

# Partnering for a Better Future: Ensuring Educational Opportunity for All Syrian Refugee Children and Youth in Turkey

September 10 2015



By Maysa Jalbout

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# Acknowledgements

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This report was written by Maysa Jalbout for Theirworld and A World at School in collaboration with the Global Business Coalition for Education following a field visit to Turkey. Ms. Jalbout is an advisor and advocate on global education with a focus on the Arab world. She is a non-resident Fellow at the Center for Universal Education at The Brookings Institution. Ms. Samar Farah (Research Associate and Doctoral Candidate, Teachers College, Columbia University) supported the production of this report.

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# Acronyms

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<b>3RP</b>	<b>Regional Refugee and Resilience Plan</b>
<b>AFAD</b>	<b>Disaster and Emergency Management Presidency</b>
<b>ALP</b>	<b>Alternative Learning Pathways</b>
<b>BPRM</b>	<b>Bureau of Population, Refugees, and Migration</b>
<b>EPA</b>	<b>Economic Partnership Agreement</b>
<b>GDMM</b>	<b>General Directorate of Migration Management</b>
<b>IOM</b>	<b>International Organisation for Migration</b>
<b>LFIP</b>	<b>Law on Foreigners and International Protection</b>
<b>MoNE</b>	<b>Ministry of National Education</b>
<b>NGOs</b>	<b>Non-governmental Organisations</b>
<b>ODA</b>	<b>Official Donor Assistance</b>
<b>OOSC</b>	<b>Out-Of-School Children</b>
<b>PTT</b>	<b>Turkish Post</b>
<b>TEC</b>	<b>Temporary Education Centres</b>
<b>UNHCR</b>	<b>United Nations High Commissioner for Refugees</b>
<b>UNICEF</b>	<b>United Nations Children’s Fund</b>
<b>YTB</b>	<b>Presidency for Turks Abroad and Other Related Communities</b>

# Table of Contents

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<b>INTRODUCTION</b>	<b>1</b>
<b>PART I: TURKEY'S GENEROUS RESPONSE TO SYRIAN REFUGEES</b>	<b>3</b>
The Impact of the Syrian Refugee Crisis on Turkey	4
<b>PART II: CURRENT GOVERNMENT SUPPORT FOR EDUCATION OF SYRIAN REFUGEES</b>	<b>6</b>
Education for Refugees is a Policy Priority	6
A Centralised Management of the Syrian Refugee Education Response	6
Multiple Approaches to Providing Education to Syrian Refugees	7
Formal Education Through Public Schools	8
Formal Education Through Temporary Education Centres	8
Informal and Non-Formal Education at Public Education Centres	9
Post-Secondary and Higher Education	9
<b>PART III: THE EDUCATION CHALLENGE FOR SYRIAN REFUGEES IN TURKEY</b>	<b>10</b>
Too Many Syrian Refugee Children and Youth Remain Out of School	10
Majority of Out-Of-School Children and Youth Live in Host Communities	10
Out-Of-School Children and Youth Are Likely Concentrated in Southeastern Turkey	11
Syrian Refugee Youth Are at High Risk of Not Completing Their Education	11
Turkey Needs More Financial Support From the International Community	12
<b>PART IV: OPPORTUNITIES TO ACCELERATE PROGRESS ON EDUCATION FOR SYRIAN REFUGEES</b>	<b>13</b>
<b>CONCLUSION</b>	<b>18</b>
<b>REFERENCES</b>	<b>19</b>
<b>APPENDIX 1: DISTRIBUTION OF SYRIAN REFUGEES IN CAMPS AND HOST COMMUNITIES BY PROVINCE</b>	<b>22</b>
<b>APPENDIX 2: MoNE CIRCULAR ON FOREIGNERS' ACCESS TO EDUCATION (2014/21)</b>	<b>23</b>
<b>APPENDIX 3: PROTOCOL FOR NGOS SERVING SYRIAN REFUGEES IN TURKEY</b>	<b>29</b>

# Introduction

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The Syrian crisis, now in its fifth year, has exacted a heavy toll not only on Syrians but also on neighbouring countries. Turkey and Syria share a 911km border, and a long history of political, social, economic and now humanitarian interaction.

Turkey currently hosts almost 2 million Syrian refugees<sup>1</sup> – approximately 2.5% of Turkey's population (IDMC, 2015). In addition, Turkey hosted 214,795 refugees and asylum seekers from Iran, Iraq, Afghanistan, Somalia, and other countries as of July 2015 (UNHCR interview). Not only is Turkey the host of the largest number of Syrian refugees, it is host to the largest number of refugees worldwide (UNHCR, 2015f).

There are approximately 621,000 Syrian school-aged refugee children in Turkey and 394,000 are considered out of school (MoNE interview). This report highlights some of the key challenges Turkey faces in providing education to Syrian refugee children and lays out the critical need for greater international engagement, financing and technical support.

Turkey's response to the Syrian crisis has been generous and laudable. Over the past four years, the government has demonstrated exemplary leadership and generosity in hosting Syrian refugees. Though Turkey has taken on these challenges willingly, concerns are increasing about Turkey's ability to provide for the long-term needs of refugee populations, including education, the best hope refugee populations have for being able to return and rebuild post-crisis.

Turkey has led and financed the vast majority of the educational response to the Syrian refugee crisis. The protracted crisis and the urgency of addressing the large number of out-of-school refugee children, however, is a burden that Turkey cannot continue to shoulder alone. To provide quality, sustainable educational opportunities for all children, greater financing from the wider international community is necessary.

There are five key opportunities for the international community and Turkey to form a strong partnership over the next school year to ensure educational opportunity for all refugee children is delivered, resulting in greater access to education for hundreds of thousands of refugee children.

**Opportunity #1:** Invest in the rapid scaling of access to primary education. Providing access to primary education has been the key priority in Turkey's response so far. The goal is to continue scaling access through four focused strategies: 1) increase the number of Syrian volunteer teachers and train Syrian and Turkish teachers to better support the needs of refugees; 2) eliminate the financial barriers to enrolling and retaining children in school; 3) double-shift 240 public schools; and 4) increase the number of classes available in public schools in areas with the highest number of refugees.

*Turkey is host to the largest number of refugees worldwide, including 621,000 Syrian school age refugees*

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<sup>1</sup> As of 23 August 2015, the Government of Turkey has registered 1,938,999 Syrian refugees, although unofficial reports estimate this number to be higher (UNHCR, 2015c).

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**Opportunity 2:** Develop a targeted strategy for Syrian refugee youth. Syrian youth without future prospects are increasingly vulnerable to exploitation and extremism. Despite Turkey having opened access to primary and secondary education, it has not yet been able to expand access to secondary education within its education response plan. International support for a targeted strategy that considers the challenges and opportunities of serving refugee youth — including formal, informal, vocational education and higher education — is a necessity.

**Opportunity 3:** Increase access to Early Childhood Education (ECE) for both refugees and Turkish children. Roughly 33% of Turkish children aged 3.5 to 5 years have access to ECE (MoNE, 2014-15). Expansion of access for both Turkish and refugee children would better prepare refugee children for school in the Turkish language while also contributing to the social adaptation and learning readiness of all children.

**Opportunity 4:** Increase direct budgetary support through aligned donor mechanisms allowing the Government of Turkey to deliver on agreed targets. Direct budgetary support to the Government of Turkey is the most effective mechanism for increasing Turkey's refugee education response. Maximising donor channels to increase the available resources and allowing donors to use institutions with which they have pre-established relationships are useful strategies. Fragmentation can be avoided through a coordinated donor response that provides direct and unrestricted budgetary support, aligned with clear targets. This will also establish a clear accountability framework between the Government and donors, which will be crucial to reaching delivery targets.

