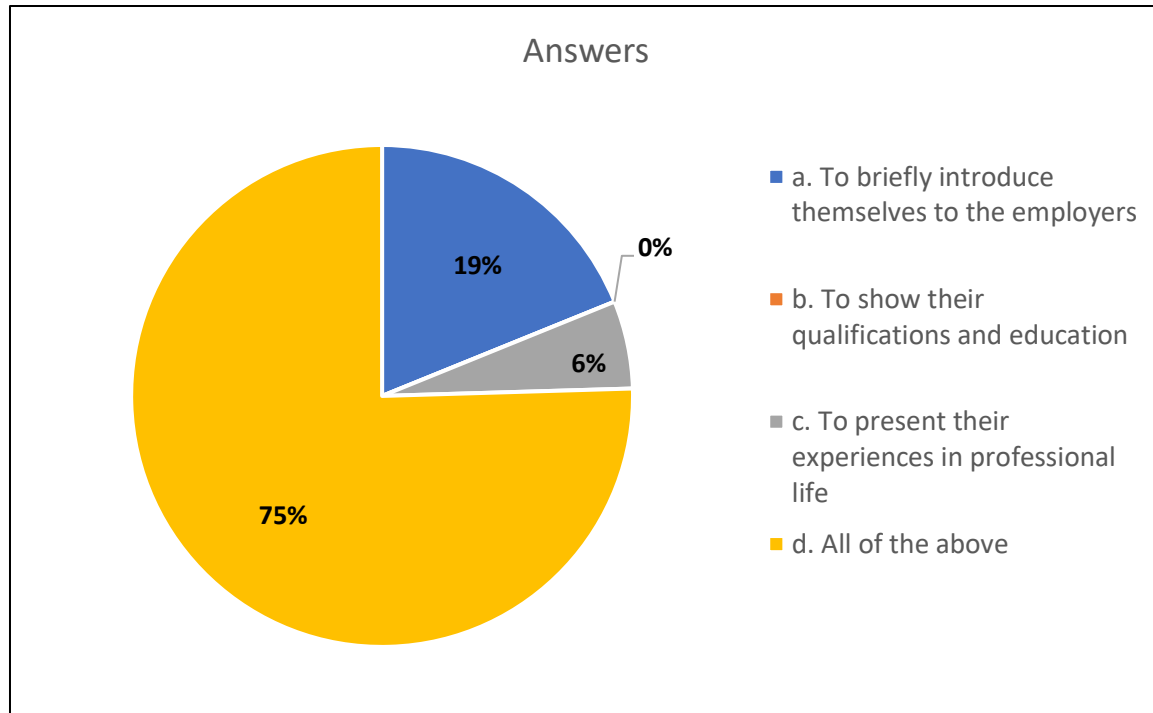


35. Why a person prepares a Curriculum Vitae (CV)/resume before applying for a job?

- a. To briefly introduce themselves to the employees
- b. To show their qualifications and education
- c. To present their experiences in professional life
- d. All of the above

Correct answer: d. All of the above

As seen in the graph below this question was marked correctly by the majority of the participants, 75%, however the 25%, quarter of the participants provided an incorrect answer.

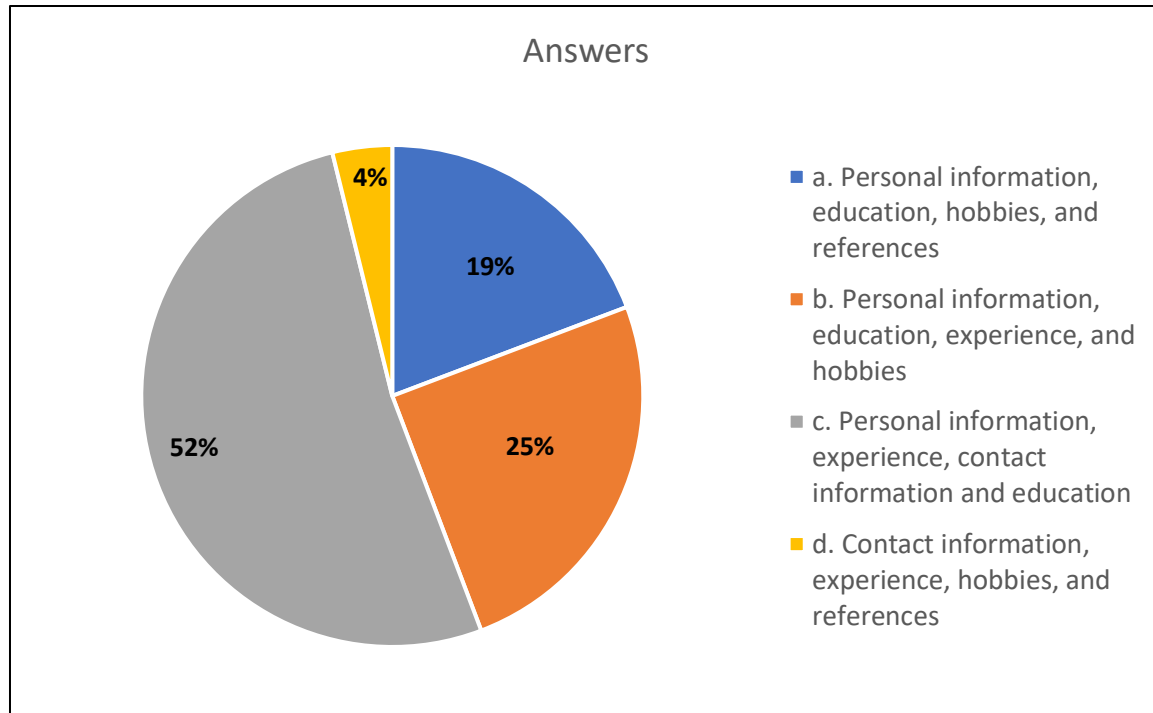


36. Which four parts given below are the most important sections of a CV/resume?

- a. Personal information, education, hobbies, and references
- b. Personal information, education, experience, and hobbies
- c. Personal information, experience, contact information, and education
- d. Contact information, experience, hobbies, and references

Correct answer: c. Personal information, experience, contact information, and education

As seen in the graph below this question was marked correctly by the majority of the participants, 52%, however 48% of the participants provided an incorrect answer. Please also note that there is almost a 50-50 ratio between the correct and the incorrect answers. The results are rather close to each other.

