



COMMUNITY BUILDING THROUGH INCLUSIVE EDUCATION

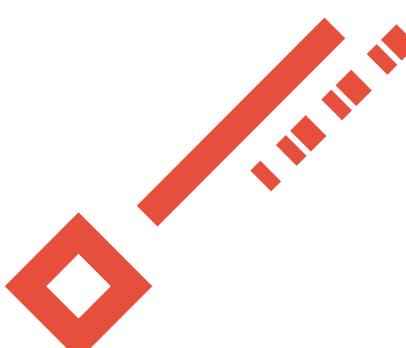
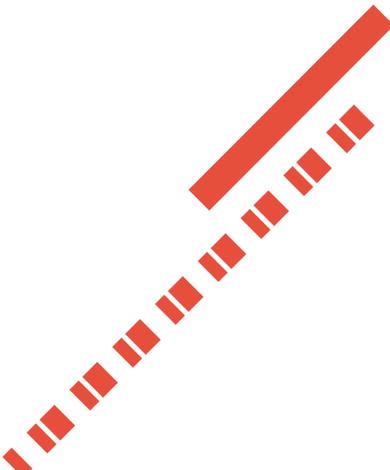
ERG EDUCATION
REFORM
INITIATIVE

EDUCATION
OBSERVATORY

Friedrich Naumann
STIFTUNG FÜR DIE FREIHEIT



COMMUNITY BUILDING THROUGH INCLUSIVE EDUCATION



ABOUT ERG



Education Reform Initiative (ERG), is an independent and not-for-profit “think-and-do-tank” that contributes to systemic transformation in education for the child’s benefit and society’s development through information gathering, constructive dialogue, and innovative/critical thinking. Systemic transformation occurs through evidence-based decision-making processes in education that foster stakeholder engagement and ensure that all children have access to a quality education. ERG, established in 2003, is a good example of Turkish civil society and has the support of many of the leading foundations in Turkey. ERG carries out research and educational activities through Education Observatory and Education Laboratory. Special thanks to the Ministry of National Education (MoNE) for sharing the enrollment figures of refugee children in Turkey; and Kemal Vuran Tarlan, Save the Children, Open Society Foundation Turkey, Mother Child Education Foundation (AÇEV), and Anadolu Kültür for providing the visual materials featured in the report; and Friedrich Naumann Foundation (FNV) for supporting this report.

Friedrich Naumann STIFTUNG FÜR DIE FREIHEIT

The Friedrich Naumann Foundation for Freedom (FNF) is the foundation for liberal politics in the Federal Republic of Germany. It aims to promote the goal of making the principle of freedom valid for the dignity of all people and in all areas of society, both in Germany and abroad. With the safeguarding and the development of its statutory projects (civic education and dialogue, sponsorship of the talented, research and political consultation, archive-work), the Friedrich Naumann Foundation wants to contribute to shaping the future. In Germany the Foundation offers various forums, mostly for young and talented people, to exchange information and experience in present-day contexts. Its primary focus is to promote a greater understanding of politics and to inspire citizens to take part in political processes.

Abroad, the support of human rights, the rule of law and democracy in more than 60 countries form the core of the work of the regional offices in Europe, Africa, Asia, and Central America; various forms of international dialogue and transatlantic dialogue programme are used to promote these three values around the world. The foundation supports local, regional, and national initiatives to advance the rights of minorities, the democratic control of security forces and for strengthening international human rights coalitions. The FNF has been acting in Turkey with partners from civil society, academia, economy and politics since 1991 when the first office was opened in Ankara. In 2002, the office moved to Istanbul.

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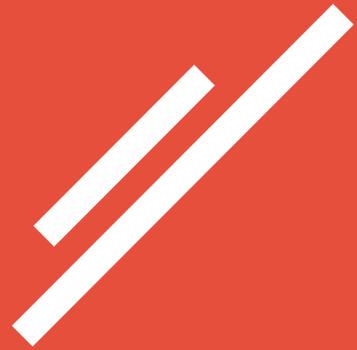
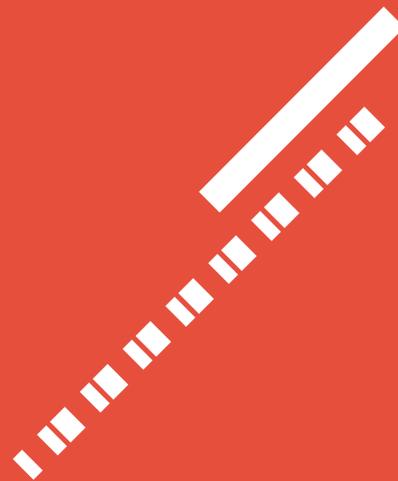
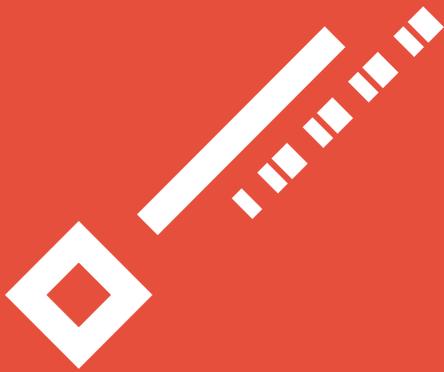


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COMMUNITY BUILDING THROUGH INCLUSIVE EDUCATION

PROLOGUE



PROLOGUE: CONSTRUCTING AN INCLUSIVE EDUCATION FRAMEWORK FOR TURKEY'S NATIVE AND REFUGEE CHILDREN

The civil war in Syria has displaced more than 5.6 million Syrians internationally, especially in neighboring countries. Turkey hosts around 4 million refugees, of which 3.6 million refugees are from Syria, which is more than half of the Syrian refugee population in the Middle East region.¹

As a result, Turkey has hosted more refugees than any other country since 2014.² Although initially welcomed as “temporary guests,” Turkish authorities acknowledged the importance of integrating Syrian refugees into Turkish society over the past years. 50% of Syrian refugees are under 19 years old and with nearly 1,047,536 school-age Syrian students currently residing in the country, increasing access to quality education will be crucial both refugee and host communities.³

This paper thus proposes an “inclusive education” framework for Turkish schools to ensure that *all* students in Turkey receive quality education. The Ministry of National Education (MoNE) has made systematic changes to accommodate the large influx of refugee children, whose educational needs vary widely. While ensuring that every refugee child has access to quality education is of the highest importance, we argue that

“the refugee crisis” urges us to rethink the way that the Turkish education system can best serve its multiethnic, multilingual student body in a more inclusive way.

1 UNCHR, 2018a.

2 Ibid.

3 Çelik and Erdoğan, 2017.

Inclusive education refers to restructuring the education system in a way that extends quality education to all students regardless of gender, ethnic origin, language, religion, residential area, health status, socioeconomic status, or other circumstances.⁴ By seeking to reduce “exclusion within and from education,” it contributes to “a society without discrimination.”⁵ Adopting inclusive education practices should become a policy priority in Turkey: it is both a child’s rights issue as well as a prerequisite for community development and social cohesion.⁶

In addition to recapitulating the scope and complexity of the challenge that refugees and their host communities throughout Turkey face in education, this report delineates the concrete steps that must be further taken in order to ensure that refugee children become long-term members of Turkish society. As such, it outlines policy options for the MoNE to expand access, improve curriculum and pedagogy, and strengthen education governance, all within an inclusive education paradigm. It also promotes a holistic paradigm for inclusive education for the relatively more flexible civil society actors, such as family and corporate foundations, which can supplement inclusive education policies implemented at the macro-level.

The guidelines delineated in this report must be contextualized within an inclusive education framework applied both to Turkey’s native and refugee children.

While inclusiveness cannot be fostered in schools alone and must be confronted in all facets of communal living, education constitutes an integral avenue for cultivating a sense of belonging and community.

4 ERG, 2018.

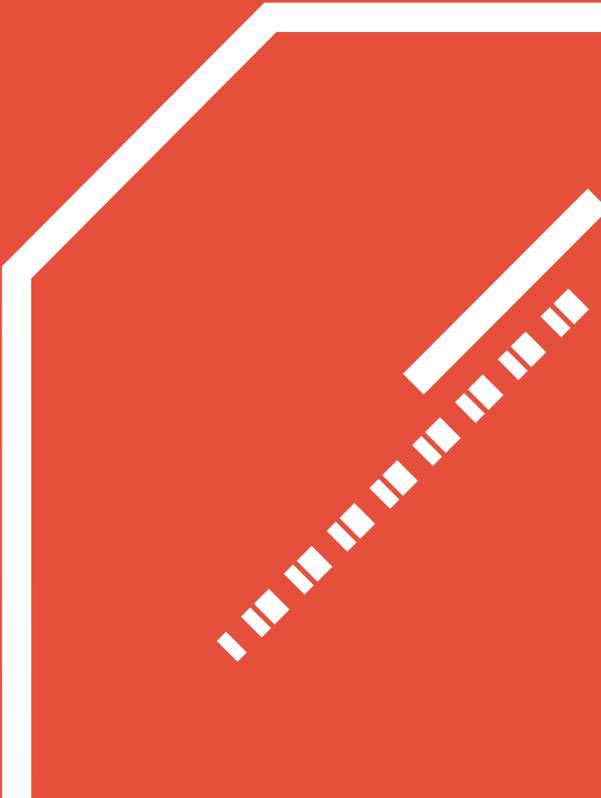
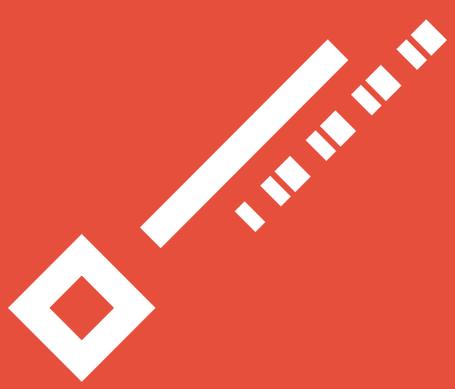
5 Ibid.