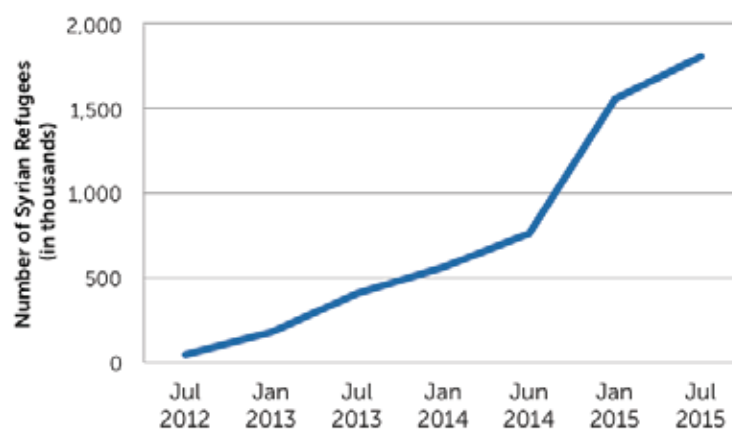
**Opportunity 5:** Develop a longer-term education response and resilience plan. As the Syrian conflict moves from a humanitarian emergency to a protracted crisis, there is a need for host countries and donors to move away from short-term responses to long-term, costed development and resiliency plans to which the international community can respond with long-term predictable and sustained funding.

# Part I: Turkey's Generous Response to Syrian Refugees

The conflict in Syria began in March 2011. Since then, over 7.6 million people have been internally displaced while over 4 million became refugees in neighbouring countries (UNHCR, 2015e).

Turkey has a unique open door policy to Syrian refugees, which is distinct from those of other neighbouring countries. In January 2013, there were around 175,00 Syrians in Turkey. In 2014, this number virtually tripled to 560,000. By 2015 it once again nearly tripled to 1.5 million and as of August 2015 hovers around 1.94 million (UNHCR, 2015c). AFAD estimates that this number, including those who are unregistered, is over 2.1 million (see Appendix 1) and it is projected that the number will reach 2.5 million before the end of this year (UNHCR, 2015a).

**Figure 1. Growth in Number of Syrian Refugees in Turkey 2013-15**



Source: UNHCR (2015c)

Soon after the start of the Syrian conflict, the Turkish Government assigned responsibility for the emergency response to the Syrian refugee crisis to the Disaster and Emergency Management Presidency (AFAD), which has so far built 25 camps to house Syrian refugees that it continues to manage.

Since the onset of the conflict, Turkey has invested \$6 billion to fund and sustain Syrian refugees within its borders, the largest investment made to date towards addressing the Syrian crisis. This investment is also greater than the total \$5.5 billion 2015 budget requested for all five countries (Lebanon, Turkey, Jordan, Iraq, and Egypt) hosting Syrian refugees under the Regional Refugee and Resilience Plan (3RP) (UNHCR, 2015a).

As a State Party to the 1951 UN Convention on the Status of Refugees with 'geographic limitation', Turkey grants asylum rights only to Europeans (İçduygu, 2014). Following the recent influx of non-European refugees, Turkey introduced a Law on Foreigners and International Protection (LFIP) in April of 2014. It put forth a legislative framework that provides those who flee a conflict and arrive in Turkey in masses with temporary protection, including free access to health, education, social assistance, and a future opportunity to access the labour market<sup>2</sup> (İçduygu, 2014). To enact this law, the Directorate General for Migration Management (DGMM) was established under the Ministry of Interior to register all refugees and coordinate support to them on the basis of need<sup>3</sup> (UNHCR, 2014).

<sup>2</sup>For the purpose of this report Syrians under 'temporary protection' in Turkey will be referred to as refugees.

<sup>3</sup>Prior to this law, Turkey had been abiding by the principle of non-refoulement, which allows Syrian and other refugees to seek asylum in Turkey based on the fear of persecution in their home countries. This principle, however, did not afford the asylum seekers any rights in the host state.

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The LFIP's Temporary Protection Regulation outlines the employment rights of individuals under temporary protection, which are dependent on the decision of a Council of Ministers. The Council will determine the sectors within which refugees can work as well as other modalities (UNHCR interview). Almost all Syrians currently working do so unofficially (UNHCR interview).

## The Impact of The Syrian Refugee Crisis on Turkey

Although Syrian refugees make up around 2.5% of the total Turkish population of 75 million, the sudden and overwhelming inflow of at least 1.9 million Syrians has placed considerable pressure on Turkey's infrastructure and services (UNHCR, 2015c).

Until early 2013, the majority of Syrians were hosted in well-resourced camps, where they were offered shelter, food, and access to basic services. Since then, the majority of refugees have settled in host communities, typically living in much worse conditions and lacking access to humanitarian assistance or social services (İçduygu, 2015). Currently, less than 15% of Syrian refugees (320,000 people) live in 25 camps while about 2 million are spread throughout 19 provinces across Turkey (AFAD interview; UNHCR Interview; Erdogan, 2014).

The highest burden is carried by provinces along the Syrian border including Hatay, Gaziantep, and Sanliurfa, together housing over 900,000 Syrians, or almost half of the refugee population outside of the camps (see Appendix 1). There are reports of two border cities, Reyhanlı and Kilis, where Syrians outnumber the local Turkish community (Akesson, 2014). In these host communities, residents complain of greater competition for work, higher retail prices and cost of accommodation, and declining availability and quality of social services due to the increased number of refugees. This has bred frustration and resentment among the Turkish host communities (UNHCR, 2015a).



**Figure 2. The Turkish-Syrian Border, 2014**



Source: ICG (2014, p.43)

The impact of hosting Syrian refugees is also felt in the education sector due to the high number of Syrian children in certain communities. Turkish public schools, where Syrian refugees are now enrolling in greater numbers, are facing significant pressure. Turkish teachers are not sufficiently equipped to deal with students who have been out of school for an extended period of time and do not speak Turkish. Many students need psychosocial or additional academic support to adapt to the new curriculum. In addition, with a larger student population, school infrastructure is strained and maintenance and operational costs are higher than prior to the Syrian crisis (UNHCR, 2015). In densely populated provinces such as Adana, Ankara, Diyarbakir, Gaziantep, Hatay, and Kayseri, some schools have started operating on double shifts.

Unlike Lebanon and Jordan, where the double shift system is an extension of the public school system, in Turkey the second shift is an alternative formal education system for Syrian refugees known as Temporary Education Centres (TECs). TECs offer an adapted Syrian curriculum in Arabic and are sometimes run in public school buildings in the afternoons (Kolcu, 2015). TECs are recognized and certified by the Ministry of National Education (MoNE) and operate both in and outside of refugee camps.

## Part II: Current Government Support for Education of Syrian Refugees

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Despite the high economic and social costs of hosting the largest Syrian refugee population in the world, Turkey has demonstrated strong leadership in extending the right to education to all Syrian refugee children within its borders. The Turkish Government has made a set of important policy, management, and programming commitments that provide the basis for scaling up access to education, with more financial support and collaboration with the international community.

### Education for Refugees is a Policy Priority

The Government of Turkey recognises the right of all children in Turkey to receive an education. For Turkish nationals, enrolment in schooling is mandatory up to grade 12. Currently 95% of school-aged children are enrolled in primary education while 86% are enrolled in secondary education (EFA, 2015).

In the case of Syrian children, the Government of Turkey has communicated a strong message in favour of education and centralised accountability at the highest levels. During consultations for this report, government representatives repeatedly emphasised that they see education for Syrians as an opportunity for a brighter future and the ability to contribute to the rebuilding of Syria. In the meantime, it offers them a safer, more comfortable, and more productive experience during their stay in Turkey, allowing them to become independent and more engaged members of their host communities. This policy stance was reflected in the MoNE's Circular 2014/21 on Foreigners' Access to Education (see Appendix 2), which has eased the administrative barriers for Syrian children to enrol in public schools (Amnesty International, 2014).

### A Centralised Management of the Syrian Refugee Education Response

On the management level, similar mechanisms are in place to centralise and lead the coordination of educational efforts across all agencies, programmes and provinces in Turkey. This includes the establishment of National and Provincial Commissions, which are responsible for managing and monitoring the educational response for Syrian refugees. On the provincial level, the commissions establish and oversee the TECs and accredit foreign students, among other activities, while the national commission ensures that the needs of foreign students in all the provinces are met, reporting back to the Under Secretary on important issues (see Appendix 2 for more details).

