



Syrian Refugees in Şanlıurfa and Education Research 2016

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FOREWORD

GAP Youth Association is established in 2012 with an aim of providing services for young people and making the mobility opportunities in civic area available for young people. Our mission is supporting the personal and social development of young people make them available the educational opportunities. In this direction, since 2012, we implemented several educational activities and projects which young people can benefit local, national and international levels.

Increased Syrian refugee population after 2012 in our region and the issues the Syrian refugee population face, led us to work on the issues of Syrian refugees. We started to develop projects devoted to Syrian refugees and started to implement educational activities for Syrian refugees within the context of the educational activities which we have implemented with young people since our establishment. With an aim to increase the efficiency and address the needs of Syrian refugees, we developed the frame of this research with originating from our past experiences in education and youth field.

We have implemented this research to create the awareness on the educational activities provided for Syrian refugees, to contribute to the activities which is run by local, national and international associations and broaden horizons for the organizations in the field of humanitarian aid and education of refugees.

We hereby do thank to Karacadağ Development Agency due to assumed role in the field of social responsibility, the public authorities, national and international NGOs which supported us during the implementation of the research with a commitment with a wish that this research will be used as a guide during the decision making processes of the interlocutor organizations.

İbrahim Halil Kılıç

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President

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Abbreviations

TPC : Temporary Protection Centres

TEC : Temporary Education Centres

NGO : Non-governmental Organizations

UNHCR: United Nations High Commissioner for Refugees

AFAD : Republic of Turkey Prime Ministry Disaster and Emergency Management Presidency

MoE : Ministry of Education

ORSAM : Center for Middle Eastern Strategic Studies

Turkstat : Turkish Statistical Institute

YOS: Foreign Students' Examination

DAFI : Deutsche Akademische Flüchtlingsinitiative Albert Einstein

IBC : International Blue Crescent Foundation

RET : Foundation for the Refugee Education Trust

Introduction

Due to domestic disturbance started in March 2011, the Syrian refugee population who are displaced from Syria to come to the neighbouring countries in the region such as Turkey, Jordan and Lebanon, reached to 4.8 million by year 2016.¹ The distribution of the refugee population in the region seem as 2.724.937 in Turkey, 656.198 in Jordan, 1.033.513 in Lebanon. Turkey is seen as most populated country by the refugees among the region countries by year 2016.²

As the 10% of Syrian refugees in Turkey, 19% in Jordan, 39% in Iraq and the all population in Lebanon are living outside of the camps that impacts on their accessibility to reach out housing, vocational education, education and health services.³ The refugees living in temporary protection centres (TPC) are provided directly and easily with education, health, housing and vocational education needs by camps and they live in better conditions as compared to the refugees living in urban and rural areas.

The open door policy of the region countries for refugees are appreciated by numerous international NGOs, UNHCR and EU. In spite of rapid increasing of the population of the displaced people due to continuous civil war in Syria, the continuous delivery of services by region countries and Turkey in this context, is appreciated by European and the other countries. Despite the fact that, adequate applications implemented in Temporary Protection Centres, the difficulties in reaching and delivering the refugees living in the cities in the level of psycho-social support services, health and education are seen.⁴ The quality of the services can be seen in high level due to approbation of the TPCs by the European Countries within high humanistic manner of the open door policy.

When it is looked up the population of refugees since 2011, the humanitarian aid crisis in the region is bigger than the expected dimension by the authorities. As the 90% of the Syrian refugee population lives in the city centres, difficulties on their participation to daily life will pose problems on their participation to social and

1 UNHCR, UNHCR – Syria Emergency <http://www.unhcr.org/syria-emergency.html> , Access Date : 23 August 2016

2 UNHCR, UNHCR – Syria Response Plan <http://data.unhcr.org/syrianrefugees/regional.php> , Access Date : 23 August 2016

3 Healy Claire, Has the conflict in Syria increased human trafficking?, January 2016 , International Centre for Migration Policy Development http://www.icmpd.org/fileadmin/ICMPD-Website/Anti-Trafficking/Policy_Brief_AISTIP_TR_Final.pdf , Access Date : 23 August 2016

4 Amnesty International, Struggling to survive: Refugees from Syria in Turkey, 2014

economical life in long-term.⁵

In this direction, a huge role on creation of inclusive policies and also on creation of need-based and fitted applications falls to NGOs and public authorities. When it comes to the year 2016, even though there is not a refugee influx to Turkey as compared to past years, during the ongoing process of civil war in Syria, there is no guarantee that there will neither be repetitive humanitarian crisis nor arrival of the refugees to the borders of Turkey.