6 Ibid.



COMMUNITY BUILDING THROUGH INCLUSIVE EDUCATION

EXECUTIVE SUMMARY



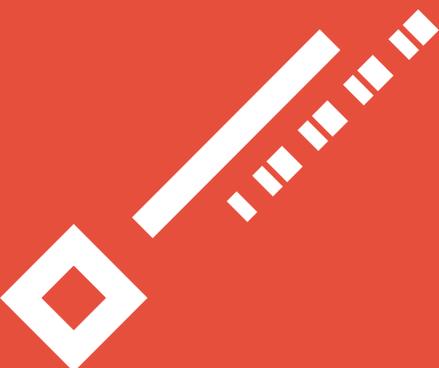
EXECUTIVE SUMMARY

- Turkey hosts around 3.6 million refugees from Syria, more than half of the Syrian refugee population in the Middle East region. Turkey's humanitarian response to millions of people in need of safety and basic needs is commendable.
- Policy dialogue and focus have expanded towards long-term development and integration. With nearly 1,047,536 school-age Syrian students currently residing in the country, increasing access to quality education will be crucial for ensuring the peaceful integration of refugees into Turkish society.
- The MoNE made systematic changes and implementing policies for enabling the integration of Syrian refugees into the education system. However, Turkey also has an increasing number of Iraqi, Afghani, Iranian, and Somali refugees and asylum seekers, as well as smaller numbers from an array of countries in the Middle East region.
- Thus, educational policies should be formulated within an inclusive education framework by taking into account the ethnic and socioeconomic heterogeneity of both the refugee and broader student population. In this respect, “the refugee crisis” urge us to rethink the way that the Turkish education system can best serve its multiethnic, multilingual student body in a more inclusive way.
- To this end, the MoNE not only should implement policies to expand access, but also improve curriculum and pedagogy, and strengthen education governance, all within an inclusive education paradigm.
- Integrating refugee children into the Turkish education system provides an opportunity for implementing a sustainable mother tongue-based multilingual education program for all the children in Turkey whose mother tongue is not Turkish.
- Inclusive education policies implemented at the macro-level can and should be supported by the relatively more flexible civil society actors, such as family and corporate foundations. With these actors in mind, we outline the mainstays of formulating a holistic paradigm and an accompanying frame of action for inclusive education, which is crucial for advancing cohesive communities and promoting peaceful co-existence.
- Rather than focusing on how to integrate the refugee population into Turkish society, public policies and civil society interventions must target both refugee and host communities.
- This requires a collective vision that promotes values of peace and living together, a holistic approach across sectors and institutions, and effective coordination among public, private, and civil institutions as well as discerned citizens.



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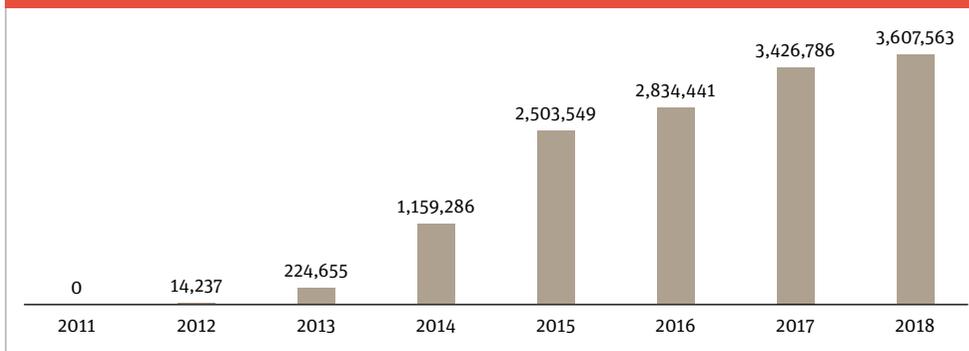
A COMPLEX CHALLENGE: DEMOGRAPHICS AND LEGAL STATUS OF REFUGEE CHILDREN



A COMPLEX CHALLENGE: DEMOGRAPHICS AND LEGAL STATUS OF REFUGEE CHILDREN

According to the Directorate General of Migration Management (DGMM), 3,607,563 Syrians have registered in Turkey since the start of the war in 2011 (Graphic 1).⁷

GRAPHIC 1: NUMBER OF SYRIANS UNDER TEMPORARY PROTECTION IN TURKEY⁸



Turkey is host to 64% of all the registered Syrian refugees in the Middle East region⁹ (Graphic 2).

Compared to Europe, which has received a total of 1,000,000 asylum applications from Syria between April 2011 and October 2016¹⁰ (number of arrivals has been greatly reduced), and the United States, which had admitted only around 18,000 Syrian refugees by the end of summer 2018¹¹, Turkey's response to the humanitarian crisis in Syria is commendable. There were 108,020 applications from Syrian asylum seekers in 2017, a 68.4% decrease since 2016 in the EU countries.¹²

⁷ MoI Directorate General of Migration Management, August 16, 2018.

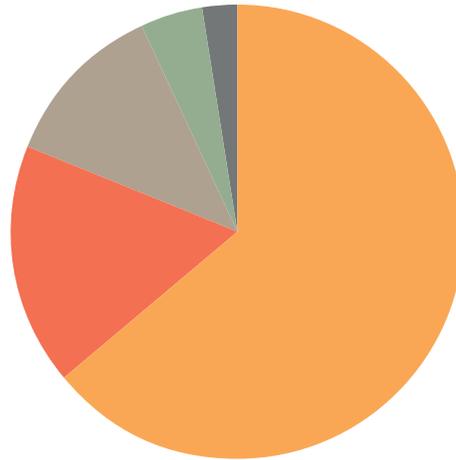
⁸ Ibid.

⁹ UNCHR, 2018a.

¹⁰ Ibid.

¹¹ NPR, April 12, 2018.

¹² The Guardian, June 18, 2018.

GRAPHIC 2: NUMBER OF SYRIAN REFUGEES IN THE MIDDLE EAST REGION

Turkey: 3,607,563 (DGMM, as of November 22, 2018, Syrians under Temporary Protection Act)
Lebanon: 951,629 (UNHCR, as of October 31, 2018, registered Syrian refugees)
Jordan: 673,414 (UNHCR, as of November 12, 2018, total persons of concern)
Iraq: 251,793 (UNHCR, as of October 31, 2018, registered Syrian refugees)
Egypt: 132,029 (UNHCR, as of October 31, 2018, registered Syrian refugees)

Although most of the refugees in Turkey are from Syria, Turkey also has an increasing number of Iraqi, Afghani, Iranian, and Somali refugees and asylum seekers, as well as smaller numbers from an array of countries in the Middle East region.

As of October 2018, the UNHCR Representation in Turkey has record of 142,000 refugees and asylum seekers from Iraq, 170,000 from Afghanistan, 39,000 from Iran, 5,700 from Somalia, and 11,700 from other nations.¹³

Turkey has received major influxes of refugees from neighbouring countries in the past. However, Syrian migration wave far exceeded previous waves. The sheer volume of incoming people has put a strain on Turkish governance and institutions, including the educational system. Turkey has made the following legal and institutional changes in order to manage the sustained Syrian migration into Turkey:

¹³ UNHCR, 2018b.

LEGAL AND INSTITUTIONAL CHANGES FOR ACCOMMODATING SYRIAN REFUGEES IN TURKEY

EVOLUTION OF NATIONAL POLICY OF INCLUDING REFUGEES IN THE NATIONAL EDUCATION SYSTEM: **TIMELINE OF THE KEY EVENTS**



According to figures obtained from the MoNE¹⁴, of the 1,047,536 school-aged Syrian children in Turkey, 580,877 were enrolled in school by December 2018. This corresponds to a 55.5% enrollment rate, a huge jump since 2014.¹⁵

14 MoNE GDLL, 2018.

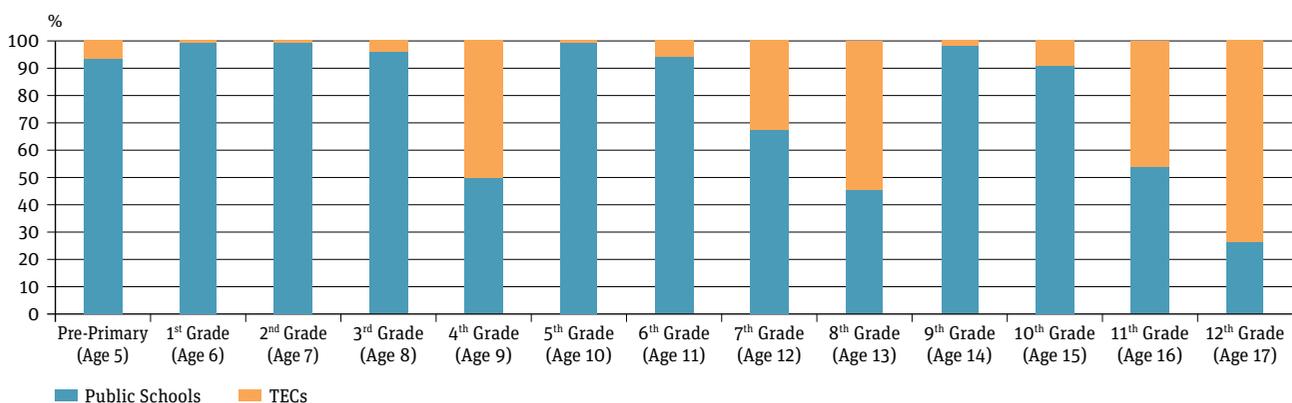
15 Coşkun and Emin, 2016.