There is also a more informal Working Group on Education in each province, which reports to the central Education Sector Working Group (ESWG) in Ankara on the education of Syrian refugees. This monthly Working Group, chaired by the MoNE, includes AFAD, DGMM, UNICEF, UNHCR, International Organization for Migration (IOM), and the Turkish Red Crescent as permanent members and invites other relevant agencies when necessary (European Union, 2015).

## Opportunities for Accelerating Progress on Education for Syrian Children and Youth in Turkey

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Decision-making on education is overseen by the Ministry of National Education, which based on the enacted Law on Foreigners and International Protection, has called for all refugees to receive free access to education. Their jurisdiction consists of formal education including Turkish public schools and Temporary Education Centres based in and outside of camps that offer a modified Syrian curriculum.

The Government of Turkey has implemented a number of programmes and procedures that have eased some of the challenges resulting from managing such a large-scale effort, including the development of a protocol for non-governmental organisations (NGOs) interested in providing services to refugees. This protocol has enabled the government to institutionalise and standardise the process of service provision by other agencies.

Although the Government of Turkey is the key driver managing the educational response plan, some international agencies provide various forms of support. UNICEF and UNHCR for example, meet regularly to exchange information and coordinate programmes with local and international NGOs offering non-formal and informal education in Gaziantep (European Union, 2015).

To address the lack of information on Syrian refugee children, the MoNE has also partnered with UNICEF to create an online management system, YOBIS, to monitor foreign students' demographic data as well as their educational and health records. This system will increasingly allow for a more rigorous tracking of Syrian students to ensure they receive the same services as Turkish students and better assess their needs and that of their host schools, in turn helping to guide future response efforts (UNHCR, 2015d).

In November 2014 the MoNE and UNICEF also successfully introduced a system to improve the management and provision of financial support to Syrian volunteer teachers (UNICEF, 2015b). The financial incentives are delivered to approximately 5,000 Syrian teachers volunteering at Temporary Education Centres in and outside of camps in the form of monthly pre-paid cards, distributed by the Turkish Post (PTT) (UNHCR, 2015b). In recognition of their work towards educating Syrian children, teachers in camps currently receive about \$150 per month while those living in host communities receive \$220 per month (Children of Syria, 2015). However, around \$24 million is needed to maintain the programme for its 5,000 teachers and expand it to another 2,500 Syrian teachers in the country (see table 2) (MoNE interview).

### Multiple Approaches to Providing Education to Syrian Refugees

On the programming level, the Turkish Government and its partners have made available a number of formal and informal educational opportunities for Syrian children and youth.

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## Formal Education Through Public Schools

Within formal education, the government has opened the doors of its public schools to all Syrian children. Enrolment rates in public schools have gone up from 6,000 in early 2014 to more than 38,000 in 2015 (MoNE interview). The gains have been modest relative to the challenge. The primary reasons cited for the lack of appeal of public schools are language of instruction (Turkish not Arabic), limited spaces in schools, the lack of financial resources for transportation costs, inconvenient school locations, and children's exposure to bullying from Turkish students (UNHCR, 2015a).

## Formal Education Through Temporary Education Centres (TECs)

Over 180,000 Syrian children attend around 270 TECs, where they are taught a modified Syrian curriculum (MoNE interview). Due to the high demand for additional learning spaces, so far UNICEF has supported the construction of 31 prefabricated school buildings, of which most (27 units) were built in collaboration with AFAD in both camps (13 units) and host communities (18 units). AFAD has also built 40 centres in camps.

MoNE and provincial authorities, with support of UNICEF and several other stakeholders, are using 150 public schools to run second shifts in the afternoons to accommodate Syrian students. The Ministry has also transformed 50 unused municipal buildings to be used as additional TECs thus far.

Since the introduction of the 2014 MoNE Circular on Foreigners' Access to Education (see Appendix 2), TECs have been more closely regulated. This has allowed a greater number of them to gain accreditation (if they abide by a number of conditions set by the MoNE), which has ensured further administrative oversight and consistency in the quality of educational programmes. However, despite Syrians' preference for enrolling their children in these centres, where they can maintain their culture and language, significant challenges exist. Some TECs, such as NGO or community-based centres, remain unaccredited by the Turkish government, with reports from 2013 indicating low quality of teaching and learning, and students being left with no recognised certificates at the end of the school year (UNICEF, 2015b). Overall, most TECs face challenges as a result of their inaccessible locations (due to the lack of available land in urban centres) and the high transportation costs for students to reach them (Dorman, 2014). The Turkish Government and UNICEF are currently working to expand the construction of these centres, which should alleviate some of these concerns (AFAD interview).

## Opportunities for Accelerating Progress on Education for Syrian Children and Youth in Turkey

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### Informal and Non-formal Education at Public Education Centres

To address the language barrier for Syrians, the MoNE offers free certified Turkish language courses at Public Education Centres based in most cities (Dorman, 2014). The Centres also offer vocational courses for youth and adults. The Turkish Red Crescent provides services to over 40,000 Syrians (children and adults) including psychosocial support, children's activities, vocational training courses, and programmes to promote social integration within host communities (IFRC, 2015).

### Post-Secondary and Higher Education

There are currently very few opportunities available for Syrian youth to enrol in post-secondary and higher education in Turkey. The Presidency for Turks Abroad and Other Related Communities (YTB) is addressing this problem through the provision of full scholarships for Syrians enrolling in public or private universities in Turkey. The programme has funded over 2,000 students since its launch in 2013. It has also been covering the tuition fees for Syrian students who have been allowed to attend state universities for free based on a Council of Ministers waiver. Additionally, in partnership with universities, the YTB provides Turkish language training to strengthen the language skills of Syrian refugees so that they may qualify to study in Turkish universities. Funded by AFAD and UNICEF, the programme has so far served 4,000 Syrians (YTB interview). Other smaller scholarship programmes include UNHCR's Albert Einstein German Academic Refugee Initiative (DAFI) programme as well as other privately funded initiatives (UNHCR interview).

# Part III: The Education Challenge for Syrian Refugees in Turkey

## Too Many Syrian Refugee Children and Youth Remain Out of School

Despite Turkey’s efforts, the vast majority of the more than 620,000 school-aged Syrian refugee children are out of school. The out-of-school population has grown by 400% since August 2013 from less than 100,000 to almost 400,000 this summer. Table 1 below illustrates the extent of this change.

**Table 1. Number of Registered Syrian School Children and Out-Of-School Children in Turkey, 2013-2015**

	Aug 2013	Jan 2014	Aug 2015
<b>Number of registered school-age children enrolled in any school (5 –17 years)</b>	110,000	206,356	226,944*
<b>Number of school-age children out of school</b>	76,600	161,709	394,049**
<b>Total</b>	186,600	368,065	620,993*

Source: UNICEF (2014)

\* MoNE (August, 2015)

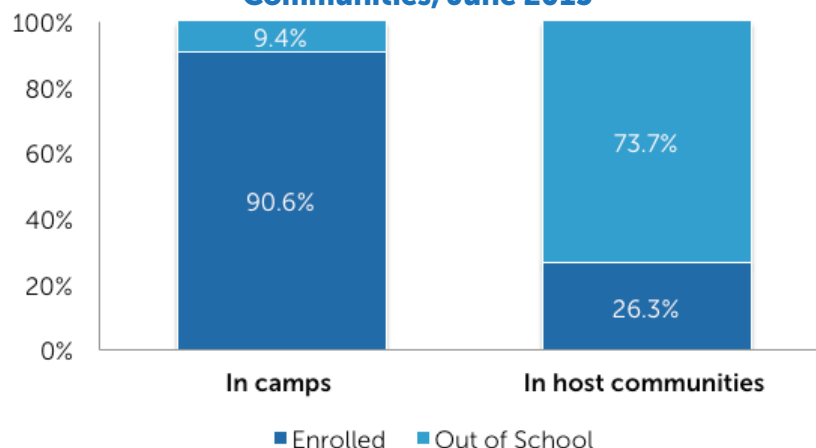
\*\* UNHCR (2015b)

Note: The number of Syrian children below the age of 5 is estimated to be no less than 300,000. There is currently no information on the percentage of children attending early childhood education (ECE).