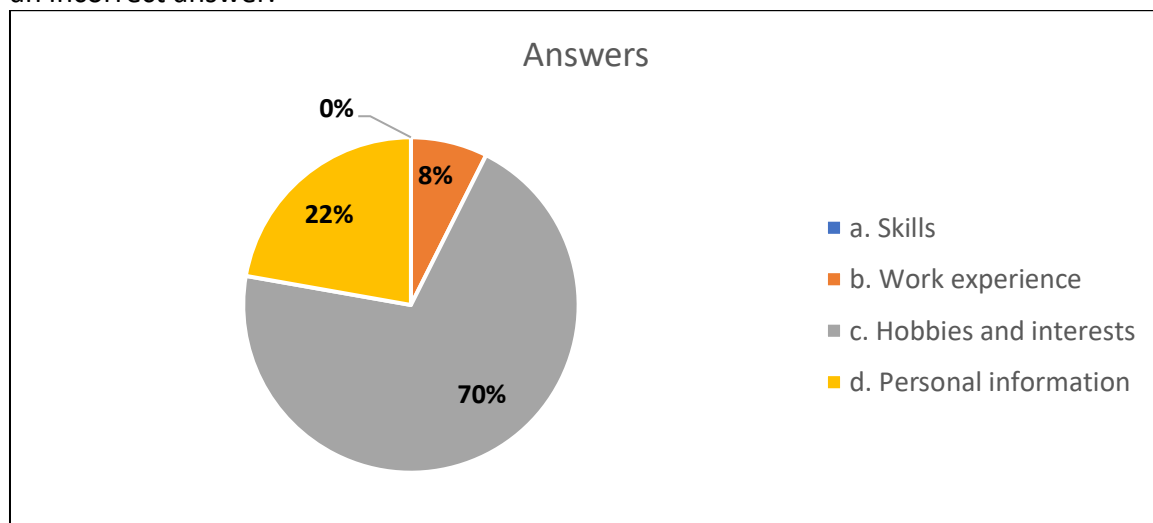


37. When preparing a CV which of the following elements can be excluded?

- a. Skills
- b. Work experience
- c. **Hobbies and interests**
- d. Personal information

Correct answer: c. Hobbies and interests

As seen in the graph below this question was marked correctly by the majority of the participants, 70%, however 30% of the participants, which is a little over the quarter, provided an incorrect answer.



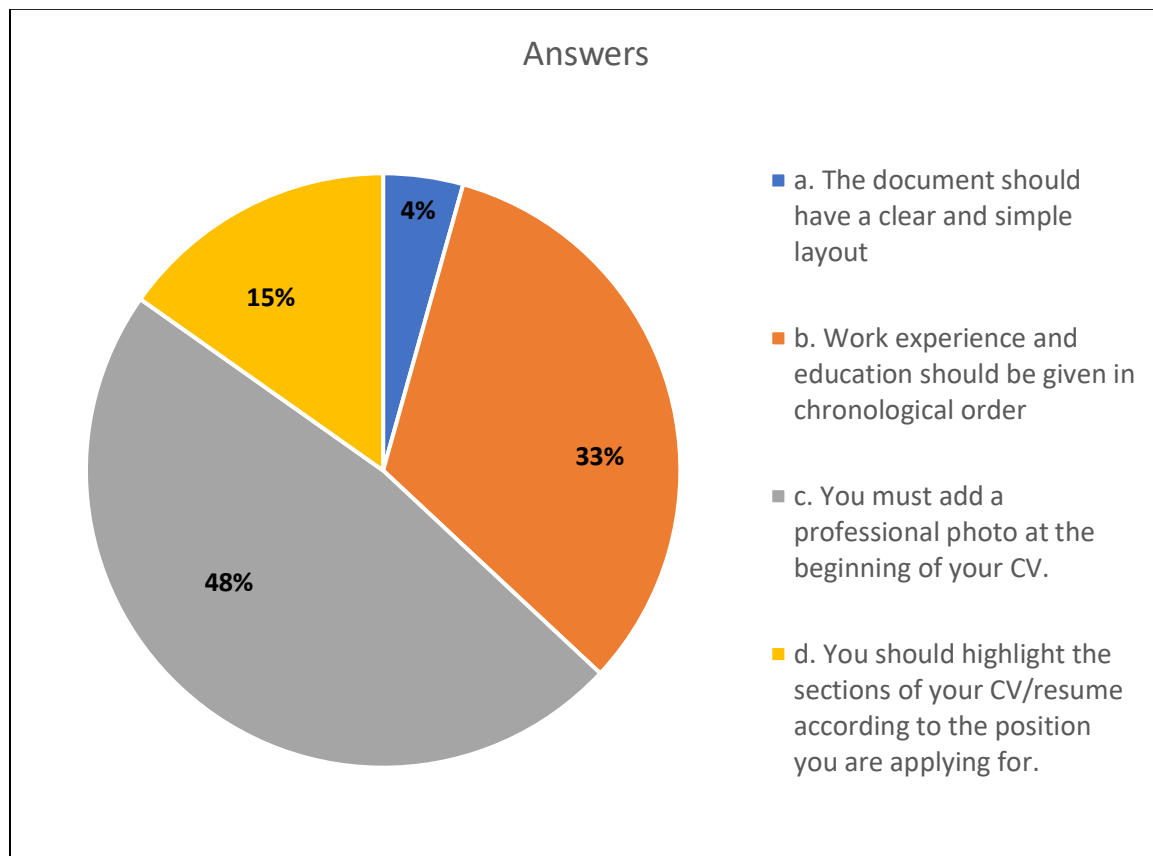
38. Which of the following rules is not correct about creating a CV/resume?

- a. The document should have a clear and simple layout.
- b. Work experience and education should be given in chronological order.

- c. You must add a professional photo at the beginning of your CV.
- d. You should highlight the sections of your CV/resume according to the position you are applying for.

Correct answer: c. You must add a professional photo at the beginning of your CV.