When The schooling rate of the Syrian refugees is compared with the schooling rate of the refugees living in camps and urban areas, the 80% of Syrian refugee children (aged between 6-17) is continuing to education though, that ratio gets down to 27% among the Syrian refugees living in urban areas. The hugest obstacle on participation to education among Syrian refugees is that the Syrian refugees are living outside of the camps are not aware or have knowledge about the educational opportunities provided for them.⁶

Taking into account the past experiences and the needs of the Syrian refugees in Şanlıurfa which hosts the numerous amount of the refugee population in Turkey has a huge importance.⁷ With reference to past experiences of the Syrian refugees, they can contribute to the development of the region and Turkey in the general economical frame as skilled workers. No Lost Generation Initiative framed with 3RP Regional Plan prioritizing a target the participation of the Syrian refugee children to the education shows that the participation of the Syrian refugee children to the education system should be prioritized. Within this context, defining the needs of the Syrian refugees on education has an importance and creating needs-based educational services will contribute on increasing the participation of Syrian refugees to social and economical life.

“Syrian Refugees in Şanlıurfa and Education” research implemented to promote on creation of past experiences of Syrian refugees and of needs and their demands on education with researching their educational levels in Şanlıurfa. Meanwhile, as the Syrian refugees will not return in short notice and the low schooling rate among the Syrian refugees living outside of the camps, posed a need on implementation of the research.

Except than the outcomes of the research, the report of the workshop implemented with the representatives of national, international NGOs and public authorities located in Şanlıurfa, can be found in the annex part. Besides that, with a reference to both workshop and research outcomes, the strategy targets are created. It is

5 UNHCR, UNHCR – Syria Response Plan <http://data.unhcr.org/syrianrefugees/regional.php>, Access Date : 23 August 2016

6 DORMAN Stephanie, Educational Needs Assesment for Urban Syrian Refugees in Turkey, Yuva Association, September 2014

7 Directorate General of Migration Management, Temporary Protection, http://www.goc.gov.tr/icerik6/gecici-koruma_363_378_4713_icerik, Access Date : 23

August 2016

expected to contribute to the education policies created for Syrian refugees in local and national level with created strategies and results of the research.

Methodology

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“Syrian Refugees in Şanlıurfa and Education” research, incloses the Syrian refugees in Şanlıurfa local. Within the scope of the research, the education levels of Syrian refugees, the vocational education levels, sectorial experiences, perspectives on education, are designated with face to face questionnaire study. Within the “Syrian Refugees and Education Workshop” implemented in local with the involvement of NGOs and local education institutions, it is worked on solutions of the designated problems during the workshop.

Within the context of the project, the data is collected with literature review, questionnaire study and workshop methods. The detailed description of methodologies on the collection of data is indicated on below.

Literature Review : To identify wherewith the policy headlines regulated on housing, education and employment are evaluated in Şanlıurfa and in Turkey general, the regulations and literature is reviewed. During this review, the statistics, theoretical researches, international NGOs action plans, the reports of the workshops implemented, practical projects and researches are reviewed. Main data resources are the periodical journals on migration, the documents prepared by international NGOs in this field and statistics provided by UNHCR, Directorate General of Migration Management and AFAD.

Preliminary Field Work: Before the implementation of the questionnaire study, structured questionnaire shaped after the literature review implemented with 30 refugees and the problems during the implementation is monitored and the questionnaire is revised. The preliminary field work is implemented with the refugees working in community centres. Within this context, during the creation of the questionnaire, the subjects of the researches are also included in the structuring process of the questionnaire study.

Questionnaire Study: Questionnaire study is implemented with 750 Syrian refugees are resident of in Şanlıurfa (Eyyübiye, Haliliye and Karaköprü Districts) , with random selection in community centres of NGOs and local public institutions and also in field. During the process, the questionnaire is prepared English, Turkish, Arabic and Kurdish according to language abilities of the target group and implemented in 4 different languages. The volunteers who are implemented the field work of questionnaire is selected from our volunteer database accordingly to their language abilities and motivations and afterwards, the volunteers are attended

2 day coordination trainings. The questionnaires are implemented by the pollsters participated in the coordination training. The exemplar of the English questionnaire can be found in the annex of the book. (See Annex.2 – Questionnaire)

Syrian Refugees and Education Workshop : The workshop is implemented with participation of 30 participants who are coming form national and international NGOs and public institutions. The workshop is conducted in 4 sessions. In this sessions, the participants are asked firstly to examine the challenges they face in local. Later on, the participations are asked to develop and offer solutions to those challenges they proposed. The workshop report can be found in the annex of this book. (See Annex.1 – Workshop Report)

During the analysis of the questionnaires, SPSS is used. The results of the survey is evaluated and indicated in different headlines. During the analysis, crosstabs are used and the graphs in relation quantitative data are created.