## Majority of Out-of-School Children (OOSC) and Youth Live in Host Communities

Based on estimates from 2014-15, five out of six registered Syrian refugee children live in host communities, and of those, three out of four are out of school. The remaining one out of six live in camps and are for the most part enrolled in school as shown in figure 3 below (UNICEF, 2015a).

**Figure 3. Percentage of School-aged Children In and Out of School in Camps and Host Communities, June 2015**



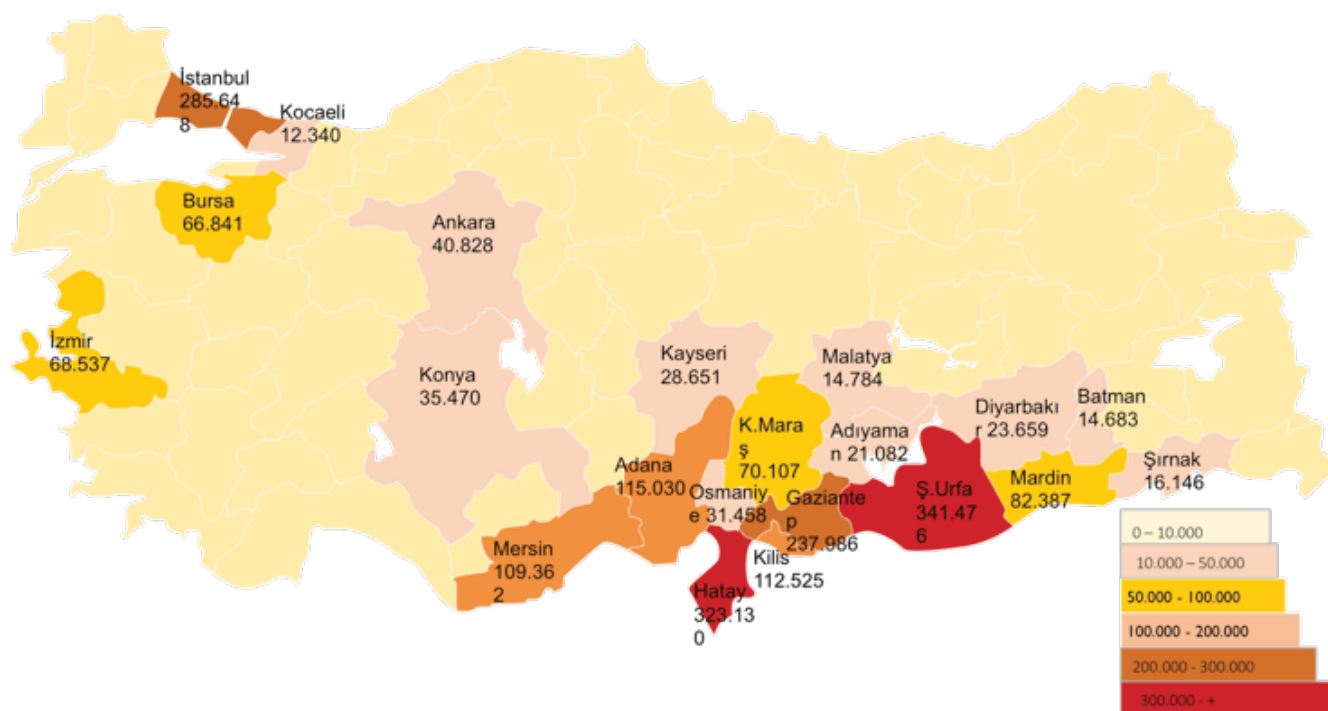
Source: UNICEF (2015a)

## Opportunities for Accelerating Progress on Education for Syrian Children and Youth in Turkey

### Out-of-School Children and Youth are Likely Concentrated in Southeastern Turkey

Although there is insufficient information to determine the specific provinces and areas where the greatest number of OOSC are living, and what the main barriers to accessing education are in each area, it is reasonable to assume that they are based primarily in the southeastern region. Provinces like Hatay, Gaziantep, and Sanliurfa host the highest percentage of Syrian refugees, as seen in figure 4 below, and their educational services are extremely strained (Erdogan, 2014). Moreover, the Syrian families living there typically do not have the financial resources to move to other cities where they may be able to access better accommodation, educational, and work opportunities.

**Figure 4. Distribution of Syrian Refugees Across Turkish Provinces, 2015**



Source: AFAD (2015)

### Syrian Refugee Youth are at High Risk of Not Completing their Education

Given the large population of Syrian refugee children, a percentage of whom remain unregistered, it is also difficult to determine the number of primary school children as compared to the number of secondary school children. However, anecdotal reports suggest that the majority of children out of school are of a secondary-school age. This is typically caused by the fact that children have missed out on a number of years of schooling as a result of the conflict and many of them are now working to support their families.

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There are currently few formal education paths for youth to complete their secondary school education. Instead, they are offered the option of enrolling in non-formal education programmes, some of which provide reasonable alternatives, but on the whole do not present the best possible prospects for these children. With few options, many youth become isolated or engage in child labour or begging. Other more destructive behaviours including self-harm, or political radicalisation risk destabilising youth and their families. (UNHCR, 2015b; European Union, 2015).

For youth who do complete their secondary education, even fewer opportunities are available to continue their education at the tertiary level. The demand for higher education is very high and far exceeds the opportunities available. According to YTB, over 15,000 applications were received this year from Syrian refugee youth inside and outside of Turkey, including from within Syria. The scope of the programme in years to come will be determined based on the amount and conditionality placed on the funding received from donors, including the EU's Economic Partnership Agreement (EPA) Fund (YTB interview).

### **Turkey Needs More Financial Support From the International Community**

Turkey has received important but limited financial support from a very small number of donors. Of the \$624 million requested for the 2015 Response and Resilience Plan, Turkey had received only \$85 million by June 2015 (less than 14% of the request) (UNHCR, 2015b). This is the smallest percentage of funds received across the five neighbouring countries hosting Syrians, even though Turkey is providing asylum to the largest number of refugees among those countries. As for education, \$46 million, or almost 80%, of the planned funding for Syrian refugee education in Turkey in 2015, has not yet been received by the UN inter-agency Regional Refugee and Resilience Plan (3RP).

At the same time, UNICEF – the Government of Turkey's main partner in supporting the refugee education response – has also only received 53% (\$22.33 million) of the \$42 million funding request for education in 2015. The most significant supporters of education activities in Turkey have been the US Bureau of Population, Refugees, and Migration (BPRM), the UK's Department for International Development, the Government of Japan, the Government of Finland, the Government of Germany, and the Government of Kuwait. In addition, significant support has recently been pledged by the EU via the Madad Trust Fund (UNICEF interview).

However, UNICEF is projecting a substantial increase in funding required for education in 2016. This is in part to account for larger numbers of school-aged Syrian refugee children and to expand its focus from primary education access to address the education needs of all school-aged children and improve the quality of education delivered in TECs.



## Part IV: Opportunities to Accelerate Progress on Education for Syrian Refugees

Turkey has led and financed the vast majority of the educational response to the Syrian refugee crisis. The protracted crisis and the urgency of addressing the large number of out-of-school refugee children however, is a burden that Turkey cannot continue to shoulder alone. To provide quality, sustainable educational opportunities for all children, greater financing from the wider international community is necessary.

There are five key opportunities for the international community and Turkey to form a strong partnership over the next school year to ensure educational opportunity for all refugee children is delivered, resulting in greater access to education for hundreds of thousands of refugee children.

### Opportunity 1: Invest in rapid scale up of access to primary education.

Turkey's response has largely been focused on providing primary education and intends to significantly scale up access through four priority strategies: 1) increase the number of Syrian volunteer teachers and train Syrian and Turkish teachers to better support the needs of refugees; 2) eliminate the financial barriers to enrolling and retaining children in school; 3) double-shift 240 public schools ; and 4) increase the number of classes available in public schools in areas with the highest number of refugees.