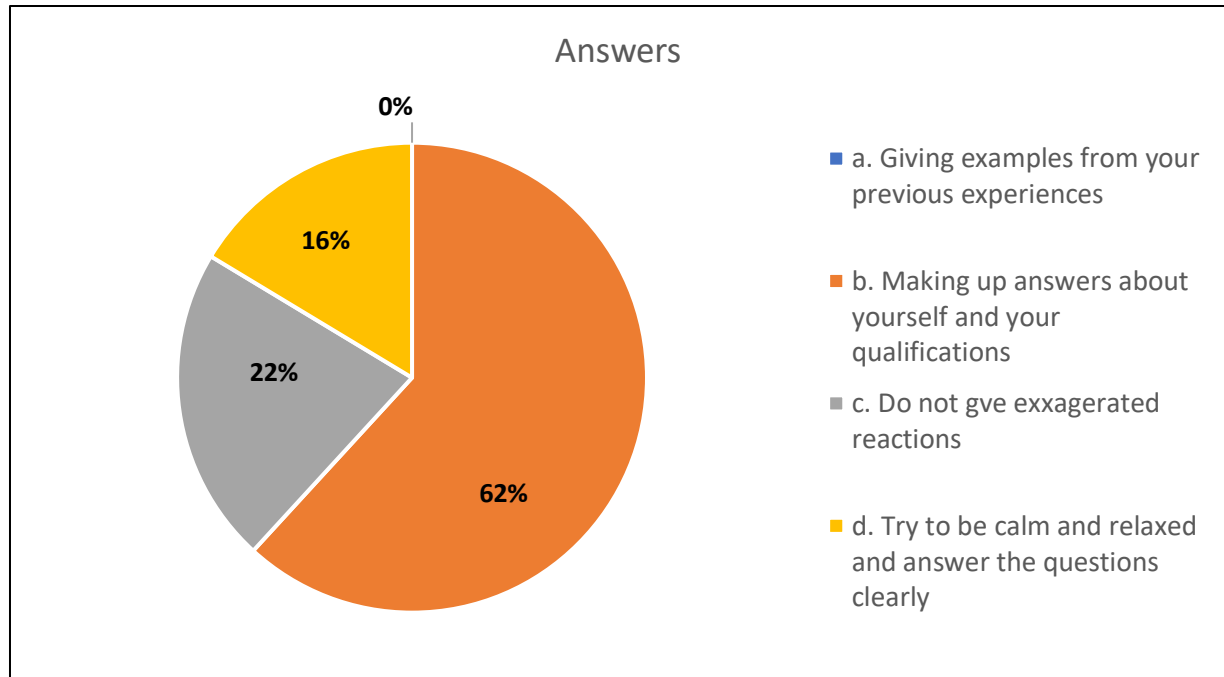
As seen in the graph below the majority of the participants, 52%, have provided an incorrect answer to this question and only 48% were able to provide a correct answer. There is almost a 50-50 ratio between the correct and the incorrect answers. This question was one of the questions which was marked incorrectly the most frequently.



39. During the interview which of the following is not recommended for the interviewee to do?
- a. Giving examples from your previous experiences
 - b. Making up answers about yourself and your qualifications
 - c. Do not give exaggerated reactions
 - d. Try to be calm and relaxed and answer the questions clearly

Correct answer: b. Making up answers about yourself and your qualifications

As seen in the graph below this question was marked correctly by the majority of the participants, 62%, however 38% of the participants provided an incorrect answer.

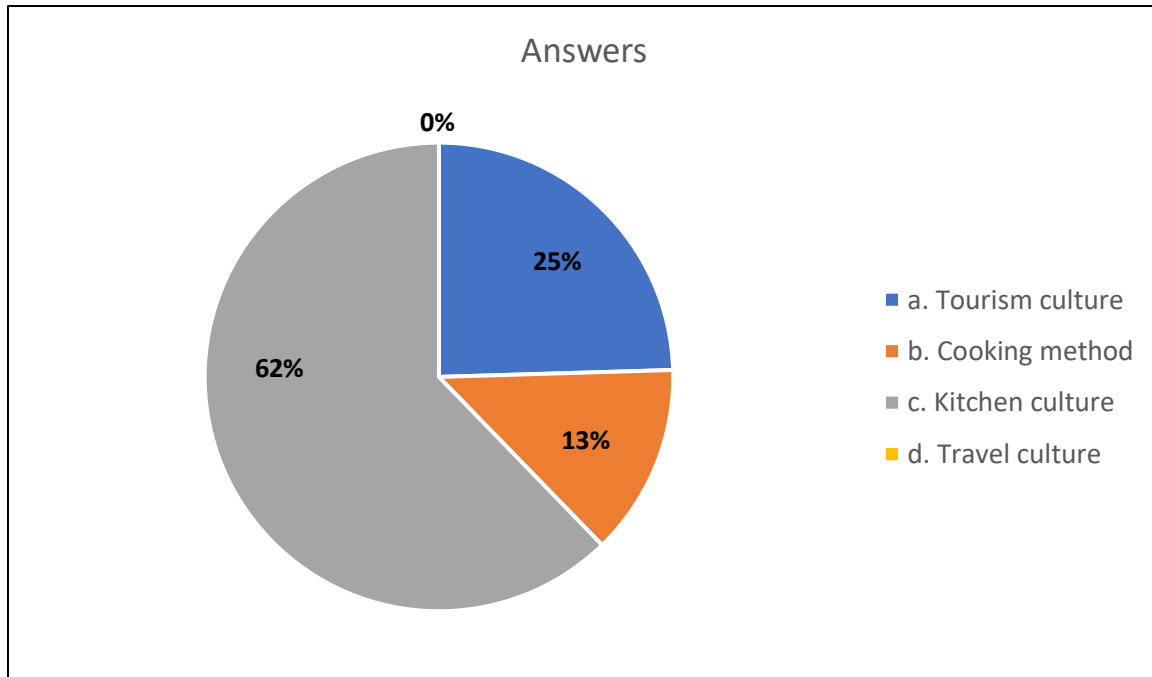


In the Section C the participants were asked total of 13 questions and majority of the questions had 4 options and only 2 of them was True/False question with 2 options. And only 1 of the options were correct. Four of these questions were the ones which were most frequently received an incorrect answer.

1. What is the name of the culture that shows the tools used in the preparation of food and beverages, the tricks of cooking and the ceremonies?
 - a. Tourism culture
 - b. Cooking method
 - c. Kitchen culture
 - d. Travel culture