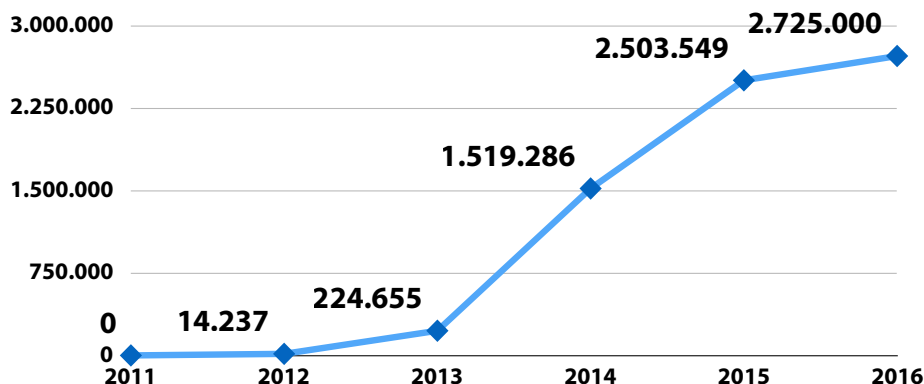
General Overview on Syrian Refugees in Turkey

In this chapter, the analysis of the general overview on Syrian Refugees in Turkey can be found. The literature on the demographical information, the "Temporary Protection Regulation" devoted to Syrian refugees, opportunities provided in temporary protection centres and the general overview of the refugees lives outside of the temporary protections centres, are reviewed and general overview on Syrian refugees is presented. This information has an importance on clear comparison between the situation in Turkey general and in Sanliurfa and also to create clear understanding of the research in general context.

Where are the Syrian refugees in Turkey?

The refugees came to Turkey from Syria by fleeing from war since 29 April 2011, by August 2016 is indicated as 2.724.937. The all Syrian refugee population is indicated as registered by AFAD. From the 29 April 2011 when the Syrian refugee crisis started till today, the Syrian refugee population is increasing rapidly. (See Graph.1)⁸

Graph.1.Number of refugees coming from Syria by year



When it is looked up the cities in which Syrian refugees are settled, the first 10 cities are seen as following, Şanlıurfa, İstanbul, Hatay, Gaziantep, Adana, Mersin, Kilis, Bursa, Mardin and İzmir. In Table 1, the distribution of the Syrian population in those 10 cities can be seen. In Şanlıurfa which accommodates the hugest population of the Syrian refugees, it can be seen that 395.618 refugees are living and the rate of the local population is seen as 20,91%. Except than that, the other striking issue is nearly 2 in 1 person in Kilis is Syrian refugee and nearly the four of three are living in the urban area.⁹ According to the information given by Turkish government to the UNCHR, there is no unregistered refugees in Turkey.

Table.1.Refugee Population by cities

City	Registered Refugee Population	Local Population	Refugee and Local Population Comparison %
Şanlıurfa	395.618	1.892.320	20,91%
İstanbul	392.031	14.657.434	2,67%
Hatay	377.338	1.533.507	24,61%
Gaziantep	319.758	1.931.836	16,55%
Adana	149.354	2.183.167	6,84%
Mersin	137.535	1.745.221	7,88%
Kilis	124.579	130.655	95,35%
Bursa	97.370	2.842.547	3,43%
Mardin	94.224	796.591	11,83%
İzmir	91.175	4.168.415	2,19%

As it is addressed in the “*Syrians in Turkey: Social Acceptance and Integration*” research implemented by Hacettepe University Migration and Politics Research Department, the hosting population in the cities of the region (Adana, Gaziantep,Hatay, Mardin, Şanlıurfa) stated that the Syrian refugees involved in violence, theft, smuggling and prostitution and disturb the societal moral and peace.

Besides that, perception on that Syrians’employment rather than the local population in region cities in the basis of unemployment is also widespread in the society. In all over Turkey, the opinion which claims that the stay of Syrian refugees in Turkey will create issues in long term is dominating.¹⁰ It can be expected that in the region and also in all over Turkey, in long term social acceptance discussion might raise

9 Directorate General of Migration Management, Temporary Protection - http://www.goc.gov.tr/icerik6/gecici-koruma_363_378_4713_icerik Access Date : 23 August 2016

10 Erdoğan Murat, Syrians in Turkey: Social Acceptance and Integration, Hacettepe University Migration and Politics Research Centre, 2015 Ankara, <https://data.unhcr.org/syrianrefugees/download.php?id=8228> Access Date : 10 October 2016, s.20

up and the hate speech towards Syrian refugees may increase. The another issue in the same research implemented in the hosting populations of the region cities exposes that the challenges of the accessibility on education of the Syrian refugees in midterm and long term.