Although most discussions on refugee education tend to focus on Syrian children, it is important to take note of the sizeable non-Syrian refugee population in Turkey. According to the UNHCR, there are 370,400¹⁶ school-aged asylum seekers and refugees from countries other than Syria. There is very little public information regarding the educational rights and challenges these non-Syrian refugee children face in accessing education.

Syrian children in Turkey had access education in one of two ways: public schools with Turkish peers or temporary education centers (TECs), which provide education in Arabic according to Syrian curricula.¹⁷ TECs included the schools set up in camps as well as urban private schools established by Syrian and Turkish non-governmental organizations (NGOs) housed in Turkish school buildings.¹⁸ Although TECs have been incorporated into the MoNE's legal framework by a 2014 circular, the MoNE announced its' plans to gradually close down TECs by 2019.¹⁹ Accordingly, Syrian children will transition to Turkish public schools where they will receive education in Turkish according to Turkish curricula.²⁰ In fact, since the beginning of the school year in 2016-17, Syrian children entering first, fifth, and ninth grades were not allowed to enroll in TECs.²¹ As of December 2018, there are 215 TECs operating.

The enrollment rate of Syrian children started to rise at the beginning of the 2016-17 school year after the MoNE introduced a roadmap for the education of Syrian children in Turkey in August 2016.²² In addition to increasing the enrollment of Syrian children in schools, the MoNE's roadmap states that it will ensure "access to quality education for all children living in Turkey."

GRAPHIC 3: THE PERCENTAGE OF STUDENTS UNDER TEMPORARY PROTECTION IN PUBLIC SCHOOLS AND TECs, BY LEVEL OF EDUCATION



- 16 UNHCR, 2018a.
 17 Coşkun and Emin, 2016.
 18 Ibid.
 19 MoNE, September 6, 2016.
 20 MoNE, August 22, 2016.
 21 Dünya Bülteni, December 17, 2016.
 22 MoNE, August 22, 2016

The status of gender difference in Syrian children's access to different levels of education is not shared with the public. There are 107,759 Syrian students at TECs. For 1st, 5th and 9th grades, percentage of Syrian children enrolled in official schools is approaching 100%. On the contrary, more than 50% of children at grades 4, 8 and 12 are still attending TECs.

Examination of school enrollment rates for different levels of education reveals that ratios of enrollment of children under temporary protection are 33% at preschool, 97% at primary school (grades 1-4), 58% at middle school (grades 5-8) and 26% at high school. In comparison to the total enrollment rate across levels, numbers are low for levels other than primary school. When evaluating the situation for high school enrollment rates, the issue of child labor should also be taken into consideration.²³

**TABLE 1. ENROLLMENT NUMBERS AND RATIOS BY GRADES
(STUDENTS UNDER TEMPORARY PROTECTION)**

Enrollment Numbers and Ratios by Grades (19-11-2018)						
Grade	Public Schools	Temporary Education Centers (TECs)	Total	Level of Education	Age Group	Ratio
Pre-Primary (Age 5)	29,446	2,149	31,595	31,595	95,094	33%
1. Grade (Age 6)	97,968	543	98,511	374,046	101,529	97%
2. Grade (Age 7)	93,349	1,086	94,435		99,667	
3. Grade (Age 8)	69,989	2,982	72,971		94,684	
4. Grade (Age 9)	53,795	54,334	108,129		86,868	
5. Grade (Age 10)	66,662	754	67,416	175,462	85,820	58%
6. Grade (Age 11)	42,833	2,766	45,599		77,881	
7. Grade (Age 12)	21,917	10,982	32,899		69,818	
8. Grade (Age 13)	13,251	16,297	29,548		66,939	
9. Grade (Age 14)	20,102	322	20,424	70,739	66,550	26%
10. Grade (Age 15)	10,316	972	11,288		64,782	
11. Grade (Age 16)	5,172	4,333	9,505		69,389	
12. Grade (Age 17)	2,560	7,381	9,941		68,515	
High School Preparatory Class	5	0	5			
Support Class	0	73	73			
Training	0	97	97			
*HEP A	0	2,535	2,535			
*HEP B	0	153	153			
Open Schools	16,718	0	16,718			
Total Student Number	544,083	107,759	651,842	651,842	1,047,536	62%

* HEP A: A1 and A2 level language courses for foreigners between ages 10-18

** HEP B: Supplementary education for grades 3 and 4

Source:MEB, 2018

In September 2016, the EU announced the foundation of Emergency Social Safety Net (ESSN), which would provide cash to temporary or international asylum seekers, when needed. There is no specified resource spared for the education of Syrian children in the MoNE's (Ministry of National Education) announced budget or performance program. However, the MoNE's former undersecretary Yusuf Tekin's declaration suggests that between 2014-2016, 1.5 billion US Dollars were spent on Syrian children's education, in addition to investment spendings. Additionally, in October 2016, 300 million Euros were transferred to the MoNE for the project Facility for Refugees in Turkey, "Promoting integration of Syrian Children into Turkish Education System", through a direct contract.²⁴

According to the report of Human Rights Inquiry Committee, Migration and Harmonization Sub-Committee of Grand National Assembly of Turkey, Turkey spent a total of 25 billion US Dollars on Syrians until this day. Spenditure on health services comes from the Undersecretariat of Treasury and DEMP (Disaster and Emergency Management Presidency). Medication expenses are covered by DEMP. It is difficult to access the total spenditure by the Ministry of Health. Until today, invoiced expenditures add up to approximately 600 million Turkish Liras. Projects conducted with the EU add up to approximately 300 million euros; of which 120 million is received and the rest expected to be received in the next three years. The amount UN organizations have spent for Syrians in Turkey is around 500 million US Dollars.²⁵

The MoNE has made systematic changes and implementing policies for enabling the integration of Syrian refugees into the education system. These educational policies should be formulated within an inclusive education framework by taking into account the ethnic and socioeconomic heterogeneity of both the refugee and broader student population.

WHO ARE DOMS?

Host communities in Turkey tend to think of Syrian refugees as a homogenous population. Yet, Syrian refugees are composed of different ethnic and religious groups, including Arabs, Kurds, Turkmens, Armenians, Gypsies and Palestinians. Domari-speaking Doms predominantly live in Iran, Iraq, southeastern Turkey, Syria, Lebanon and Palestine. Since the start of the civil war in 2011, more than 50,000 Doms from Syria have taken refuge in Turkey.²⁶

²⁴ MoNE, October 3, 2016

²⁵ GNAT, 2018.

²⁶ Tarlan, 2015.

Doms are one of the most disadvantaged groups within the Syrian refugee population in Turkey. In addition to facing discrimination due to their refugee status, Doms are also marginalized by the Syrian refugees in Turkey.

In Turkey, they predominantly live in Adana, Gaziantep, Hatay, Şanlıurfa, Diyarbakır and Mardin. Access to education is particularly low among Dom children due to their nomadic lifestyle and the abovementioned discrimination.²⁷

Doms are mostly composed of semi-nomadic or nomadic groups and thus they do not prefer living at campsites. They become subjected to discrimination as they are in the entire world. Campsites cause isolation and confinement feeling for Doms.²⁸



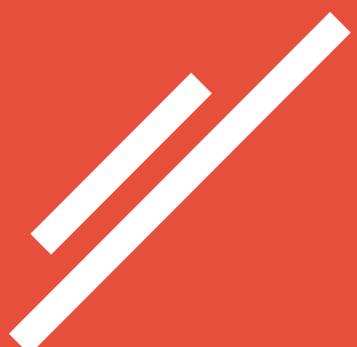
One of the first groups of Dom refugees arriving Gaziantep after escaping the conflict in Aleppo, 2013 (Photo credit: Kemal Vuran Tarlan).

27 Development Workshop, 2016, p. 91.

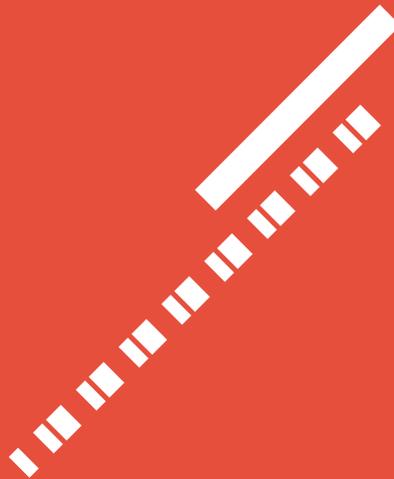
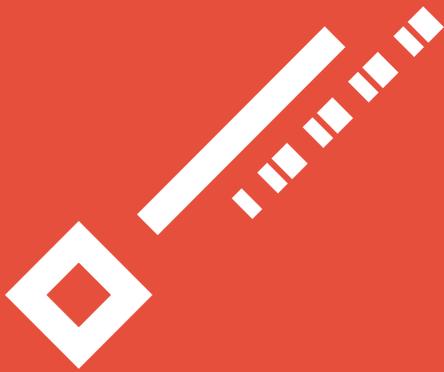
28 See <http://www.middleeastgypsies.com/publications/>