Correct answer: c. Kitchen culture

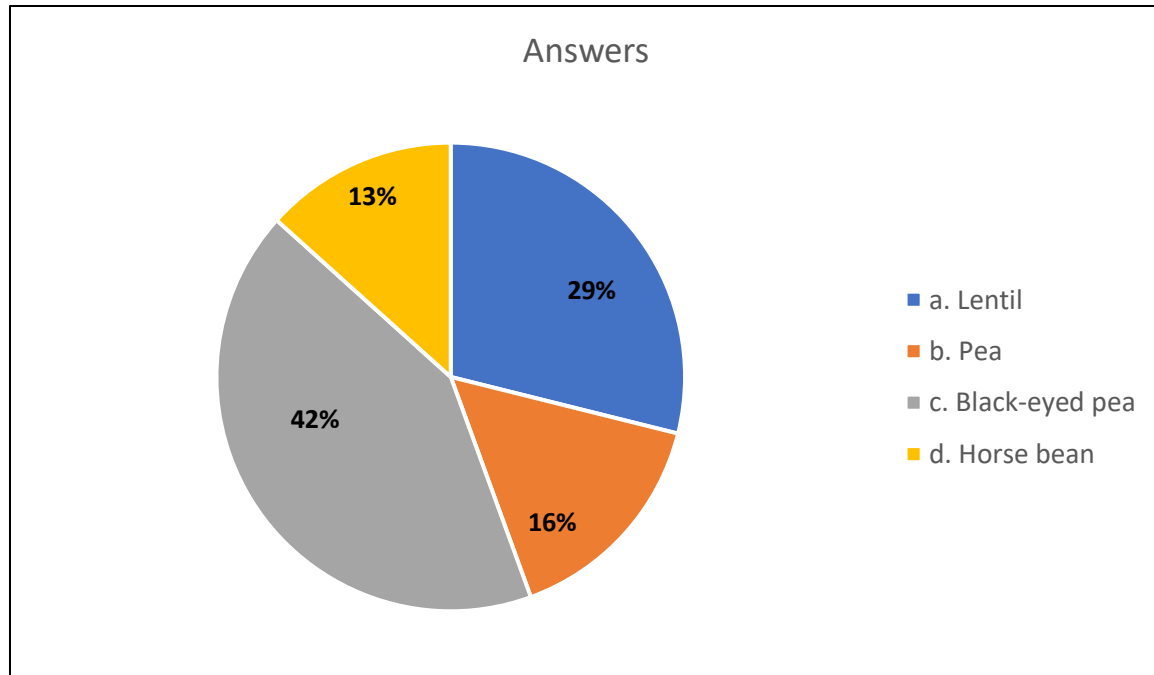
As seen in the graph below this question was marked correctly by the majority of the participants, 62%, however 38% of the participants provided an incorrect answer.



2. Which of the following legumes products has spread from the Middle East to the world?
- a. Lentil
 - b. Pea
 - c. Black-eyed pea
 - d. Horse bean

Correct answer: d. Horse bean

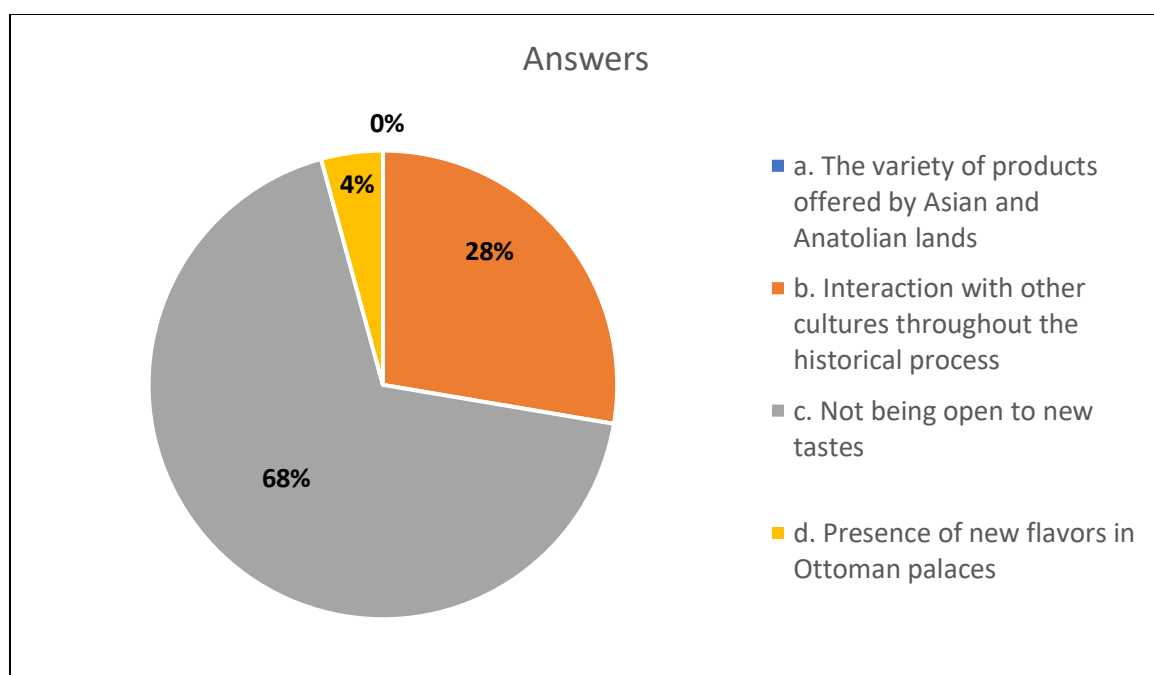
As seen in the graph below the majority of the participants – almost all – 87%, have provided an incorrect answer to this question and only 13% were able to provide a correct answer. In other words not the quarter of the participants were able to supply a correct answer. This question was one of the questions which was marked incorrectly the most frequently.



3. Which of the following is not one of the elements that ensure the colorfulness and variety of Turkish cuisine?
- The variety of products offered by Asian and Anatolian lands
 - Interaction with other cultures throughout the historical process
 - Not being open to new tastes
 - Presence of new flavors in Ottoman palaces

Correct answer: c. Not being open to new tastes

As seen in the graph below this question was marked correctly by the majority of the participants, 68%, however 32% of the participants provided an incorrect answer.



4. Fresh baked bread is eaten with every meal by most of the Turks.
- a. True
 - b. False

Correct answer: a. True

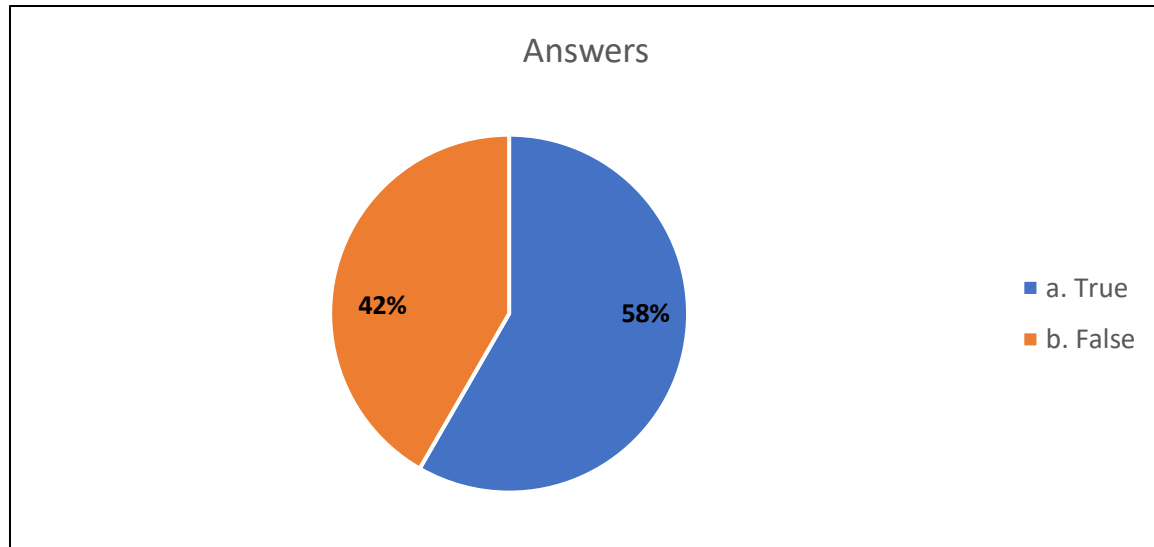
Almost all of the participants, 91% gave a correct answer to this question. Only 9% was incorrect. Therefore, we can conclude that bread is associated with Turkish cuisine.