As the 47% of the Syrian refugee population in Turkey is consisted of children under 18 and the schooling rate is in low level in the level of schooling in Turkey, it presents an urgent need of inclusion of the Syrian refugee children to the education. Within this context, the hosting populations are supporting the different educational activities for the Syrian refugees in high level with 72,5%.¹¹

Table.2. Refugee population by age and gender

Age	Female	Male	Total
0-4	188.740	176.234	364.974
5-9	196.882	186.090	382.972
10-14	150.087	137.274	287.361
15-18	131.200	110.511	241.711
19-24	218.395	173.386	391.781
25-29	146.891	114.595	261.486
30-34	120.034	95.996	216.030
35-39	86.048	73.496	159.544
40-44	59.329	55.990	115.319
45-49	47.897	44.077	91.974
50-54	37.329	36.051	73.380
55-59	25.198	25.306	50.504
60-64	17.485	17.990	35.475
65-69	11.318	11.692	23.010
70-74	6.157	7.089	13.246
75-79	3.770	4.505	8.275
80-84	2.005	2.538	4.543
85-89	1.081	1.243	2.324
90+	438	590	1.028

When the ages and sexes of the Syrian refugees examined, 75% of Syrian refugees are consisted of woman and children.¹² This situation presents an another dimension as the most of the Syrian population is consisted of woman and children under the need of protection.

As It is seen in the research named “The Syrian Women in Turkey” implemented by AFAD, most of the Syrian women in Turkey do not have vocational competences. Within the same research, it is indicated that 56,7% of all women population is housewife and 30,2% has no profession. It can be said that extending the vocational education among women and economical empowerment of women will create a reducing impact on the barriers on participating to education. In the same research, when the perception on getting vocational education among the target group is examined, as the 55% of responders of the question “Would you like to attend to school or vocational trainings?” answered yes; it can be concluded that the women has readiness and also a need on getting vocational education.¹³

When the gender ratio of the refugees in Turkey examined, the 46,9% of them is indicated as female and 53,10% of them is indicated as male. It is also seen that there is almost no change on the ratio of genders among refugees who are living camps.

When examining the population in and out of the Temporary Protection Centres, 254.747 refugees are living in camps and 2.470.190 are living outside of the camps.¹⁴ In addition, the fact that 47% of the population is children and they are in school age shows the urgency of increasing the educational services to prevent the “Lost generations” in future. This issue increases the importance of access to the Syrian refugees living outside of the TECs.

Temporary Protection Status and Syrian Refugees

Refugees in Turkey is registered as “Temporary Protection” under the regulation came into force by Ministry of Internal Affairs in October 2011.¹⁵ Refugees registered under the temporary protection status are benefiting from the education, health, housing and cash support. Within this context, in this chapter the temporary protection status and regulations on employment and education will be presented.

¹² Directorate General of Migration Management ,Temporary Protection, http://www.goc.gov.tr/icerik6/gecici-koruma_363_378_4713_icerik ,Access Date : 23 August 2016

¹³ Prime Ministry Disaster and Emergency Management Presidency , Syrian Women in Turkey Ankara, 2014 , https://www.afad.gov.tr/upload/Node/2376/files/80-20140529154110-turkiye-deki-suriyeli-kadinlar_-2014.pdf ,Access Date : 26 August 2016 p.28-29

¹⁴ Directorate General of Migration Management ,Temporary Protection, http://www.goc.gov.tr/icerik6/gecici-koruma_363_378_4713_icerik ,Access Date : 23 August 2016

¹⁵ Orhan Oytun, Gündoğar Senyücel Sabiha, Suriyeli Sığınmacıların Türkiye'ye Etkileri(Impacts of Syrian Refugees to Turkey), ORSAM, Ocak 2015

Temporary Protection Regulation

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As Turkey signed the 1951 Geneva Convention with a “geographical restriction”, it causes a differentiation on the legal status of the refugees coming from non-European Countries. Turkey accepts the refugees who as a result of events occurring in non-European countries and owing to well-founded fear of being persecuted for reasons of race, religion, nationality, political reasons etc., are outside of their country of their citizenship and are unable or unwilling to return, as “Conditional Refugee”.