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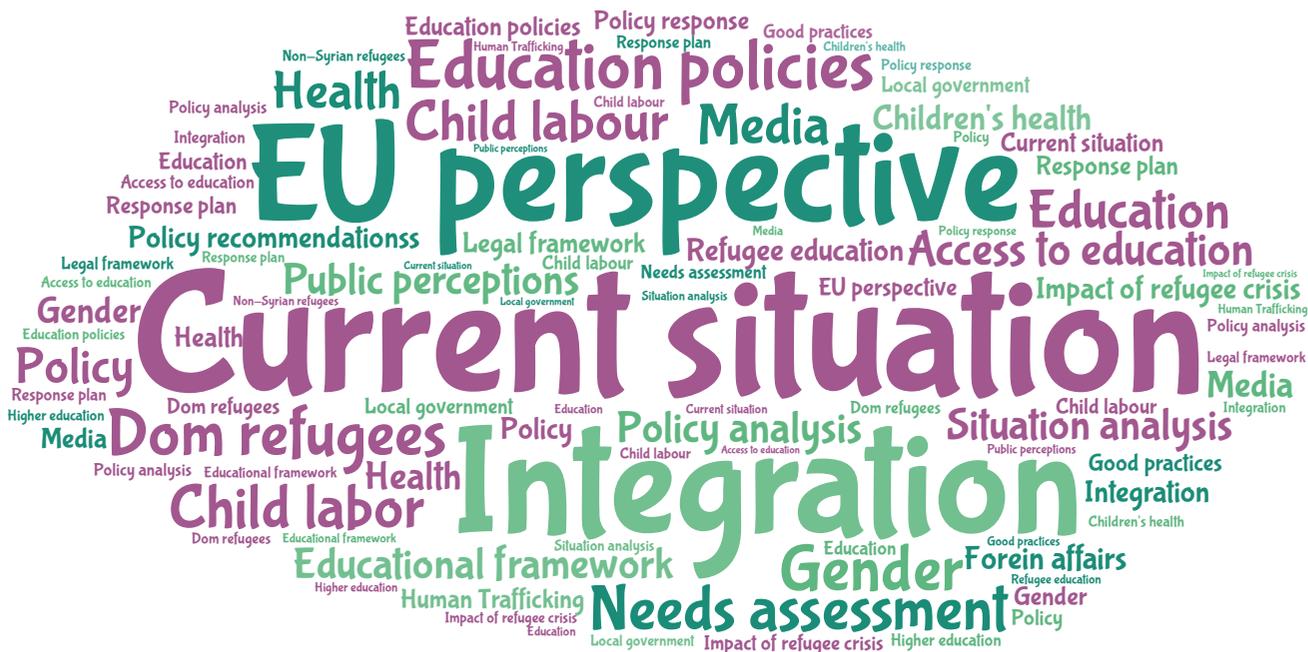


**PRESSING ISSUES AND POLICY
RECOMMENDATIONS**



PRESSING ISSUES AND POLICY RECOMMENDATIONS

A plethora of reports and articles analyze the situation of Syrian refugees in Turkey and provide policy recommendations on a wide range of issues. These focus on the integration of refugees into Turkish society²⁹ and emphasize the importance of livelihood support and “resilience-based approaches” for ensuring this transition.³⁰ This section of the report makes use of this literature to identify the gaps in the field in order to offer suggestions to the MoNE and other public institutions, which implement policies at the macro-level.



29 Kanat and Ustun, 2015; İçduygu, 2016; İçduygu and Şimşek, 2016; International Crisis Group, 2016.

30 Özcan, 2016; 3RP Syria Crisis, 2016. In a similar vein, many NGOs have started to implement entrepreneurship programs for refugees, which is essential for ensuring their integration into Turkish society in the long term.

Reports that focus on the education of refugee children in Turkey highlight the challenges that Syrian refugees face in TECs,³¹ public schools,³² or both.³³ Reports also provide recommendations for the government, the MoNE, provincial directorates, private donors, international organizations, and civil society actors.³⁴ Most recommendations are directed towards increasing access to education. Reports also recommend improving the quality of education through teacher trainings, psychological support, and extracurricular and accelerated learning. Still, other reports focus on existing obstacles to education, such as child labor and early marriages.³⁵

The following part contextualizes some of the recommendations put forth in these reports within an inclusive education framework. It focuses on the concrete steps that the MoNE can take in order to make the Turkish education system more inclusive for all students in Turkey while taking the particular educational needs of refugees—gaps in schooling, psychosocial trauma, range of linguistic differences, etc.—into account.

EXPANDING ACCESS TO EDUCATION

A variety of socioeconomic and cultural factors, such as child labor and early marriage, prevent refugee children from accessing educational institutions in Turkey.

Even though access to public schools is free, costs associated with student attendance such as transportation, supplies, and nourishment can make school fees prohibitive for some families.

SOCIOECONOMIC SUPPORT: INCENTIVIZING SCHOOL ATTENDANCE

The implementation of ESSN (Emergency Social Safety Net) to provide cash transfers to vulnerable refugees and asylum-seekers might alleviate the financial burden for some families and increase enrollment rates.³⁶ In addition to ESSN, the Ministry of Family, Labour and Social Services (MFLSS), the United Nation's Children's Fund (UNICEF), and the MoNE has institutionalized a conditional cash transfer (CCT) program for refugee families.³⁷ According to the CCT program³⁸, students attending both public schools and TECs receive 35-60 TL per month every two months depending on their gender and grade.³⁹ This amount might be enough to incentivize families living in rural areas where living expenses are low, but could be inadequate in larger cities where the cost of living is

31 Aras and Yasun, 2016.

32 Çocuk Çalışmaları Birimi (ÇOÇA), 2015.

33 Emin, 2016; Coşkun and Emin, 2016; Heyse, 2016.

34 Human Rights Watch (HRW), 2015; Jalbout, 2015; Aras and Yasun, 2016; Coşkun and Emin, 2016; ÇOÇA, 2015; Emin, 2016; Hayat Sür Derneği, 2016.

35 MFSP et al., 2016; Yalçın, 2016.

36 An impact evaluation of CCTs for Syrian refugees in Lebanon by the International Rescue Committee shows that CCTs given to families via ATM cards for winter heating provisions increased school enrollment among refugee families as a positive externality. International Rescue Committee, 2014.

37 Phone conversation with a representative of the Delegation of the European Union to Turkey, December 6, 2016.

38 At the "Turkey Labor Market Network Meeting" organized by Bahçeşehir Üniversitesi Ekonomik ve Toplumsal Araştırmalar Merkezi (BETAM), Understanding Children's Work, and the World Bank on 26-27 January 2017, a representative from the MFSP stated that around 64,000 children under Temporary Protection had benefited from this program.

39 MoNE, 8 June, 2017.

considerably higher. In such cases, cash assistance could also be directed toward meeting transportation costs, an oft-cited barrier to education.⁴⁰

Cash assistance directed at replacing income from child labor on the condition that the child attends school could boost enrollment in the short term. However, CCTs should be implemented alongside strategies for increasing refugee families' total incomes, which constitute a more effective method for increasing school attendance in the long term.

TRANSPORTATION AND HEALTH SERVICES

The Turkish education system would be well-served to expand programs of transportational, nutritional, and health support for students from low-income households. The MoNE buses Turkish students from rural areas to formal schools in central locations and feeds lunch to these students.⁴¹ The MoNE has also established healthy snack programs where pre-primary and primary school students are provided with milk and raisins.⁴² Refugee families would benefit from further transportational and nutritional aid. Transportation support was provided for Syrian students who live 2 kilometers or further from the school in which they are enrolled through the EU funds.⁴³ The MoNE and the Ministry of Health must also ensure that basic check-up services such as regular vaccinations as well as sight, hearing and parasite checks are being regularly performed and that refugee families are aware of these services as an incentive to send their children to school.⁴⁴

BROADENING PRE-PRIMARY EDUCATION AND SPECIAL EDUCATION

Given the importance of early socialization, increasing access to pre-primary education is crucial for facilitating inclusive education for refugee and Turkish children. Studies show that students with pre-primary education perform better academically compared to those who did not.⁴⁵ Another challenge is the lack of adequate special-education programs for refugee children. Currently, only a limited number of Syrian children receive special education.⁴⁶

We need more information on refugee students with special educational needs. Expanding refugee children's access to quality pre-primary education⁴⁷ and special education⁴⁸ should be among the MoNE's priorities during this transition period.

40 Jalbout, 2015.

41 MoNE, September 11, 2014.

42 Resmi Gazete, March 28 2016; Resmi Gazete, July 10, 2015.

43 Phone conversation with a representative of the Delegation of the European Union to Turkey on December 6, 2016.

44 MoH, September 11, 2008.

45 OECD, 2016a.

46 According to figures shared by the MoNE on December 12, 2016, there are 680 students in special-education programs in TECs.

47 According to the *Medium Term Programme (2017-2019)* published by the Ministry of Development, pre-school education will gradually become obligatory for all children.

48 For proposals with regards to special education, see Coşkun and Emin, 2016.



Children enjoying games with psycho-social facilitators at a child-friendly space run by Save the Children and IMPR (International Middle East Peace Research Center) Humanitarian in Şanlıurfa, Turkey (Photo credit: Ahmad Baroudi/Save the Children).

IMPROVEMENTS FOR AN INCLUSIVE CURRICULUM

LANGUAGE INSTRUCTION: MOTHER TONGUE-BASED MULTILINGUAL EDUCATION AND TEACHING TURKISH AS A SECOND LANGUAGE

Students arrived from Syria came with varying levels of literacy in Arabic, with the overwhelming majority having little to no prior exposure to Turkish. For these children, questions surrounding education in their mother tongue arose. Lack of Turkish language skills was one of the main reasons that Syrian families preferred to send their children to TECs.⁴⁹

Numerous studies have shown that mother tongue literacy enhances a child's ability to learn additional languages.⁵⁰ However, the MoNE's roadmap implies that as Syrian students transition into Turkish public schools, they are immersed in Turkish language instruction. Rather than adopting mother tongue-based multilingual education, which requires "the use of mother tongue as the language of instruction in classroom" in order to enable "an effective transition into other national and international languages in due course,"⁵¹ the MoNE offers Arabic elective courses for refugee children.⁵² Putting legal and political consideration aside

49 Dallal, 2016.

50 Dryden Peterson, 2014.

51 Wisbey, 2013.

52 MoNE, September 6, 2016; Dünya Bülteni, December 17, 2016.

PEACE EDUCATION AS A NATIONAL CURRICULAR FRAMEWORK

Although Turkish language education constitutes a critical step towards the integration of refugee youth into Turkish society, schools must adopt a more inclusive educational framework that will reinforce positive notions of multiculturalism, human rights, and peace.