5. Turkish food is not akin to Syrian and Iranian cuisines.
- a. True
 - b. False

Correct answer: b. False

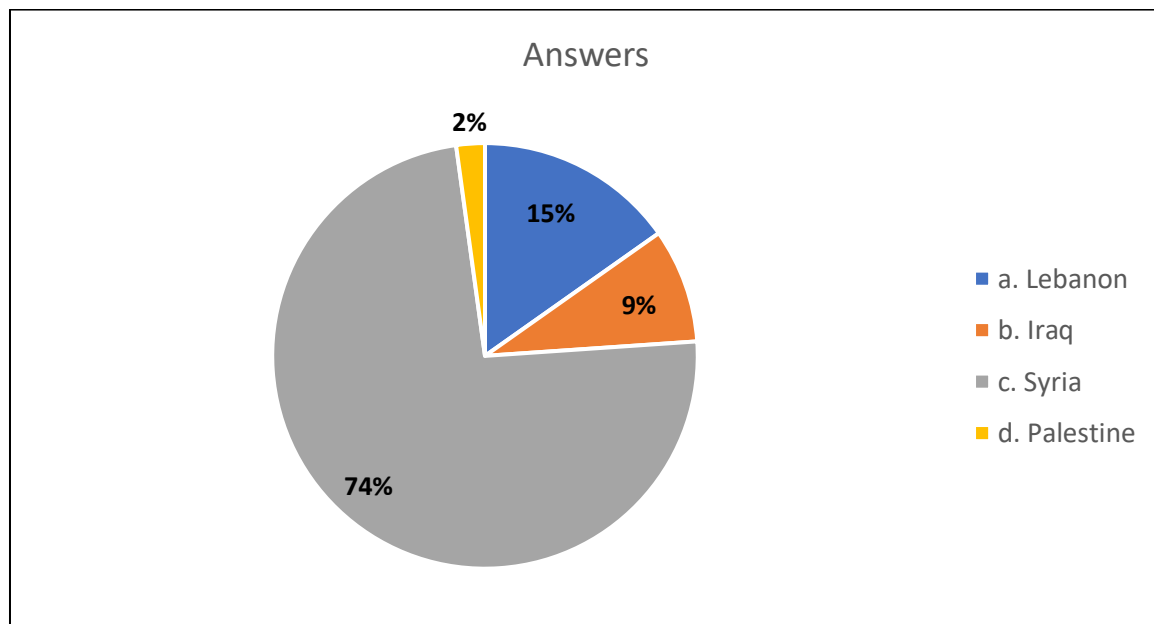
As seen in the graph below this question was marked correctly by the majority of the participants, 58%, however 42% of the participants provided an incorrect answer. Please also note that there is almost a 50-50 ratio between the correct and the incorrect answers.



6. The food of Southern Turkey is like that of _____
- a. Lebanon
 - b. Iraq
 - c. **Syria**
 - d. Palestine

Correct answer: c. Syria

As seen in the graph below this question was marked correctly by the majority of the participants, 74%, however 26% of the participants, which is a little over the quarter, provided an incorrect answer.

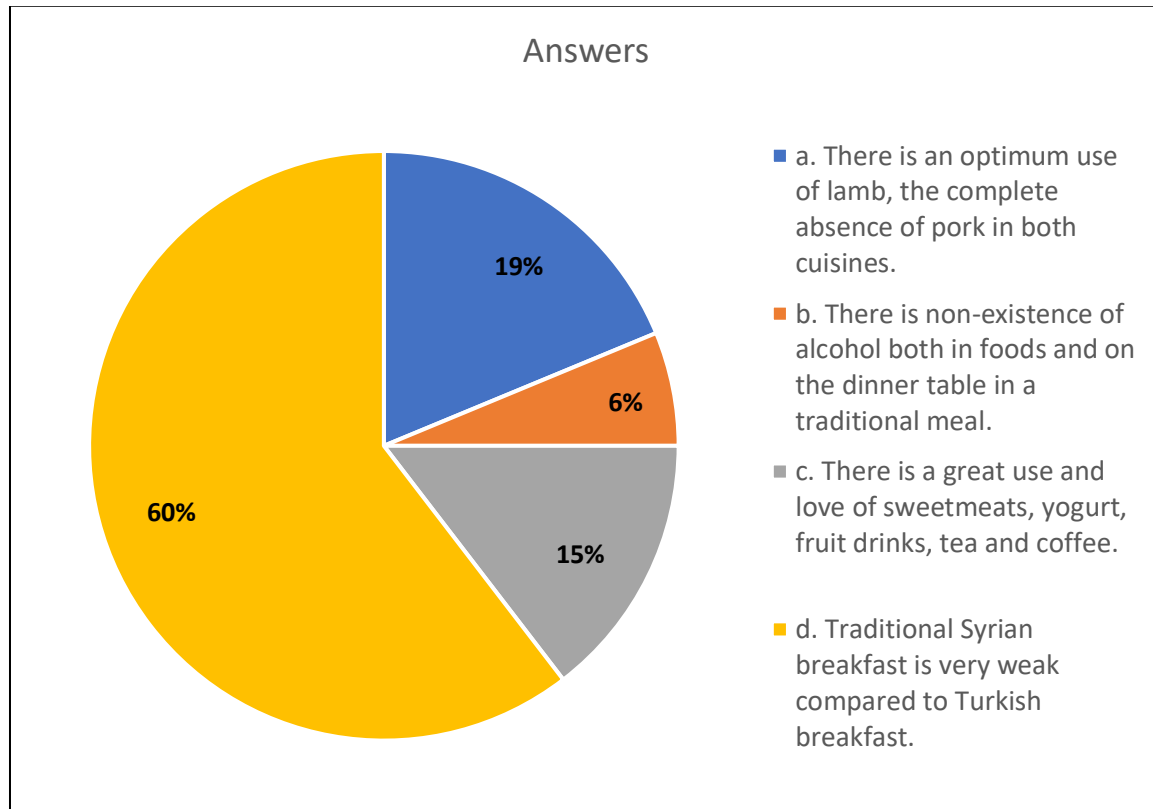


7. Which of the following statements about the Turkish and Middle Eastern cuisines are false?
- a. There is an optimum use of lamb, the complete absence of pork in both cuisines.