#### 1. Increase the number of Syrian volunteer teachers and train Syrian and Turkish teachers to better support the needs of refugees

The Government and UNICEF hope to build on the success they have achieved so far by providing incentives to Syrian teachers to teach Syrian refugees in Arabic. Currently, Syrian volunteer teachers receive incentives of \$150 in camps and \$220 in host communities per month. However, stakeholders are discussing a potential increase in these rates and expansion of its reach from 5,000 to 7,500 Syrian volunteer teachers.

With 7,500 Syrian teachers, Turkey will be able to reach at least 300,000 Syrian refugee students, with a student to teacher ratio of 40 to 1.

**Table 2. Teacher Incentive Targets 2015-16**

Location	Number of Teachers	Payment Per Month (\$) Per Teacher	Total Monthly Cost (\$)	Total Cost for 12 Months (\$) 2015-16
<b>Camp</b>	3,000	207	621,000	7,452,000
<b>Host-Community</b>	4,500	301	1,354,500	16,248,000
<b>Total</b>	7,500	508	1,975,500	23,700,000

Source: UNICEF<sup>5</sup>

In addition, all teachers will be trained and provided with materials to raise the quality of teaching. This includes Turkish teachers who have not yet been trained in how to effectively engage children with psychosocial, academic, or language problems as well as how to manage larger classrooms with Syrian volunteer teachers. While the voluntary nature of this arrangement is helpful to facilitate greater access to education for Syrian refugees, it is hoped that the increased efforts of teachers will be formally recognised in due course. Employing the teachers and applying the labour law regulations will ensure better continuity in teaching and learning.

<sup>4</sup>This estimate was provided directly by AFAD.

<sup>5</sup>This data was provided directly by UNICEF

## 2. Eliminate the financial barriers to enrolling and retaining children in school

Despite having free access to Turkish public schools, a high number of Syrian refugee children and youth are unable to enrol and remain in school due to the cost of transportation, materials, stationary. The MoNE and UNICEF intend to scale up their programme of financial and in-kind assistance to remove the barriers to entry to school for Syrian refugee children. According to AFAD estimates, these costs are \$1,700 per student (including the provision of classroom equipment, transportation, daily milk and a tablet computer) with a goal to reach the 200,000 students out of school.

## 3. Double-shift 240 public schools in areas with high refugee populations

The Government of Turkey has already introduced the second shift in some areas in order to enrol Syrian refugee children in TECs in the afternoons at public schools where there is insufficient space in classes during normal school hours.

## 4. Increase the number of classes available in public schools in areas with the highest number of refugees

Although there are currently only 38,000 Syrian children enrolled in Turkish public schools, schools in areas with high numbers of refugees are strained (UNHCR interview). Some schools are already operating on double shifts, with Syrian children attending TECs at public schools in the afternoons, while in others, where Syrian children attending morning classes are outnumbering Turkish children, Syrians are being placed in TECs (MoNE interview). There is a need to scale up the public school capacity in provinces with the largest Syrian populations and where other options have been exhausted. This is particularly important to allow more children to enrol in the Turkish school system without negatively impacting the quality of schooling received by Turkish children. Efforts should also be made to help Syrian children to adapt to Turkish public schools both during regular hours and at TECs in the afternoon. To this end, the government has identified the need for constructing 340 classrooms in nine of the most populated provinces at a cost of approximately \$24.5 million as shown in table 3 below. Approximately 7,000 Syrian refugees would gain access to education in public schools through this scheme.

**Table 4. AFAD Classroom Construction Plan Across Turkey**

City Name	Class number	Approx. cost (TL)	Approx. cost (USD)*
Hatay	80	16.000.000	\$5,784,945
Kilis	50	10.000.000	\$3,615,590
Şanlıurfa	40	8.000.000	\$2,892,472
Gaziantep	40	8.000.000	\$2,892,472
Mersin	40	8.000.000	\$2,892,472
Adana	30	6.000.000	\$2,169,354
Kayseri	20	4.000.000	\$1,446,236
Mardin	20	4.000.000	\$1,446,236
Kahramanmaraş	20	4.000.000	\$1,446,236
<b>TOTAL</b>	340*	68000000	\$24,586,013

Source: AFAD - Provided Directly

Note: The construction costs for prefabricated and reinforced concrete structures are similar. The costs shown in the table above are final costs.  
\* This number was estimated based only on the short-term needs in the most populated provinces and does not reflect the total infrastructure educational needs of the country.

## Opportunities for Accelerating Progress on Education for Syrian Children and Youth in Turkey

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### Opportunity 2: Increase secondary school enrolment through a targeted strategy for Syrian refugee youth

In addition to meeting the primary education targets, the Government of Turkey and partners will need to address the education needs of youth of lower and upper secondary school age. According to AFAD, an estimated 250,000 secondary school-aged Syrian refugee youth are in Turkey. As in both Jordan and Lebanon, the education needs of Syrian refugee youth (15–24 years old) are largely unmet. This age group is harder to reach, but is also untargeted, with the majority of the current refugee education focus of host countries and international donors on younger children. The challenge is exacerbated for refugee youth, especially boys, who often have to work to support their families while their parents are unable to work. At the same time girls, especially from poor, conservative families, are either kept home to look after members of their family or are married early to lessen the financial and protection burden on their families. Youth of both sexes are also more likely to have been out of school for longer periods of time, making it more difficult or prohibited for them to reintegrate into formal schooling.

The Government of Turkey and partners are particularly concerned about the implications of hosting an uneducated Syrian refugee youth population. Uneducated youth will have higher chances of being unemployed, disenfranchised and may be more easily drawn to extremism or as targets of exploitation. Public schools, TECs and public education centres are all open to Syrian youth, but they recognise that simply offering access to education is not enough. A targeted strategy that considers the holistic needs of refugee youth is needed.

A Syrian refugee youth education strategy should consider the needs of youth well beyond formal secondary education at public schools. It should maximise education pathways including vocational education, and non-formal and informal education including accelerated learning programmes. To help children who have been out of school for prolonged periods of time, a strongly regulated accelerated learning programme implemented by the government's partners would help to increase access for many youth.

The government has already taken important steps to ensure that those who have completed secondary education in Syria or are completing it in Turkey are able to sit for exams and receive certification. Approximately 8,000 Syrian youth have registered and sat for the school-leaving exam based on the Syrian curriculum administered by MoNE (UNHCR, 2015g). For those Syrian youth and others who were in university in Syria, there is also a need to scale up efforts to facilitate easier access to higher education. This can be achieved through scholarship schemes and language training such as the programme offered by YTB. There is also, however, a need to consider other innovative and cost-effective approaches such as accredited online education programmes.

Given the similar challenge Syrian refugee youth are experiencing in other host countries, there is a particularly compelling case to consider joint and regional strategies, where feasible.

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### **Opportunity 3: Increase access to ECE for both Syrian refugees and Turkish children**

While early childhood education is not mandatory for Turkish children, there is an opportunity to increase access for the most disadvantaged Turkish children while addressing the needs of Syrian refugee children at an early age. The goal is to enable Syrian children to learn the Turkish language at an early age while also contributing to the social adaptation and learning readiness of both Turkish and Syrian refugee children. According to national statistics from 2014/15, around 33% of 3 to 5.5 year old Turkish children attend pre-primary education (MoNE, 2014-15).

UNICEF aims to offer planning and systems strengthening support for community-based ECE opportunities for both Syrian and Turkish children aged 3 to 5 years.

### **Opportunity 4: Increase direct budgetary support through aligned donor mechanisms allowing the Government of Turkey to deliver on agreed targets.**

Turkey's leadership on the refugee response and its strong history as an Official Development Assistance country rather than as a recipient of international development funds<sup>7</sup> are factors that contributed to its initial aim to fund the Syrian refugee response independently. The protracted nature of the crisis in Syria and the size of the refugee population continuing to pour into Turkey however prompted the Government to signal to the international community the need for financial support to be able to continue effectively addressing the Syrian response effort.