In addition to the transfer of academic knowledge, inclusive curricula should focus on students' cognitive, emotional, social, and creative development and be "flexible enough to respond to [students'] different needs."⁵⁶

The content of the curriculum being taught to students in Turkey needs to be re-considered. While social studies curricula in Turkey address "universal themes" like human rights and democracy, these messages coexist with "nationalist and authoritarian citizenship education."⁵⁷ Rhetoric that portrays Turkey as under constant threat from neighboring countries and internal forces works directly against fostering a sense of multicultural community. It is particularly important to ensure that refugee students receive an education that emphasizes peace and inclusion in order to restore a sense of normalcy and belonging in their adopted country. The MoNE should also reassess the critical lens through which global content is taught⁵⁸ in an effort to emphasize universalism over divisiveness or chauvinism in social studies curricula.

The UNHCR advises that refugee education should take conflict and power dynamics into account and apply principles of "peace education" that encourage tolerance.⁵⁹ The Turkish education system already has some curricular requirements that could accommodate peace education.⁶⁰ A curriculum that emphasizes these principles of inclusion can help make school a more positive social experience for non-Turkish students and improve the overall school climate for all students.

*Syrian students report that social exclusion and bullying by Turkish students are some of the most challenging aspects of attending school.*⁶¹

According to a research report conducted by Platform for Protecting Children and Their Rights, 56 percent of the parents interviewed do not approve of their children being friends with a Syrian child.⁶² The creation of a curricular framework that promotes multiculturalism is of utmost importance to overcome such prejudices.

⁵⁶ ERG, 2016, p. 7.

⁵⁷ Çayır and Gürkaynak, 2008, p. 53.

⁵⁸ Tarman, 2010.

⁵⁹ UNHCR, 2011, p. 64

⁶⁰ In the fourth grade, Turkish students take a course on "Human Rights, Citizenship, and Democracy", a natural home for an expanded peace education emphasis.

⁶¹ HRW, 2015.

⁶² The Platform for Protecting Children and Their Rights, 2016.



Children enjoying expressing themselves finger-painting at a Save the Children supported Temporary Education Centre in Hatay, Turkey (Photo credit: Barış Yalçınkaya/Save the Children).

TEACHER DEVELOPMENT

Both teaching Turkish as a second language and promoting multiculturalism and peace education require a robust teacher-development program.

In addition to small-scale informal teacher trainings carried out by NGOs, the MoNE has implemented the following training programs for teachers and administrators who work with Syrian students:

- Pedagogical formation training for 514 Syrian teachers working in TECs in Konya, August-September 2016 (in partnership with the UNICEF)⁶³
- Training for teaching Turkish as a second language for 4,200 public school teachers in Kemer, Antalya, November-December 2016⁶⁴
- Training program on inclusive education for 500 public school counselors in Antalya, November-December 2016 (in partnership with the UNICEF)⁶⁵

63 These teachers were asked to train 20,000 Syrian teachers. See MoNE, August 5, 2016; MoNE, August 8, 2016.

64 MoNE, November 22, 2016a.

65 These counselors were asked to train 25,000 teachers who work with native and foreign students. See MoNE, November 22, 2016b.

- Pedagogical formation training for 500 Syrian teachers working in TECs in Antalya, January-February 2017 (in partnership with the UNICEF)⁶⁶
- Training for 827 administrative personnel in Antalya, January 30-February 3 2018⁶⁷
- Awareness training for teachers who have 15 or more Syrian students in their classes in Antalya, January 22-February 9, 2018⁶⁸
- Workshop on developing inclusive education teacher training modules with 18 teachers and 5 school administrators between February 26-March 1, 2018⁶⁹

GÖÇ-MAT—a project funded by The Scientific and Technological Research Council of Turkey (TÜBİTAK) that provided training for pre-elementary and elementary school mathematics teachers with refugee students in their classrooms—emphasizes cooperation between school, family, and society for facilitating learning in multicultural classrooms.⁷⁰ The results could be a useful model for replication in other disciplines as well.

Personnel training programs constitute an important step in orienting Turkish schools toward teaching a more diverse student population. Professional development that focuses on “intercultural pedagogy” in both initial and in-service programs can enhance the way teachers reach their diverse students.⁷¹ Such efforts should focus both on individual student needs and foster a positive classroom climate.⁷²

Teacher trainings must also address psychosocial support for students who have experienced trauma, help teachers identify indicators of trauma, and teach them ways to support their students.

Teacher training programs for inclusive education should emphasize:⁷³

- teacher-student communication
- flexibility in applying curriculum
- family partnerships

⁶⁶ These teachers were asked to train 20,500 teachers. See MoNE, January 3, 2017.

⁶⁷ MoNE, January 30, 2016.

⁶⁸ MoNE, December 18, 2017.

⁶⁹ MoNE, May 4, 2018.

⁷⁰ MoNE, August 6, 2016.

⁷¹ OECD, 2016b, p. 16.

⁷² Burns and Shadoian Gersing, 2010.

⁷³ Ayan, 2016.

STRENGTHENING EDUCATION GOVERNANCE FOR INCLUSIVE EDUCATION

MINIMIZING ADMINISTRATIVE HURDLES AND TRACKING STUDENTS

The right to education for refugees under temporary protection means little if school administrations do not ensure access. The MoNE must do more to enforce these legal rights by engaging and training school administrators, facilitating required resources and support mechanisms, and devising best practices for maximizing available school resources to accommodate new students.

The MoNE tracks the status of Syrian children in TECs through YOBIS, the Education Management System for Foreigners, whereas refugee students in public schools, like their Turkish peers, are registered in e-school (*e-okul*). In addition to enrollment rates, the MoNE should monitor absenteeism and dropout rates.

A monitoring system for school dropout called Okula Devamı İzleme ve Destek (ODİDES) has already been developed; the system should make special note of refugee students who are more likely to drop out than their peers due to socioeconomic constraints and other educational challenges.

CATCH-UP AND ACCELERATED LEARNING PROGRAMS

Turkey has to continue to find ways to accommodate refugee students who lag behind their peers due to language barriers or gaps in schooling. The MoNE is developing accelerated language learning programs⁷⁴; funds from the EU have already been allocated both for catch-up and accelerated-learning programs.⁷⁵

A past MoNE project called “Increase Continuity in Primary Education Institutions” (*İlköğretim Kurumlarına Devam Oranlarının Artırılması Teknik Destek Projesi*) was implemented to support language development for children who did not have sufficient language skills, i.e. children whose mother tongue is not Turkish.⁷⁶ The MoNE has also completed, with some success⁷⁷, a Catch-up Education Program (CEP) in partnership with the UNICEF for students who had never enrolled in primary education or who were at least three years behind their peers.⁷⁸

Apart from catch-up education, remedial/support classes were also launched for children who are enrolled at school but lag behind the desired level of performance for the grade they continue. The MoNE can incorporate and disseminate the lessons learned from these project into ongoing programs for refugees.

74 MoNE, November 22, 2016a.

75 MoNE, October 3, 2016.

76 MoNE, July 7, 2015.

77 ERG, 2011a.

78 ERG, 2011b.

VOCATIONAL AND SKILLS TRAINING

Current education laws place an age limit of 15 for students to enter primary school and 19 to enter secondary school.⁷⁹ Beyond these age limits, students are directed to “distance-learning.” Considering this reality, the education system will be able to reach more students by exploring the relative value of vocational and skills training for older students.

The MoNE already allows Syrian students who have completed level A1 Turkish in community centers to enroll in Anatolian vocational schools, given that quotas remain.

The MoNE offers apprenticeship programs for Syrian students as well.⁸⁰ Reinforcing skills training for older students who realistically will not be re-entering the formal education system might be beneficial. However, it is imperative that the quality of vocational and technical education in Turkey be improved for all students in Turkey.

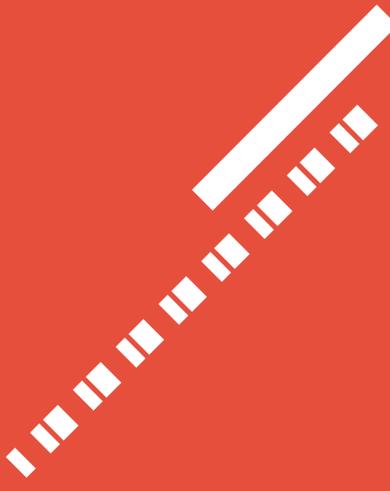
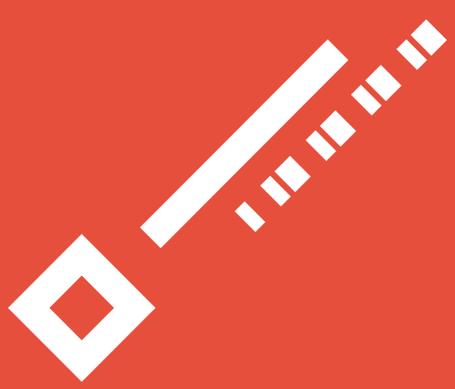
79 MoNE, September 7, 2013.