- b. There is non-existence of alcohol both in foods and on the dinner table in a traditional meal.
- c. There is a great use and love of sweetmeats, yogurt, fruit drinks, tea and coffee.
- d. Traditional Syrian breakfast is very weak compared to Turkish breakfast

Correct answer: d. Traditional Syrian breakfast is very weak compared to Turkish breakfast

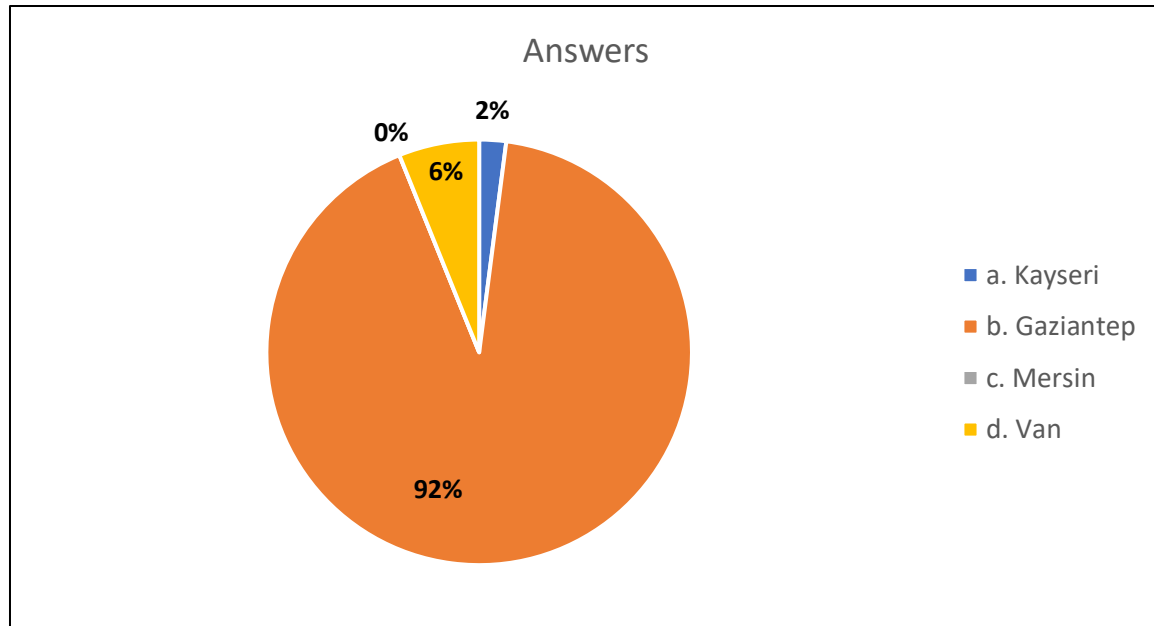
As seen in the graph below this question was marked correctly by the majority of the participants, 60%, however 40% of the participants provided an incorrect answer.



8. The cuisines of the which of the following cities are very similar to Syrian cuisine?
- a. Kayseri
 - b. Gaziantep
 - c. Mersin
 - d. Van

Correct answer: b. Gaziantep

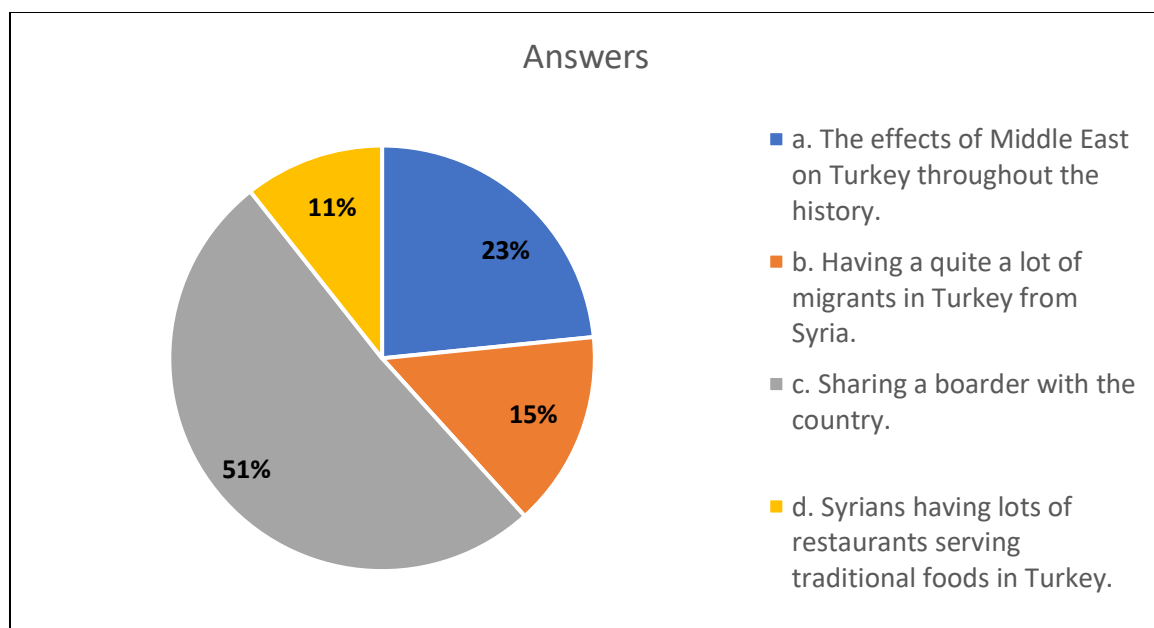
Almost all of the participants, 92% gave a correct answer to this question. Only 8% was incorrect.



9. Which of the following is the main reason of Syrian cuisine resemblance?
- The effects of Middle East on Turkey throughout the history
 - Having a quite a lot of migrants in Turkey from Syria
 - Sharing a boarder with the country
 - Syrians having lots of restaurants serving traditional foods in Turkey

Correct answer: a. The effects of Middle East on Turkey throughout the history.