Turkey's recent outreach and willingness to work with the international community in supporting the refugee education response is an important step towards facilitating additional support. Direct budgetary support to the Government of Turkey is the most effective mechanism for increasing Turkey's refugee education response through public schools.

Maximising donor channels to increase the available resources and allowing donors to use institutions with which they have established relationships are useful strategies. Fragmentation can be avoided through a coordinated donor response that provides direct and unrestricted budgetary support, aligned with clear targets. This will also establish a clear accountability framework between the Government and donors, which will be crucial to reaching delivery targets.

The European Commission recently announced a new Trust Fund, Madad Fund, that will contribute approximately €17 million to supporting educational and food security efforts of the Turkish Government through cash-based interventions aligned with government priorities (European Commission, 2015).

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<sup>7</sup>As a candidate country for EU membership, Turkey is a recipient of \$235 million from the EU to spend towards education, employment and social policies for 2014-17. However, it is believed that the majority of these funds are unspent (European Commission, 2014).

## Opportunities for Accelerating Progress on Education for Syrian Children and Youth in Turkey

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Donors should continue to fund UN agencies that provide an important support role to the Government of Turkey, but at least some of the funding currently managed by UNICEF, such as the incentives provided to teachers, could be redirected through direct budgetary support. UNICEF in particular, has helped the government scale up its response quickly while supporting the government's institutional capacity (UNICEF, 2015c). UNHCR also complements UNICEF's support through additional language training and other support services. It is also looking to increase its role in bolstering post-secondary and higher education opportunities for Syrian youth and out-of-school children. evidence-based decision-making in the education sector.

### Opportunity 5: Develop a longer-term education response and resilience plan

As the Syrian conflict moves from a humanitarian emergency to a protracted crisis, there is a need for host countries and donors to move away from short-term responses to longer-term development and resiliency plans that include a focus on providing quality education for all children. This plan needs to be matched with long-term predictable and sustained funding by the international community.

Based on the UN inter-agency Regional Refugee and Resilience Plan, the Turkish government has put the necessary mechanisms in place at the policy, management, and programming levels to effectively address current needs. However, the Regional Refugee and Resilience Plan 2015-2016 for Turkey that was developed in collaboration with UN agencies has been focused primarily on addressing the humanitarian needs of Syrian refugees and does not plan beyond a two-year period. This restricts the ability of the government to engage in longer-term planning that builds resilience among refugees and their host communities. Therefore, there is a need for the MoNE to develop a coordinated and concerted plan supported by the international community with clear medium to long-term targets that address the current challenges restricting access to quality education for Syrian children.

Turkey has demonstrated foresight by beginning to develop plans to invest in Turkish language training for Syrian refugees, making it easier for them to adapt and have a chance at a decent life. The MoNE has also made it clear that it intends to transition as many children and youth as possible from TECs to public schools roughly in the next ten years in order to avoid a parallel system. At the same time, the government has introduced a legal framework that can potentially allow Syrian refugees to work in some sectors and provide them with other protections such as access to free healthcare and education. A clear strategy is now needed for the next five-to-ten years considering multiple scenarios for the refugees' futures and the sustainability of education approaches.

Supporting the Turkish Government and its partners in the country's Regional Refugee and Resilience Plan is an investment in the security of the broader Middle East as well as the European Union. So far, only about 150,000 Syrians have sought asylum in the European Union (Migration Policy Centre, 2015). Events of August-September 2015 show that not only will these numbers continue to grow, the story for displaced Syrians, especially children and youth will be increasingly grim and the challenge for the EU within its borders far greater. Following a growing number of attacks on the Turkish-Syrian border recently, inaction also threatens the already fragile political state of other countries in the region. The financial and social costs of not doing so would be extremely high not only for Turkey, a European Pre-Accession state, but for its surrounding neighbours as well.

# Conclusion

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Turkey's response to the Syrian crisis has been generous and laudable. Over the past four years, the government has demonstrated exemplary leadership and generosity in hosting Syrian refugees. This paper highlights five key opportunities for the international community and Turkey to form a strong partnership over the next school year to ensure educational opportunity for all refugee children is delivered, resulting in greater access to education for hundreds of thousands of refugee children. An investment in Syrian children and youth – those who migrated from Syria and the more than 100 Syrian babies born inside Turkey every day – is an investment in the future of these individuals as well as the communities and countries in which they will live.

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# Appendix 1 Distribution of Syrian Refugees in Camps and Host Communities by Province

PROVINCE	IN CAMPS	IN HOST COMMUNITIES	TOTAL
Ş.URFA	103.793	237.681	341.474
HATAY	14.569	308.561	323.130
ISTANBUL	0	285.648	285.648
G.ANTEP	42.656	195.330	237.986
KİLİS	34.423	78.102	112.525
ADANA	11.007	104.023	115.030
MERSİN	0	109.362	109.362
MARDİN	10.564	71.823	82.387
K.MARAŞ	17.651	52.456	70.107
İZMİR	0	68.537	68.537
BURSA	0	66.841	66.841
ANKARA	0	40.828	40.828
KONYA	0	35.470	35.470
OSMANİYE	9.220	22.238	31.458
KAYSERİ	0	28.651	28.651
DİYARBAKIR	0	23.659	23.659
ADİYAMAN	9.406	11.676	21.082
ŞIRNAK	0	16.146	16.146
BATMAN	0	14.683	14.683
MALATYA	7.852	6.932	14.784
KOCAELİ	0	12.340	12.340
Cities with less than 10,000 Syrians			64.912
<b>TOTAL</b>	<b>261.141</b>	<b>1.790.987</b>	<b>2.117.040</b>

Source: AFAD (2015)

# Appendix 2 MoNE Circular on Foreigners Access to Education 2014/21

**Republic of Turkey**  
**MINISTRY OF NATIONAL EDUCATION**  
**Directorate General for Basic Education**

Number: .../.../2014

Subject: Education Services for Foreigners in our Country

## **CIRCULAR**

2014/...

### **References:**

- a) Law no. 222 on Primary Education
- b) Basic Law no. 1739 on National Education
- c) Law no. 6458 on Foreigners and International Protection
- ç) Law no. 5442 on Provincial Administration
- d) Ministry of National Education Regulation on Pre-school Education and Primary Education Institutions
- e) Ministry of National Education Regulation on Secondary Education Institutions
- f) Ministry of National Education Regulation on Private Education Institutions
- g) Ministry of National Education Regulation on Non-Formal Education Institutions
- ğ) Ministry of National Education Regulation on Specialized Education Services
- h) Ministry of National Education Regulation on Guidance and Psychological Consultancy Services
- ı) Ministry of National Education Regulation on Accreditation
- i) Regulation on Education of Children of Migrant Workers
- j) 2011 Guidelines on Accreditation Procedures
- k) Ministry of National Education Regulation on Open Secondary School l) Ministry of National Education Regulation on Open High School
- m) Ministry of National Education Regulation on Open Vocational High School
- n) Ministry of National Education Vocational and Technical Open High School
- o) Directive on the Implementation of Public Education Activities
- ö) Circular no. 2010/48 on "Foreign National Students"

Turkey has been exposed to significant immigration flows during the course of history due to its geographical, strategic, cultural and political position. Whereas the growing economic strength of Turkey has been a pull factor for migratory moves into our country, the ongoing political instabilities in its geographical location appears as another reason stimulating further migration to Turkey. While until recently, Turkey was more in a position of being a 'transit' country in terms of migratory movements, now it is perceived by foreigners as a 'destination' country due to the growing economic strength and stability; and in this regard it is a reality that the migratory movements into Turkey is continuously increasing. On the other hand, right to education, prohibition of discrimination, access to education opportunities by children with special needs, necessity to consider best-interest of child in determining education policies with regards to reducing effects of conflicts, and supporting complementary efforts to offer physical, legal and psychological protection to children, are emphasized in provisions of referred laws (a) and (b), as well as the Convention on the Rights of the Child and International Covenant on Economic, Social and Cultural Rights.