80 MoNE, August 12, 2016.



COMMUNITY BUILDING THROUGH INCLUSIVE EDUCATION

A HOLISTIC PARADIGM FOR INCLUSIVE EDUCATION: A FRAMEWORK FOR ACTION



A HOLISTIC PARADIGM FOR INCLUSIVE EDUCATION: A FRAMEWORK FOR ACTION

Turkey has faced an unprecedented influx of refugees from Syria and Iraq since 2011 when the Syrian civil war began. Turkey's humanitarian response to millions of people in need of safety and basic needs was commendable.

As the conflict in Syria has become increasingly intractable, Turkey has turned into a permanent home for around 3,6 million Syrians. As such, policy focus and dialogue has expanded towards long-term development and integration. This presents an opportunity for promoting a holistic paradigm for inclusive education and a framework for action that could be supported by the relatively more flexible civil society actors, such as family and corporate foundations, which can and should supplement public policies implemented at the macro-level.

This report has thus far reiterated the scope and complexity of the challenge that refugees and their host communities throughout Turkey have faced in education. We have outlined policy options to expand access, improve curriculum and pedagogy, and strengthen education governance, all within an inclusive education paradigm. We thank all the individuals and institutions who have worked to ease the burden of this humanitarian tragedy on refugee children and adults. What we propose next are further suggestions for advancing the wellbeing of *all* children and youth in Turkey.

ENHANCING THE VISION: HOLISTIC PARADIGM FOR INCLUSIVE EDUCATION

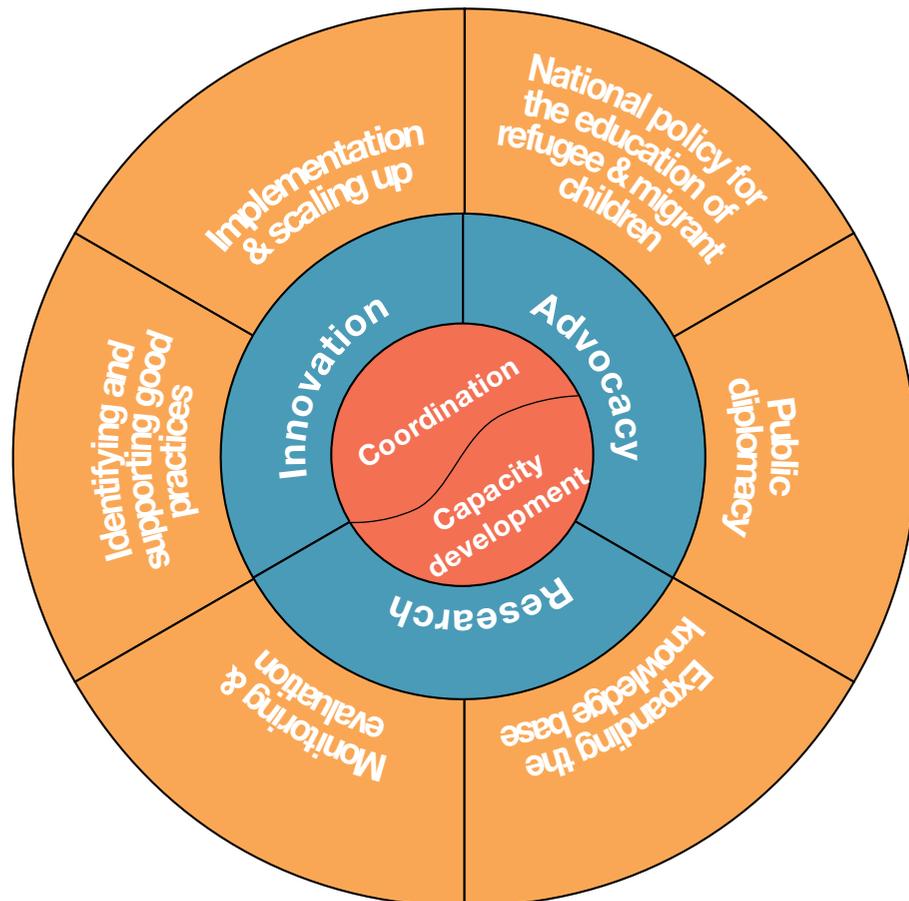
Throughout this report, we have advocated for adopting inclusive education as a vision and for expanding the scope of policy and practice to include both native and refugee (Syrian, Iraqi, Afghan, Iranian, Somali and other) communities.

The present moment represents a critical juncture for building cohesive communities from groups of different backgrounds and laying the groundwork for peaceful co-existence. This requires, among other things, a collective vision that promotes values of peace and living together, a holistic approach across sectors (i.e., education, health, livelihood) and institutions (i.e., public schools, TECs, community centers). This approach must transcend public, private and civil institutions as well as discerned citizens through effective coordination.

Although the need for relief efforts—such as financial aid and scholarship programs for refugee children—continues, the framework we offer in this report targets development and emphasizes interventions that benefit both the refugee and host communities.

Thus, we argue that rather than solely focusing on how to integrate the refugee population into Turkish society, public policies that target both refugee and host communities will be more effective.

Local partnerships and networks have been forged at the micro-level in order to fend off prejudices and discriminatory practices from daily life. NGOs such as Sulukule Gönüllüleri Derneği, Tarlabası Toplum Merkezi, and Small Projects Istanbul already work with disadvantaged children and are active in neighborhoods and can play a constructive role in this regard. Multi-service community centers that provide services both to refugee and host communities, such as those established by the Danish Refugee Council, YUVA Foundation, or Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH⁸¹ play a crucial role in fostering intercultural dialogue as well. Anadolu Kültür has published bilingual children's books in Turkish and Arabic, *Zeyna and Aziz Trip to Syria*, which constitute a small yet important effort towards social integration. Unfortunately, it is not possible for this report to address all the actors in the field that help promote peaceful co-existence. However, it is important to note that these and other similar good practices constitute good assets for advancing cohesive communities around Turkey through inclusive education.



⁸¹ Established in partnership with NGOs in various provinces throughout Turkey.

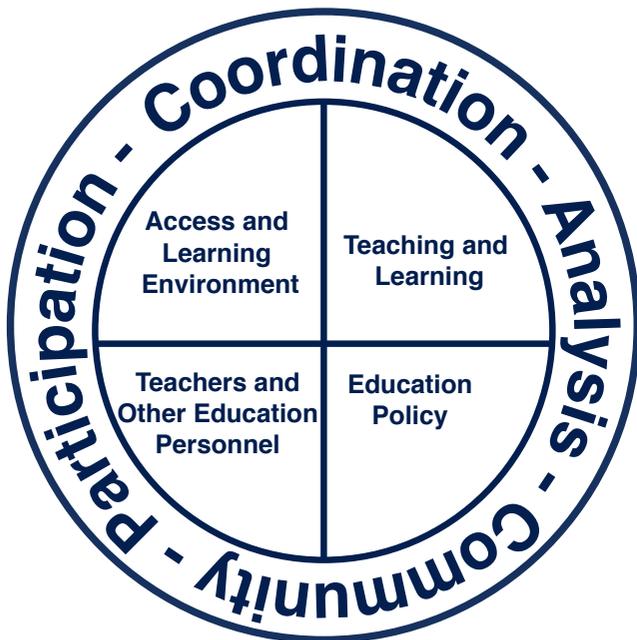
NATIONAL POLICY FOR THE EDUCATION OF REFUGEE AND MIGRANT CHILDREN

Ensuring access to education for all refugee children in Turkey must be addressed immediately. Additionally, acute population movements around Turkey are likely to occur in the future. Thus, it would be a wise investment for Turkey to develop a long-term national policy for the education of refugee and migrant children. This policy should be:

- rights-based
- prioritize the wellbeing of all children regardless of socioeconomic and ethnic background or country of origin
- provide clear guidelines for a child's inclusion in a public school in Turkey.

As recent experience has demonstrated, emergency relief and integration practices should be complementary.

In addition to the recent experience and insight accumulated in Turkey, international benchmarks such as minimum standards for education⁸² created by the leading International Network for Education in Emergencies (INEE) could be a useful guide in the policy development process. INEE's standards are organized in five domains: Foundational Standards (coordination, participation, and analysis), Access to Learning Environment, Teaching and Learning, Teachers and Other Education Personnel, and Education Policy. It is important to note that all the standards intersect with each other.



Source: INEE, 2004, p. 8.

82 INEE, 2004.

IMPROVING PUBLIC DIPLOMACY

Public diplomacy is important for developing a holistic paradigm for inclusive education and for drawing international attention to Turkey's experience with its massive refugee influx. Informing the public about inclusive education efforts could help foster a sentiment of refugee inclusion among Turkish citizens more broadly. Moreover, it could also help create alliances between various stakeholders who would benefit from similar practices and create societal demand for inclusive education. Additionally, public diplomacy could increase Turkey's international visibility and help generate more financial support from other governments as well as international organizations.

IDENTIFYING AND SUPPORTING GOOD PRACTICES ON THE GROUND

Some of the challenges of inclusive education are complex and are contingent on the local context. It is possible to overcome these challenges through critical creativity and grassroots innovation. Good practices that find new ways of delivering services and new ways of working build on existing capacities to offer sustainable solutions to humanitarian and development problems.⁸³

According to a compendium of good and innovative practices developed by the UNHCR-UNDP⁸⁴ Joint Secretariat for the Regional Response to the Syria Crisis, the starting point for good practice is “adapting aid programmes and approaches to the specific circumstances of a crisis context.”⁸⁵ Accordingly, good practices should seek to strengthen resilience; adopt a human rights-based and a conflict-sensitive approach, and support the government leading the relief efforts.⁸⁶ These practices should also have the flexibility to scale up or scale down in order to effectively address the diverse needs of the stakeholders.⁸⁷

Moving ahead, we need to identify, monitor, and support promising practices. At the same time, we need more social entrepreneurship and innovation to develop new good practices and eventually use public-private partnerships to scale these practices.