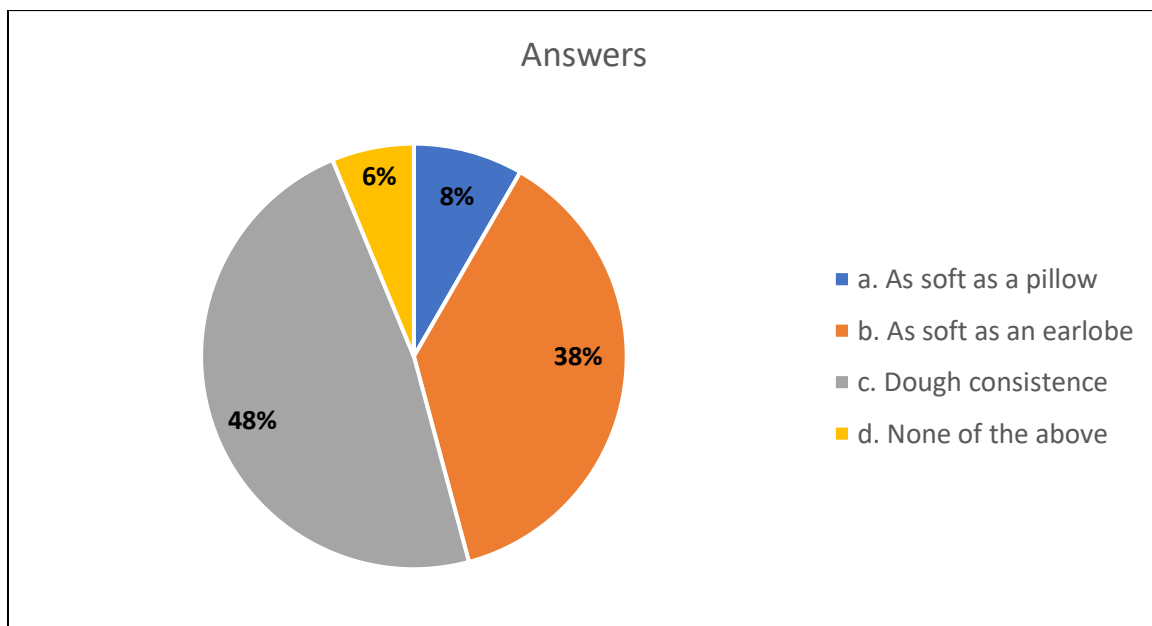
As seen in the graph below the majority of the participants 77%, have provided an incorrect answer to this question and only 23% were able to provide a correct answer. Almost the half of the participants thought that the option 'c' was the correct answer. This question was one of the questions which was marked incorrectly the most frequently.



10. Which expression is used in Turkey to describe the situation of the dough so that it means the dough is neither hard nor soft?
- As soft as a pillow
 - As soft as an earlobe
 - Dough consistence
 - None of the above

Correct answer: b. As soft as an earlobe

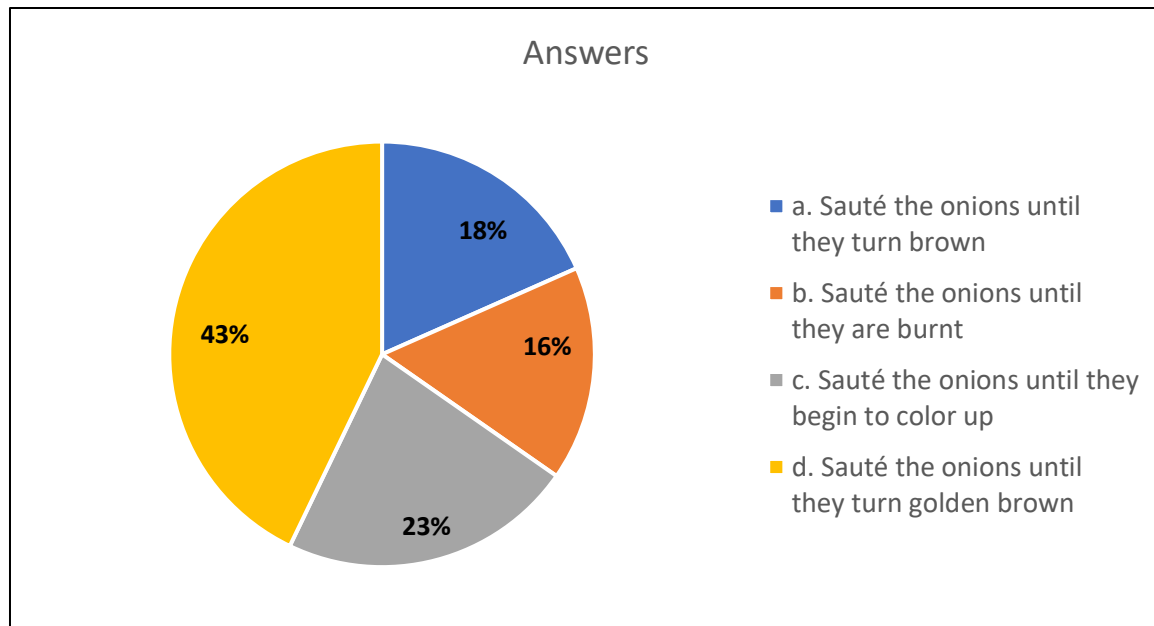
As seen in the graph below the majority of the participants 62%, have provided an incorrect answer to this question and only 38% were able to provide a correct answer. Almost the half of the participants thought that the option 'c' was the correct answer. This question was one of the questions which was marked incorrectly the most frequently.



11. Which expression is used in Turkey to describe the situation of well sautéed onions?
- Sauté the onions until they turn brown
 - Sauté the onions until they are burnt
 - Sauté the onions until they begin to color up
 - Sauté the onions until they turn golden brown