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In this context, foreigners' entry to, stay in and exit from Turkey as well as the procedures and principles related to the scope and implementation of the protection to be provided to foreigners requesting protection from Turkey are determined in referred Law (c). With the said new situation, need to make a guiding and explanatory regulation in line with the related legislation has arisen for our Ministry to eliminate problems and hesitations experienced regarding enjoyment of education services by foreigners in our country.

Actions and procedures related to the coordination of education activities targeting foreigners, primarily students at compulsory education age, provision of access to education and quality education services, carrying out works in coordination with relevant units and institutions in their field, and for taking necessary measures in emergency situations will be conducted under the coordination of a Deputy Undersecretary assigned by me [Minister of National Education] within the scope of the related provisions of the referred laws (a), (b), (c), (ç), regulations (d), (e), (f), (g), (ğ), (h), (ı), (i), (k), (l), (m), (n), directive (o) and guideline (j), without prejudice to provisions of special legislation, in line with the below explanations:

Accordingly;

### **1. Ministry Commission**

Under the coordination of the Deputy Undersecretary appointed by me [Minister of National Education], the Undersecretary shall establish a commission under the responsibility of a unit s/he deems appropriate with the personnel s/he has appointed from related units. If deemed necessary, personnel from the field organisation can be temporarily appointed to this commission.

The Ministry Commission shall;

- a) Perform work to eliminate problems and hesitations experienced regarding foreigner's enjoyment of education activities conducted at the education institutions of any type and level under our Ministry in line with the instructions of the appointed Deputy Undersecretary.
- b) Prepare situational reports reflecting the educational needs of the foreigners coming to our country in masses; ensure the coordination with other relevant public institutions and organisations, civil society institutions and/or international institutions (partners) who carry out work in the mentioned area.
- c) Perform necessary monitoring and reporting activities with regards to education activities targeting foreigners at all types or levels of education institutions under our Ministry as well as at the temporary centres established in crisis situations.
- ç) Perform other tasks given by Deputy Undersecretary, in coordination with other relevant units, concerning the subject matter.

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## 2. Provincial Commission;

A commission will be established under the auspices of the National Education Provincial Directorates, led by Deputy Head of National Education Provincial Directorate or by Head of Department who is appointed by the Head of National Education Provincial Directorate in order to carry out actions and procedures concerning foreigners. There shall be at least one principal from educational institutions of every type and level and a foreign language teacher who has the capability to make interviews with foreign students or an interpreter as well as one official from other related institutions as deemed appropriate by the Governor (Provincial Directorate of Migration, Provincial Security Directorate, AFAD, Provincial Directorate of Religious Affairs, Provincial Directorate of Family and Social Policies, Provincial Directorate of Health) and education coordinators in the provinces where there are temporary education centres (personnel from education services category temporarily appointed in order to coordinate the education activities in temporary education centre(s) in cases when temporary education centres are established in provinces affected by mass influx to undertake education activities under the National Education Provincial/District Directorates ). If deemed necessary, representatives determined by the commission among the foreigners, who fled to that province in masses and who are experienced in education, can be invited to the commission.

Provincial Commission shall;

- a) do accreditation of foreign students, if they fulfil the conditions on registration and admissions mentioned in this Circular, in line with the referred Regulation (i) and referred Guidelines (j) based on their diplomas and education documents and refer them to the education institutions where they will receive education through student placement and transfer commissions.
- b) do accreditation of foreign students defined in referred Law (c), who do not have education documents, including those who could not get residence permit and/or foreigners ID numbers and those who are registered through issuance of 'foreigner identity document' by the respective institution and cannot be deported, through an interview based on their statement, and if needed through a written or oral examination, on the basis of their equivalent class level at their countries and refer them to the respective education institutions through student placement and transfer commissions.
- c) Take necessary measures in order to establish temporary education centres for the purpose of carrying out activities under national education provincial/district directorates, and in cooperation with other related partners, in case accommodation centre(s) are established for foreigners who come to our country with mass influx. Ensure temporary appointment of sufficient number of personnel to the commission in order to coordinate activities to be carried out in temporary education centres. Appointment of personnel shall be done with the proposal of head of national education provincial directorate and with the approval of governor.
- ç) Submit the establishment of temporary education centres for the purpose of carrying out activities under national education provincial/district directorates, and in cooperation with other related partners, to the approval of the governor, in provinces affected by mass influx, and if needed outside the accommodation centres as well.

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- d) Take necessary measures to teach Turkish, to provide vocational skills through non-formal education institutions, to organise social and cultural courses and activities other than courses at the education institutions of all types and levels under our Ministry, and in temporary education centres. In order to ensure the planning and realisation of any sort of supportive education activities if requested and if adequate environment is available, undertake activities in cooperation with partners in line with the instructions of the Ministry.
- e) together with the appointed education coordinator evaluate the foreigners who would like to voluntarily support education activities at the temporary education centres established and ensure their support to education activities at the mentioned centres under the supervision of the education coordinator.
- f) If the decision of establishment of temporary education centres is taken, [commission] shall carry out activities related to the allocation of the buildings, in locations where there is a need, provided by public and private institutions and organisations in order to carry out part-time or full-time activities under national education provincial/district directorates.
- g) Carry out activities in cooperation with relevant partners to ensure taking necessary measures for the provision of necessary school equipments, and scholarship and boarding opportunities within the available capacity.
- ğ) Meet at least twice a year in the beginning of each education semester, also when deemed necessary other than these dates, make assessments regarding foreigners receiving education at the provincial level and convey decisions taken to the related public institutions and organisations.
- h) Carry out other instructions given by the Ministry on the issue in coordination with relevant institutions and organisations.

### 3. Temporary Education Centres

Temporary education centres shall be established to carry out activities under the national education provincial/district directorates with the approval of governor in provinces affected by mass influx . The aim of the education provided at these centres is to enable foreign students, who have fled to our country in masses, to continue their education that they had to leave unfinished in their countries, to prevent any loss of year when they return back to their country or when they want to pass to any type and level of education institutions under our Ministry and continue their education in our country. Mentioned activities shall be carried out over the weekly course schedule and education programme to be specifically determined by the Ministry in order to ensure unity in implementation.

At Temporary Education Centres;

- a) The principle of "Education against the unity, security and interests of Turkish nation and state and contrary to the Turkish people's national, moral, humanitarian, spiritual and cultural values shall not be taught at the temporary education centres." shall be accorded.
- b) In the requested fields, non-formal education courses and activities other than courses shall be opened through the non-formal education institutions in line with the available capacity. Provincial commission shall appoint teachers and master trainers for the activities pursuant to article 9 of the referred Directive (o).

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c) For the Turkish courses to be carried out at the temporary education centres, provincial commission shall appoint teachers among:

1. Turkish and Turkish literature teachers
2. Primary school teachers
3. Foreign language teachers

ç) Necessary measures for the provision of materials needed for the education activities carried out shall be taken in cooperation with partners in line with the instructions of the Ministry.

## **5. Data Entry and Issuance of Document**

a) All kinds of data entry of the foreigners with foreigners' identity number shall be conducted through e-okul [e-school] and e-yaygın [e-non-formal] automation systems.

b) Data entry of the foreigners, who do not have foreigners' identity number, but hold "foreigner identification document", shall initially be conducted by school/institution administrations in electronic and physical environment and through data operating system for foreign students to be declared by the Ministry.

c) If foreigners, whose data entry was conducted through foreigner identification document, obtain foreigners' identity numbers, their registration shall be transferred to e-okul automation system.

ç) Issuance of documents, such as report cards, certificates, diplomas, for foreign students shall be conducted through e-okul automation system or an data operating system for foreign students to be declared by the Ministry in line with the related legislation.

d) Information of the foreigners, who voluntarily engage in supportive activities at the temporary education centers, shall be stored in the data operating system for foreign students to be declared by the Ministry.

e) Upon request, certificate of education indicating the duration and level of education received in our country shall be issued and granted to students who have interrupted their education.

f) Accreditation procedures of the foreign students, who are successful at the certification examination done under the coordination and control of our Ministry according to their country of origin curriculum, and are at the senior year level of secondary education at the temporary education centers, shall be conducted in line with the explanations in the referred Guidelines (j), if they apply to the provincial commissions.