Similar to Turkey, Jordan received a large influx of refugees that prompted the Jordanian government to shift its focus from humanitarian relief to long-term development, including a shift in education policy. Jordan's national response plan for refugees addresses a clear educational strategy for refugees, with sector-specific educational needs and objectives as well as corresponding budgetary needs.⁸⁸ An example of a good practice in Jordan is the project “Remedial Education and Awareness Raising for Syrian and Jordanian Children” implemented by World Vision International in partnership with the Japan Platform Fund. The project offers remedial classes for Syrian and Jordanian children to adequately prepare them for public school. It also provides trainings for Jordanian remedial class teachers as well as trainings on parenting skills for Syrian and Jordanian caregivers. In addition to its integrated approach, the project is strengthened by

83 UNHCR-UNDP Joint Secretariat, 2015, p. 4.

84 The United Nations Development Programme.

85 UNHCR-UNDP Joint Secretariat, 2015, p. 6.

86 Ibid., p. 7-8.

87 Ibid.

88 Hashemite Kingdom of Jordan Ministry of Planning and International Cooperation, 2015, pp. 41-51.

the fact that it was implemented by a local NGO which was familiar with the needs of the children and their families.⁸⁹

FROM THE FIELD IN TURKEY

Many NGOs in Turkey provide academic and psychosocial support to refugee children. Academic support practices include language instruction classes in Turkish and other subjects to ease the transition of refugees to formal schooling. For instance, Norwegian Refugee Council (NRC) is in the process of implementing a Child Education Pact for out-of-school refugees in order to support their integration into formal schooling. Mother Child Education Foundation (AÇEV) implemented an intensive preschool program in Istanbul for Syrian refugee children in collaboration with the Istanbul Provincial Directorate of National Education and with the support of Siemens Turkey and Plan International. Other NGOs, such as the Association for Solidarity with Asylum-Seekers and Migrants (ASSAM) and Support to Life (STL), also offer language classes in Arabic and English. Organizations such as Save the Children and Maya Foundation provide psychosocial support for refugee kids through art and music. Maya Foundation also signed a protocol with the Provincial Directorate of National Education in Istanbul to provide psycho-art therapy to children in TECs and to organize support seminars for teachers and parents.⁹⁰ Al Sham Foundation—a Syrian organization that facilitates rehabilitation sessions with kids—is active in Gaziantep, Kahramanmaraş and Antakya. NGOs in Turkey also support teacher development. One of the projects of Hayat Sür Derneği, a Syrian NGO, focuses on supporting and unionizing Syrian teachers. Citizens Assembly organizes a teacher training program for Turkish teachers who work with refugee children in public schools.

MONITORING AND EVALUATING POLICY AND PRACTICE

Evaluation is a critical part of the policy cycle and key to identifying good practices. Thus far, the supply of rigorous evaluation based research has been limited; there is a vast potential for growth. Studies on the education of migrant and refugee children have mostly focused on analyzing the situation and offering recommendations. The existing literature illustrates the shortcomings in evaluative policy research.

The demand for rigorous and independent evaluation has been limited by exogenous factors. The pressure to provide timely relief services to refugees was intense, and expanding access to education constituted an understandable priority. Monitoring was mostly limited to tracking numbers. Only a limited number NGOs in Turkey commissioned evaluation studies to assess the impact of their projects and increase institutional capacity.⁹¹

As the focus expands to integration, and hopefully to inclusion, the importance of monitoring quality and content will gradually increase along with the demand for rigorous evaluation. Monitoring will remain critical in advocacy and communication, too. At the same time, on-going evaluation of various pilot projects and small-scale practices on the ground will provide integral guidelines for “what works” and how to implement a holistic paradigm for inclusive education. Considering both impact and sustainability are key to finding good practices that can be scaled up.

89 UNHCR-UNDP Joint Secretariat, 2015, p. 54-6.

90 MoNE, October 22, 2016.

91 For STL's evaluation, see. Kuğu and Okşak, 2013.

STRENGTHENING IMPLEMENTATION AND SCALING UP GOOD PRACTICES

Translating good policies into effective practices is often a bigger challenge than drafting the policy itself. Competent human resources are key to making policies work. This requires bringing people working across agencies together and bridging public and non-governmental organizations.

Similarly, a big challenge in scaling up good practices stems from the need to disseminate best practices among practitioners across the country. While effective use of information and communication technologies (ICTs) can facilitate this process, often hybrid models combining ICT use and face-to-face interaction are more effective. For instance, STL successfully utilized mobile technology as well as a network of Syrian volunteers and *muhtars* (traditional leaders in neighborhoods) to expand the outreach of their food e-voucher program.⁹²

EXPANDING THE KNOWLEDGE BASE

Expanding our repertoire of good practices and growing our knowledge base is crucial for identifying areas of intervention in developing a national policy for the education of refugee and migrant children. Reports based on rigorous field research and/or studies that situate individual cases within a comparative framework can be useful guides for public institutions in developing inclusive education policies. Moreover, expanding the public's knowledge of good examples and situating such examples within frameworks that promote inclusive education can enhance the academic capital in the field of education and generate dialogue between various actors working with refugees. For instance, a joint project by Anadolu Kültür and Kommunale Integrationszentren Landeskoordinierungsstelle – LAKI (Arnsberg) with support from Stiftung Mercator called “German-Turkish Initiative for Cooperation on Refugee Relief” seeks to establish a network between actors working on refugee education and integration in Turkey and Germany so that they can engage in dialogue, form partnerships, and develop mutual relations by sharing experiences.⁹³ For instance, educators in Turkey could benefit from examining Germany's response to the education of Turkish immigrants whose primary language, like the refugees in Turkey, differed from the language of instruction at schools.

FRAMEWORK FOR ACTION

In the section above, we discussed the mainstays of formulating a holistic paradigm for inclusive education. This paradigm needs to be supported by concrete action that considers the abovementioned discussion areas. It is only by sustaining the vision of inclusive education and engaging in complementary action that we can hope to create a holistic paradigm for inclusive education and ensure that future generations live in a society in which every child is treated equally regardless of ethnic origin, language, or religion. It is important to note that aforementioned pillars and the following actions influence and support one another.

⁹² UNHCR-UNDP Joint Secretariat, 2015, p. 80.

⁹³ Stiftung Mercator, 2017.

ADVOCACY

Advocating for the educational, social, and political rights of refugees is crucial for fostering community support and advancing inclusive education policies. In addition to policy monitoring, engagement in policy dialogue with decision-makers, and campaigns for policy change; effective advocacy requires robust and up-to-date evidence and stronger “advocacy capacity” through information sharing.

These are crucial for avoiding duplication of efforts, increasing opportunities for collaboration, and revealing the gaps that need addressing in the field. Thus, establishing networks between the actors working with refugees is crucial for “advocacy capacity building.” Advocacy capacity building also entails mapping and assessing the advocacy capacity that already exists; this is imperative for pairing advocacy efforts with the most immanent issues that need addressing. Investing in innovative ICTs is also important for incorporating the voice of the stakeholders in advocacy efforts, in this case, refugee children and their families, who often lack the necessary knowledge and the tools to make their voices heard.

RESEARCH

Directed research can inform decisions of all governmental, intergovernmental, and non-governmental actors in the allocation of limited human and financial resources. For instance, a scientific analysis of the education system in the Ruhn region in Germany revealed that many of the educational measures and initiatives implemented in the region, where a substantial immigration population resides, functioned independently of one another and failed to have an impact beyond the local level. Following the findings of the report, Stiftung Mercator launched RuhrFutur initiative which “serves as a platform upon which the existing programmes can be interlinked, allowing knowledge and experience to be shared between institutions, between municipalities, and between municipalities and universities.”⁹⁴ Such data-driven projects that aim to strengthen the educational system in sustainable and systematic ways by bringing various actors together help expand our vision and action repertoire.

*Collaborations between academia and aid agencies can yield research projects that increase the effectiveness of relief and development efforts.*⁹⁵

Organizations that are active in the field are familiar with the most immediate challenges that need addressing and academics are equipped with the skill set and the knowledge base to offer solutions to these problems. Collaborations between universities and on-the-ground organizations will be beneficial for both types of institutions. For universities, it would result in high-impact research, and for aid agencies, it would lead to better practices and increase in efficacy.⁹⁶ Family and corporate foundations can play an important role in bridging the field and the academia.

⁹⁴ See <https://www.stiftung-mercator.de/en/partnergesellschaft/ruhrfutur/>

⁹⁵ Ali, 2016.

⁹⁶ Ibid.

INNOVATION

Although innovation is key to improving the effectiveness of relief efforts and the long-term development of refugees, it is not always taken into consideration in research and practice directed at refugees.

Innovation in this sense not only refers to the novel ways products or services are offered but also to the changes in process: how products and services are designed, delivered, framed and communicated.⁹⁷ In this respect, innovative practices can prompt small-scale improvements which can bring change incrementally over time or lead to breakthrough solutions.⁹⁸

Private funding can play an important role in developing technology and design-based projects. Family and corporate foundations should support the problem-solving capabilities of refugees by empowering them with innovative technologies and resources. This will enable innovation at the individual, local, and institutional levels which can lead to sustainable solutions and help improve humanitarian and development policies and practices.⁹⁹

An example of such innovative and technological design in education is Kiron, an online education platform which effectively combines online and offline learning in order to “provide accessible, sustainable, and cost-effective” education to refugees who do not have access to higher education. Another example is UNICEF’s Pi for Learning Initiative (Pi4L) in Lebanon which used low-cost and open-source Raspberry Pi based computers to teach refugee children basic skills and computer programming.¹⁰⁰ Yet another example is Open Learning Exchange (OLE), a global network which, through local partnerships, provides access to open learning resources by using low cost technology that can be accessed online and offline.