Correct answer: d. Sauté the onions until they turn golden brown

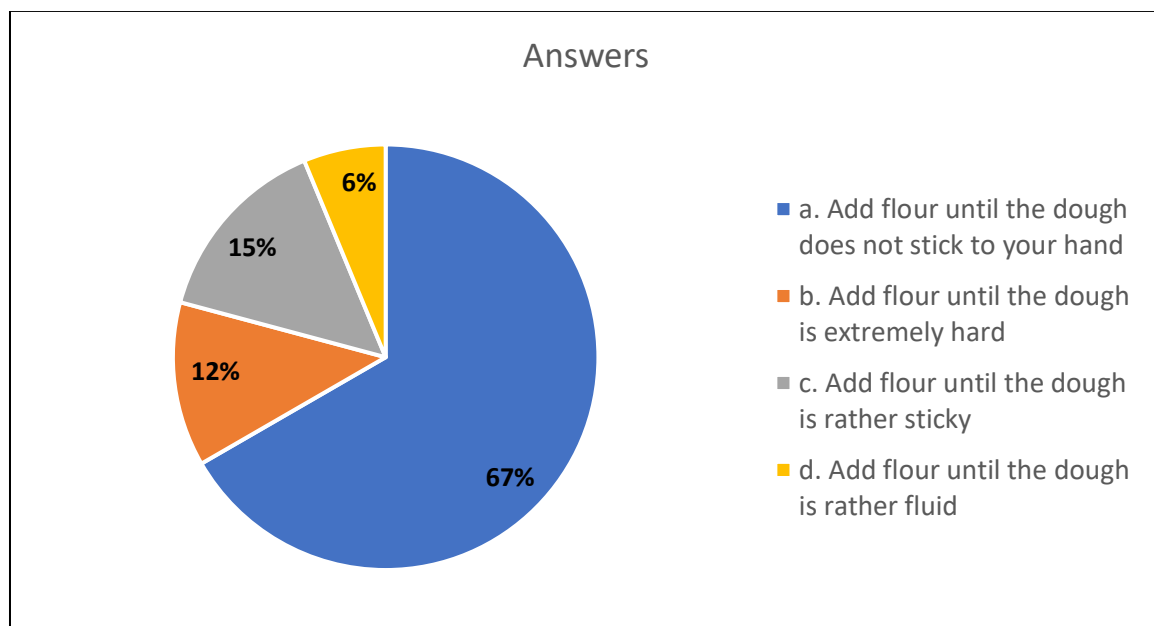
As seen in the graph below the majority of the participants 57%, have provided an incorrect answer to this question and only 43% were able to provide a correct answer. There is almost a 50-50 ratio between the correct and the incorrect answers This question was one of the questions which was marked incorrectly the most frequently.



12. What is the measurement which is tried to be described with the expression “adding as much flour as possible” in Turkish cuisine?
- Add flour until the dough does not stick to your hand
 - Add flour until the dough is extremely hard
 - Add flour until the dough is rather sticky
 - Add flour until the dough is rather fluid

Correct answer: a. Add flour until the dough does not stick to your hand

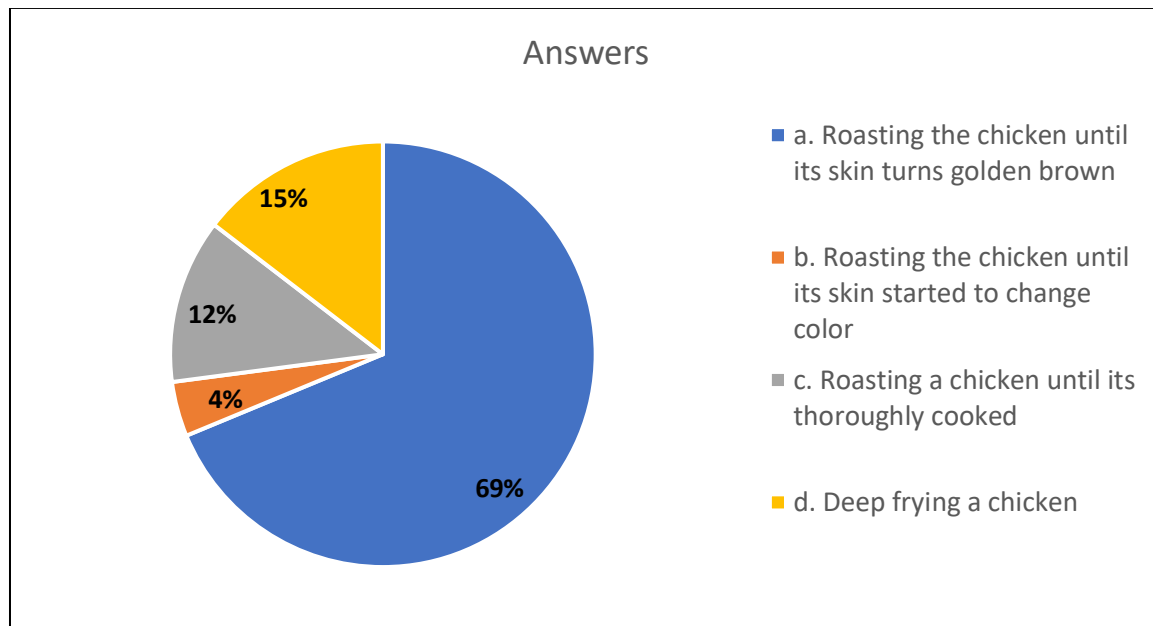
As seen in the graph below this question was marked correctly by the majority of the participants, 67%, however 33% of the participants provided an incorrect answer.



13. What does the saying “be as brown as a berry” used in Turkish culinary sector described the best below?
- Roasting the chicken until its skin turns golden brown
 - Roasting the chicken until its skin started to change color
 - Roasting a chicken until its thoroughly cooked
 - Deep frying a chicken

Correct answer: a. Roasting the chicken until its skin turn golden brown

As seen in the graph below this question was marked correctly by the majority of the participants, 69%, however 31% of the participants provided an incorrect answer.



From the overall results of the tool/exam we understand that the people who are willing to/wanting to work in the culinary sector do not have any kind of training in this sector. However, due to their lack of soft and intercultural skills related to culinary sector they are having more difficulty in the job hunt period. As an overall result of the analysis the migrants should be taught on hygiene, first-aid / occupational health and safety, business sense, purpose of the service materials and their benefits, job hunting, and intercultural skills such as products that come from the Middle East, and some Turkish expressions used in the kitchen.

Part 4 – Conclusion

As a result;

1. 2 questionnaires were applied to migrants within the scope of I.O.2. The migrants answering the questions are people who have worked or been working in different fields in the kitchen sector and want to work. Especially in the kitchen sector, giving wrong answers to questions about a certain area is due to the fact that migrants serve different areas. For example, the reason why there are many wrong answers in the service area in the exams means that the participants specialize in different areas. Therefore, the conclusion of the common deficiencies in the kitchen area for the two studies will give more effective results. According to the questionnaires, migrants' deficiencies in the following areas were identified;
 - First Aid
 - Turkish Language
 - Preparing for the interview and preparing a CV
 - Hygiene
 - Intercultural Skills ((such as products that come from the Middle East, and some Turkish expressions used in the kitchen)
 - Occupational health and Safety and
 - Business sense
2. A questionnaire was applied to tutors. Tutors who specialised different field in the kitchen sector participated in this questionnaire. Tutors' teaching styles and approaches are very important in the training of migrants. Therefore guidelines and contents should be created for the following questions for trainers;
 - How to communicate with migrants
 - How to teach someone from a different culture (Using soft skills; communication, leadership, cultural competence, multitasking, attention to detail)

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