As for “Temporary Protection”, it indicates the protection of the foreigners who were forced to leave their countries and are unable to return and arrived to Turkey due to mass migration and whose international protection requests cannot be taken under individual assessment.¹⁶

Temporary Protection Regulation is a practical and complementary resolution to prevent becoming unserviceable individual defection processes and to prevent losing time during individual assessment procedures due to mass arrivals of Syrian refugees to Turkey.¹⁷ It can be seen that “Temporary Protection Regulation” is created to increase the accessibility of the refugees to education, housing, health and employment directly and ease the access to the basic services.

Within the scope of Temporary Protection Regulation; it is indicated especially in the regulation as well as in the documents published by UNHCR that there is no financial penalty is asked from Syrian refugees during entering to Turkey without passport or with.¹⁸ As for The responsible organization on identification and registration of Syrian refugees is the Directorate General of Migration Management. (DGMM)

It is indicated that no fee is asked during the process of registration and obtainment of the Temporary Protection Document by the DGMM from the registered and identified individuals. Therefore; education, health, housing, health and translation will be provided under the temporary protection regulation free on charge and within the possibilities of the state.¹⁹

Right to Education

Within circular notice published by MoE (Ministry of Education) in 23/09/2014 with the number 2014/21, the education rights of school age individuals who have

16 Directorate General of Migration Management, International Protection http://www.goc.gov.tr/icerik6/uluslararası-koruma-cesitleri_409_546_548_icerik , Access Date : 23 August 2016

17 Soyer Cenk, Suriyeliilerin Türkiye’de Yaşadıkları Sorunlara Genel Bir Bakış(General Overview of the Challenges Refugees face in Turkey) , Sivil Toplum için Destek Vakfı, <http://www.siviltoplumdestek.org/single-post/2016/06/21/Suriyeliilerin-Türkiyede-Yaşadıkları-Sorunlara-Genel-Bir-Bakış> Access Date : 30 August 2016

18 Resmi Gazete (Official Gazette of Turkey) , Temporary Protection Regulation, <http://www.resmigazete.gov.tr/eskiler/2014/10/20141022-15-1.pdf> Access Date : 30 August 2016

19 idib, Article 26

status of temporary protection are secured.²⁰ Furthermore, it is seen that the lacks in education of Syrian Refugees are covered with a circular letter named “Education and Training Services for the Syrian Refugees under temporary protection in our country” which was sent to Provincial Directorates For National Education by MoE. In particular in the same circular letter, providing Turkish language training for every refugee eager to learn Turkish, providing vocational education services for the adults who are eager to get vocational education and likewise applications shows the implementation of best practices in policy level.²¹

Syrian children in Turkey are able to benefit from the public schools (primary, middle and high school levels) in the province that they are registered. Possessing “foreigner identification document” and being registered to DGMM are asked to realise the registration to school. In this process, the Higher Education Institutions are excluded from these registration procedures and only Foreign Student Exam (YÖS) and Turkish language ability are asked as necessity.²² Apart from that, in cases of applying the temporary protection identification document but not obtained so far, the students are registered as “guest” for future change on registration status.²³

Except than the public school in Turkey, for the Syrian refugee children and young people, the Temporary Education Centres are opened. The monitoring of the temporary education centres and the assignments of teachers to work in these centres are being implemented by MoE. In identifying the characteristics of Temporary Education Centres, MoE states that the temporary education centres will be in the attribution to prevent the loss of school years when the students are willing to continue in public or private schools regulated under MoE or when they return to their countries. Besides, MoE implies that schedules and the curriculum which are specially designated by ministry will be followed with an aim to implement the joint educational curricula in Temporary Education Centres.²⁴

After mentioning the general legislations and regulations in Turkey, the schooling rate and the challenges on accessing education will be mentioned. The participation to primary education level among children in Syria before war is indicated as 99%. However, opted out of education of 3 million Syrian children in and outside of the country demonstrates that there will be lost generations and there will be uneducated

20 MOE, Yabancılar Yönelik Eğitim - Öğretim Hizmetleri (Education Services for Foreigners), September 2014 http://mevzuat.meb.gov.tr/html/yabyonegiogr_1/yabyonegiogr_1.html Access Date : 1 September 2016

21 MOE, Ülkemizde Geçici Koruma Altında Bulunan Suriye Vatandaşlarına Yönelik Eğitim Öğretim Hizmetleri(Education Services for Syrian Refugees who are under temporary protection in Turkey), http://fethiye.meb.gov.tr/MoE_ys_dosyalar/2013_10/02093016_scannedimage24.pdf , Access Date : 1 September 2016