CAPACITY DEVELOPMENT

Capacity development is crucial for ensuring that refugee children in Turkey have the necessary skill sets, knowledge, and experience to have productive and fulfilling livelihoods in Turkish society. Although significant resources have been allocated to figuring out how to best respond to the Syrian crisis, the human capital and funds that have been committed and promised are finite.

It is thus crucial to ensure that both the refugees and the organizations that work with refugees are equipped with the necessary capacity for self-development.

NGOs are increasingly developing programs to equip refugees with livelihood skills. For instance, Istanbul Maharat Center focuses on building the life skills of Syrian refugees through language classes and professional courses in various areas. It also provides capacity building training for NGOs, municipalities, and various stakeholders in order to “better equip them to respond to the urgent needs of Syrian and non-Syrian refugees.”

⁹⁷ UNHCR-UNDP Joint Secretariat, 2015.

⁹⁸ Ibid.

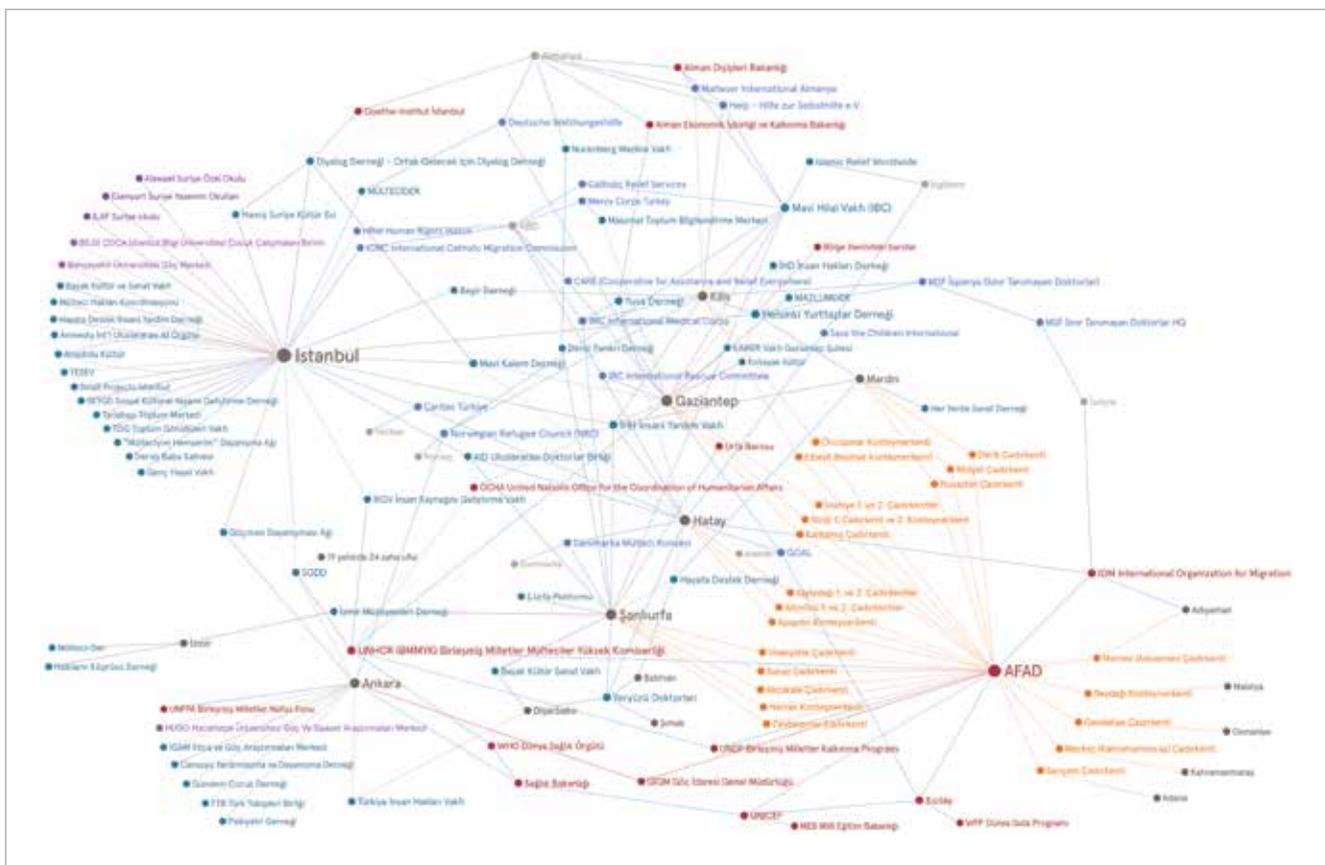
⁹⁹ Bloom, 2016.

¹⁰⁰ UNHCR-UNDP Joint Secretariat, 2015.

IMECE, Co-production for a Shared Future with Syrians in Turkey, also offers workshops both for refugees and host communities in a number of provinces on topics such as innovative thinking and entrepreneurship, future workforce training of trainers etc. It is important that corporate and family foundations direct more attention and funding to such capacity development programs for refugees as well as civil society actors.

UNLEASHING THE POTENTIAL OF COLLECTIVE ACTION THROUGH COORDINATION

Coordination is at the epicenter of our proposed framework. Public authorities in Turkey have the primary responsibility for coordinating relief and development efforts, with the UN agencies playing a key supporting role to the government. Local, national and international NGOs and communities which are created online or through informal networks also support coordination—usually in more dynamic, responsive and inclusive ways despite the limitations on resources and scale. We think more private funding should be directed towards grassroots efforts and community organizations for enhancing their engagement in coordination efforts.



<https://graphcommons.com/graphs/0711e621-a8c5-4651-a1d6-33106c7bb3f1>

The coordination of both short-term and long-term policy efforts among all the actors in the field is a challenge, even with meetings and working groups designed to foster collaboration. However, there is room for improvement in coordination among the major actors, both laterally and vertically:

Local Government: Currently, local government offices are an underutilized resource in the coordination of services. NGOs are primary purveyors of local educational resources like accelerated learning programs, language classes, and psychosocial support, while systemic policies are implemented by the MoNE with international organizations at the macro national level. Municipal government offices can act as both a liaison between Syrian civilians and the policy-making machinery at the province and state level to make sure programs are being effectively implemented (vertical communication) and as a monitor of non-governmental agency activities within their locales (lateral communication and record-keeping). By maintaining communication with the local community and increasing awareness of non-governmental educational activities, local governments can provide a critical link between NGO activity and national policy aims.

Funding: The effective allocation of financial resources is critical to managing both short-term and long-term responses. Just as the policy response to refugee education is managed on various levels (local, national, international), so too are donations allocated to various agencies at corresponding levels. It is critical that the agencies with the most powerful funding mechanisms like the UN and the EU are effectively aligning their policy efforts with the smaller and more fiscally precarious local NGOs, which are often in closer contact with the communities receiving the support and may have a more intimate understanding of local needs.

IN CLOSING

While the influx of Syrian refugees into Turkey has posed a challenge to the country's educational infrastructure, it has also provided an opportunity for Turkey to realign its educational institutions along an inclusive agenda that values all members of its diverse student body. Through the methodical and rigorous implementation of the aforementioned policies, the Turkish government can better support all students within the system and create a more inclusive society. Family and corporate foundations can support this process by following the framework of action detailed in this report, which we hope, will eventually lead to the creation of a holistic paradigm for inclusive education.

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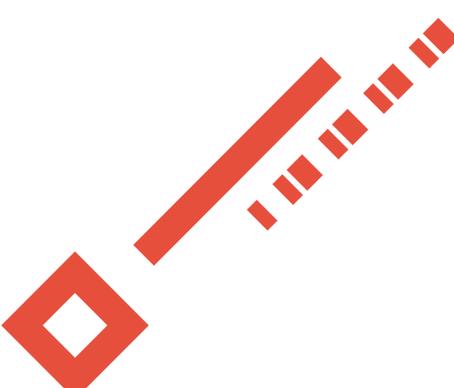
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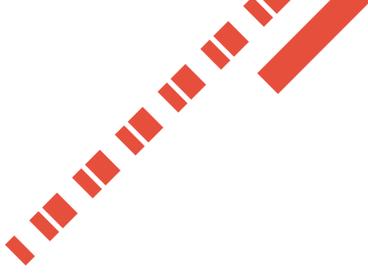
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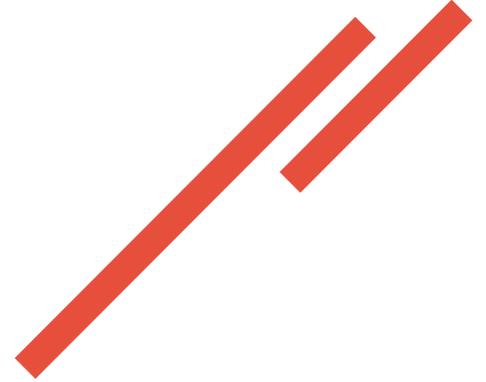
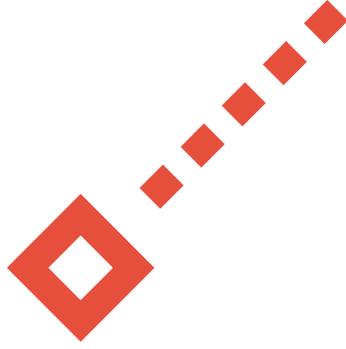
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