## **6. Other Provisions**

a) foreigners, who voluntarily support education activities conducted at the temporary education centers, shall sign the Ethics Agreement to be drafted by the Ministry, and their compliance with the commitments laid down in the aforementioned agreement during their work shall be ensured.

b) Ministry Commission and provincial commissions shall conduct actions, in cooperation with partners, aimed at material, moral and vocational support for the foreigners who voluntarily support education activities conducted at the temporary education centers.

c) Ministry Commission and provincial commissions shall take necessary measures, in cooperation with partners, for the provision of practicing materials to be used at the courses opened through non-formal education institutions.

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- ç) Pursuant to the provisions of referred Regulation (h), necessary measures shall be taken by the administrations of temporary education centers, school administrations, counseling services, counseling and research centers and provincial commission in order to ensure students' continuance to education in corcondance with the school, environment and other students and to provide support and assistance to those who have adaptation difficulties.
- d) Hesitations and problems related to the education of foreign students shall be initially evaluated and solved by the provincial commissions; unresolved problems shall be referred to the Ministry.
- e) If it is determined that outside the scope of this Circular, education activities under any name are unauthorized, necessary procedures shall be conducted in line with the provisions of the referred Law (ç); certifications issued as a result of unauthorized activity shall be deemed invalid.
- f) Agreements, projects and protocols committed for the purpose of provision of education services to foreigners by the governorates before the publication of this Circular shall be reviewed within the scope of this Circular; if necessary after readjustment, practices shall continue pursuant to the explanations in this Circular.
- g) Students, who attend secondary schools under our Ministry with foreigner identification documents, will not be able to enter central system joint examinations conducted by the Ministry; their placements to appropriate secondary education institutions shall be conducted by the student placement and transfer commissions established under national education directorates considering school capacities.
- ğ) Foreigners in our country shall benefit from the open schools in line with the respective provisions of the referred regulations (k), (l), (m), (n) on open education institutions.
- h) Necessary measures shall be taken for foreign students, who are determined to be in need of special education, in line with the respective provisions of the referred Regulation (ğ).
- i) Evaluation of success, attendance, discipline and other similar situations of foreign students and course attendees shall be carried out in line with the respective provisions of the referred Regulations (d), (e), (f), (g).

Nabi Avcı  
Minister

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**İl Millî Eğitim Müdürlüğü**  
İle  
**Arasında**  
**İlinde Mukim Suriyeli Çocuklara**  
**Nitelikli Eğitim Hizmetlerinin Sağlanmasına**  
İlişkin  
İş Birliği Protokolü

## A. Amaç

Bu Protokolün amacı, ..... ilinde mukim Suriyeli çocuklara nitelikli eğitim hizmetinin sağlanmasında, ..... Millî Eğitim Müdürlüğü ile ..... arasında etkin ve verimli bir iş birliğinin temin edilmesidir.

## B. Kapsam

..... MEM ile ..... arasındaki, ..... ilindeki Suriyeli çocuklara kaliteli eğitim hizmetlerinin sağlanması hususunda iş birliği esaslarını belirlemek.

## C. Dayanak

Bu Protokol, Millî Eğitim Bakanlığının 23.09.2014 tarihli ve 2014/21 sayılı "Yabancılara Yönelik Eğitim Öğretim Hizmetleri" konulu Genelgesine dayanılarak hazırlanmıştır.

## D. Hedef

Taraflar, aşağıda belirtilen faaliyet alanlarında iş birliği yapmak konusunda anlaşmışlardır:

1. Valiliği tarafından Millî Eğitim Müdürlüğüne bağlı faaliyet yürütmek üzere oluşturulan ..... geçici eğitim merkezi/merkezlerinin idari ve mali açıdan yönetimi,
2. Geçici Eğitim merkezinde gönüllü olarak görev alacak Suriyeli öğretmenlerin belirlenmesi,
3. Suriyeli öğrencilerin geçici eğitim merkezinde yürütülen faaliyet esnasında ihtiyaç duyacağı malzemenin temini,
4. Geçici eğitim merkezinin fiziki ihtiyaçlarının ve giderlerinin karşılanması,
5. Geçici eğitim merkezinde gönüllü olarak görev alan Suriyeli öğretmenlere yönelik teşvik edici desteklerin sağlanması.

## E. Tanımlar

1. MEM: ..... Millî Eğitim Müdürlüğü
2. Vakfı/Derneği/.....

## E. Millî Eğitim Müdürlüğünün Yükümlülükleri

1. MEM, Suriyeli çocuklara yönelik eğitim faaliyeti yapılacak merkezin idari açıdan birinci derecede sorumlusudur.
2. MEM, Suriyeli çocuklara yönelik eğitim faaliyeti yapılacak merkezlerde çalışmalarını koordine edecek yönetici görevlendirir.
3. MEM, Suriyeli çocuklara yönelik eğitim faaliyeti yapılacak merkezde Türkçe öğretimi amacıyla öğretmen görevlendirir.

- 
4. MEM, Suriyeli çocuklara yönelik eğitim faaliyeti yapılacak merkezde gönüllü olarak görev alacak Suriyeli öğretmenleri Valilik koordinasyonunda oluşturacağı komisyon marifeti ile belirler.
  5. MEM, Suriyeli çocuklara yönelik olarak yapılacak eğitimin içeriğini belirler.
  6. MEM, Suriyeli çocuklara yönelik olarak yapılacak eğitim faaliyetleri için ihtiyaç duyulan eğitim materyallerinin tespitini yapar.
  7. MEM, Suriyeli çocuklara yönelik eğitim faaliyeti yapılacak merkezde Valilik koordinasyonunda eğitim öğretim sürecine katılacak öğrencilerin tespitini yapar.

#### F. Yükümlülükleri

1. Suriyeli çocuklara yönelik olarak eğitim faaliyeti yapılacak merkezin yönetiminde idari açıdan görevlendireceği kişi veya kişiler aracılığı ile ..... MEM'e teknik düzeyde destek olur.
2. Suriyeli çocuklara yönelik olarak eğitim faaliyeti yapılacak merkezin sürekli giderlerinin karşılanması (kira, elektrik, su, yakıt, kırtasiye vb. gibi) hususunda gerekli fon bulma çalışmalarını yapar ve projelendirerek protokol yürürlükte kaldığı müddetçe söz konusu giderleri karşılar.
3. Suriyeli çocuklara yönelik olarak eğitim faaliyeti yapılacak merkezdeki Suriyeli çocukların kırtasiye ihtiyaçlarının karşılanması hususunda ..... MEM ile işbirliği içerisinde çalışmalar yürütür.
4. Suriyeli çocuklara yönelik olarak eğitim faaliyeti yapılacak merkezde gönüllü olarak görev alan Suriyeli öğretmenlere yönelik maddi ve manevi anlamda teşvik edici destekler sağlamaya yönelik çalışmalar yürütür.
5. Suriyeli çocuklara yönelik eğitim faaliyeti yapılacak merkezin temizlik ihtiyaçlarının karşılanması amacıyla ..... MEM ile işbirliği içerisinde gerekli tedbirleri alır.

#### G. Yürürlük

Bu Protokol, her iki Taraf da bu Protokole göre çalışmayı arzu ettiği müddetçe yürürlükte kalacaktır. Taraflardan herhangi birisi, bu Protokolünden çekildiğini bildiren fesih bildirimini herhangi bir zaman dilimi içerisinde diğer Tarafa tebliğ etmek suretiyle, bu Protokolden tebliğ tarihinden bir ay (30 gün) sonra çekilebilecek ve Protokolü feshedebilecektir.

.....  
Yetkilisi  
(Unvanı)

.....  
.....  
İl Millî Eğitim Müdürü

# Partnering for a Better Future: Ensuring Educational Opportunity for All Syrian Refugee Children and Youth in Turkey



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