22 MOE, Yabancılar Yönelik Eğitim - Öğretim Hizmetleri(Education Services for Foreigners), September 2014 http://mevzuat.meb.gov.tr/html/yabyonegiogr_1/yabyonegiogr_1.html

23 UNHCR, Türkiye'deki Suriyeli Mülteciler Sık Sorulan Sorular(Frequently Asked Questions Syrian Refugees in Turkey), http://www.unhcr.org/turkey/uploads/root/sik_sorulan_sorular.pdf Access Date : 1 September 2016

24 MOE, Yabancılar Yönelik Eğitim - Öğretim Hizmetleri(Education Services for Foreigners), September 2014 http://mevzuat.meb.gov.tr/html/yabyonegiogr_1/yabyonegiogr_1.html Access Date : 1 September 2016

and vulnerable youth and adult population.²⁵ Lack of knowledge on education by Syrian refugees, the obstacles of families on sending the children to school and etc. are poses the basic reasons of low schooling rate in Turkey among Syrian refugees. The fact that the education given in public schools is Turkish but a parallel Turkish language training is not provided shows that the low rate of schooling is related to the language barriers. The perception that the Syrian refugees will return soon and undeveloped long term education policies propounds a danger both schooling and social cohesion. Outnumbering the people who are eager to get Turkish language training among Syrian Refugees and the high interest on Turkish language courses will be a supportive factor for the social cohesion in long-term for Syrian refugees.²⁶

The education opportunities provided for Syrian refugees are in following the temporary education centres, public schools, non-formal education centres and training programs provided by NGOs and international organizations in local.

Public Schools

The Syrian refugee children who are living outside of the camps can directly benefit from the public schools. As it mentioned before, the precondition of benefiting to the public schools given education in Turkish language in Turkey as Syrian refugee, is having foreigner identification document, nominate being registered.

According to analysis named “The Education of the Syrian Children in Turkey – Basic Education Policies” implemented by SETA, there is 55.360 Syrian and 11.515 Iraqi children is enrolled in the public and private schools subsidiary to MoE by 2015. Increased amount of the refugee students held temporary protection status registered in public schools held education in Turkish, presents the enhancement effect of the published circular letter in 2014 by MoE. Although, there is no objection of the participation of Syrian children to public schools, mostly the temporary education centres are selected over public schools by Syrian refugees.²⁷ The reasons of that situation can be indicated as such the social cohesion problems the Syrian refugee children faces, language barriers and likewise reasons.

Conducting the Turkish curricula and in Turkish language in public schools causes problem in the equivalence and the language during inclusion of the Syrian children to the public schools who are already enrolled in the courses in Syria and willing to continue their education in Turkey.

25 Emin Nur Müberra, Türkiye’deki Suriyeli Çocukların Eğitimi - Temel Eğitim Politikaları (Education of the Syrian refugee children in Turkey – Basic Education Policies), SETA, February 2016 , p.11

26 Dinçer Osman Bahadır, Federici Vittoria, Ferris Elizabeth, Karaca Sema, Kirişçi Kemal, Çarmıklı Elif Özmenek, TURKEY AND SYRIAN REFUGEES: THE LIMITS OF HOSPITALITY , International Strategics Research Organization & Brookings Institute, November 2013, p.29

27 Emin Nur Müberra, Türkiye’deki Suriyeli Çocukların Eğitimi - Temel Eğitim Politikaları (Education of the Syrian refugee children in Turkey – Basic Education Policies), SETA, February 2016 , s.18

Besides that, the capacity and the basic education indicators (such as participation level, teachers per student, student per class etc.) of the schools in the cities mostly populated by Syrian refugees in South Eastern region of Turkey, is known already in low levels. Due to increased capacity issues cause of arrival of Syrian refugees, the obstacles are seen during delivery of the education services to Syrian Refugees in practice.²⁸

Temporary Education Centres

Except than the educational opportunities provided to Syrian refugees in public schools, temporary education centres are established for direct benefit from the Education by Syrian refugees. In Temporary Education Centres, the education is held in Arabic and the curricula regulated by MoE is implemented.

The temporary education centres for Syrian refugees are located in camps and also in city centres. The materials and curricula used during the education in Temporary Education Centres are regulated and provided by MoE. Since 2014, MoE aims to make the temporary education centres in the frame of national education system by registering the centres outside of the camps. In June 2015, the first High School Proficiency and Equivalence exam is held to provide continuation of the education of the Syrian and Iraqi have temporary protection status with giving equivalence.²⁹

With the Syrian curricula since 2012/2013 Education year, the recruitment of Syrian teachers as volunteers to work in camps and the schools in city centres is facilitated. Within this context, the education personnel in camps is consisted of Syrian teachers and the education personnel and also consisted of Turkish teachers employed by MoE. As there is no detailed profiling work done related to human resources of the competences of teachers, it is indicated that there are 3,650 Syrian teachers in the camps.³⁰ It is seen that 78.707 school age Syrian refugee is benefiting from the temporary education centres in camps.³¹

Table.3.Number of students in camps by education opportunities and levels

Classes	Number of Students				
	Pre-school	Primary School	Middle School	High School	Total
1.211	6.857	42.491	20.051	9.308	78.707

In the end of the education year, the students get certificates that indicates that they participated to school and they finished year with successful grade. This document

28 Human Rights Watch, PREVENTING A LOST GENERATION: TURKEY “When I Picture My Future, I See Nothing” Barriers to Education for Syrian Refugee Children in Turkey, Human Rights Watch, November 2015

29 Human Rights Watch, PREVENTING A LOST GENERATION: TURKEY “When I Picture My Future, I See Nothing” Barriers to Education for Syrian Refugee Children in Turkey, Human Rights Watch, November 2015

30 UNICEF, Curriculum, Accreditation and Certification for Syrian Children in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt, March 2015, http://www.oosci-mena.org/uploads/1/wysiwyg/150527_CAC_for_Syrian_children_report_final.pdf Access Date : 10 October 2016

31 AFAD, Crisis Report – Syria / Introduction , <https://www.afad.gov.tr/tr/2373/Giris> - Access Date : 10 October 2016

provides opportunity to the children to continue their education in another educational institutions and to enrol in higher education institutions.

The Provincial Education Commissions established by Provincial Directorates of National Education are deciding that the students will continue and start their education in Turkey from which class during their registration process. If they do not have the documentation their prior education level, the provincial commission can have held interview and short paper test for reviewing their knowledge.³²

Non-formal Education Centres and Educational Opportunities Provided by NGOs

NGOs, Public Education Centres and the other education institutions are providing education services for Syrian refugees in various fields from Turkish language trainings to vocational education in in community centres or within the frames of signed protocols with MoE. Syrian Refugees can participate to the courses opened by demand without paying any fee in Public Education Centres.³³

The adult education courses opened in Temporary Protection Centres for the Syrian refugees are consisted of "Koran Course", "Turkish Literacy Course", "Hairdressing", "Tailoring", "Computer", "Hand craft" and like wise courses. Satisfaction rate from those courses are mentioned as high in the research called "Syrian Refugees in Turkey" done by AFAD.³⁴

As the courses are still continuing, according to data provided by AFAD, by August 2016, 298 courses are still open and there are 13.986 enrolled trainees. From the opening of the courses by AFAD since now, 2.036 courses are implemented and 61.749 Syrian refugees are benefited from these courses.³⁵

The obstacles on participation of the Syrian refugees are seen in the vocational education courses in public education centres due to implementation of courses in Turkish. Besides that, the implemented parallel Turkish language trainings to vocational education courses in region cities by International Labour Organization is an another indicator that there are applications to increase the labour participation of individuals in Turkey. 250 Refugee are participated and increased their occupational skills with participating to the courses implemented by International Labour Organization in cooperation with Harran District Governate, GAP Regional Development Administration and Şanlıurfa Union of Chamber of Merchants and

32 UNHCR, Türkiye'deki Suriyeli Mülteciler Sık Sorulan Sorular (Frequently Asked Questions Syrian Refugees in Turkey), http://www.unhcr.org/turkey/uploads/root/sik_sorulan_sorular.pdf Access Date : 1 September 2016

33 Refugees' Rights Association , Suriye'den Gelen Sığınmacılar ve Eğitim Hakkı Sorular ve Yanıtlar (Refugees from Syria and Education Right Questions and Answers) http://www.mhd.org.tr/assets/tp_edu_tr.pdf, Access Date : 1 September 2016

34 AFAD, Türkiye'de Suriyeli Sığınmacılar 2013 : Saha Araştırması Sonuçları (Syrian Refugees in Turkey 2013: Field Research Results) , AFAD 2013, p.53

35 AFAD, Crisis Report – Syria/Introduction , <https://www.afad.gov.tr/tr/2373/Giris> - Access Date : 10 October 2016

Craftsmen.³⁶ As after the successful competition of the program, the certificates approved by MoE is given can be seen as a tool to increase the chances of the employment of the refugees.

Except than that, the programs NGOs are implementing in the field of education within the frame of non-formal education are filling the gaps in different fields. Within this context, to give short examples about the NGOs programs in the region will contribute on framing the education services of the NGOs provide. As there are various application of NGOs, in here only the application of RET International's and International Blue Crescent Foundation's examples are shared.

RET International is providing Turkish language training for Syrian refugee young people and children with an aim to facilitate the communication and adaptation and increase the reach to the Turkish education system. Within this context, it provides language courses (from A1 to C1 level) designed to increase the accessibility of refugees to education and provide the sufficient language skills. Besides that, RET International continues to implement peace and social cohesion trainings to support the social cohesion among Turkish people and Syrian refugees and it also implements activities in the field of gender mainstreaming.

Within this context, the another example; International Blue Crescent Foundation (IBC) supports 370 Syrian teachers and 10000 Syrian students within the scope of 12 temporary education centres in Gaziantep and Kilis by now. Except than the education given to children, psycho-social support and cultural activities are implemented with in the frame of the protocol signed with MoE and in the start of the 2016 education year, foundation provided school kits and education material.³⁷ In addition to that, in the temporary education centres supported by IBC in Kilis, the summer schools are implemented to enable the students to gain hobbies and to socialise.³⁸

Higher Education

The higher education regulations for the Syrian refugees presents no differentiation with the other foreign students regulations in Turkey. For the foreigner students to study in the universities in Turkey, they should document the succession of YÖS (Foreign Student Exam) implemented by autonomously by the universities.³⁹

36 International Labour Organization, ILO saha çalışmaları kapsamında Suriyeli mülteciler mesleki eğitim sertifikalarını aldı (The Syrian refugees got their vocation and training education certificates within the scope of ILO's field work) , http://www.ilo.org/ankara/news/WCMS_473289/lang-tr/index.htm Access Date : 18 October 2016

37 IBC, By The New Education Term Ibc Distributed School Kits And Educational Materials To Syrian Students <https://ibc.org.tr/en/sayfa.php?d=haber&icerik=250&sayfa=detay&baslik=BY-THE-NEW-EDUCATION-TERM-IBC-DISTRIBUTED-SCHOOL-KITS-AND-EDUCATIONAL-MATERIALS-TO-SYRIAN-STUDENTS> Access Date : 18 October 2016

38 IBC, Kilis Temporary Education Centers Started New Term With Ibc Support, <https://ibc.org.tr/en/sayfa.php?d=haber&icerik=253&sayfa=detay&baslik=KILIS-TEMPORARY-EDUCATION-CENTERS-STARTED-NEW-TERM-WITH-IBC-SUPPORT> Access Date : 18 October 2016

39 UNHCR, Türkiye'deki Suriyeli Mülteciler Sık Sorulan Sorular (Frequently Asked Questions – Syrian Refugees in Turkey), http://www.unhcr.org/turkey/uploads/root/sik_sorulan_sorular.pdf Access Date : 1 September 2016

Although, there are various opportunities for the Syrian students who are willing to get scholarship. As the scholarships given by Turkey can be reached through out www.turkiyeburslari.gov.tr, even though the application conditions are completely fulfilled, during the application process there are no direct contingent for Syrians and the applications are open to all students around the world, the scholarships are given after highly competitive process.

The administration and implementation of the scholarships for Syrian students in Turkey are done by "Republic of Turkey Prime Ministry Presidency for Turks Abroad and Related Communities". There is only "Harran Scholarship" given by Turkish government which the Syrian refugees can directly apply.⁴⁰ UNHCR is also giving scholarship within the frame of DAFI scholarship program. Within the scope of DAFI Scholarship programme, scholarship enables the Syrian refugees to study in the universities in Turkey, EU and the other countries. The funding of DAFI scholarship programme is provided by Federal Government of Germany. In the education year 2016-2017, it is indicated 1000 Syrian students will be provided with scholarships by UNHCR.⁴¹

Right to Work

The work permit of the Syrian refugees in Turkey regulated in the frame of temporary protection regulation. The refugees are able to get work permit 6 months after their registration to the authorities. The employers can do the applications of the work permit of Syrian refugees. The seasonal agriculture work and livestock farming are waived from the work permit regulation under the temporary protection regulation.⁴² The processing the work permit is done by the ministries accordingly to the relevant occupational groups. To validate the equivalence of the diplomas and the certificates of competency, the prior authorization from the ministries in the field of education and health is required before the application.

The salary of the foreigners under the temporary protection cannot be under the minimum wage provision is not indicated in the fields as such seasonal agriculture and livestock farming which are waived from work permit and also there are no mechanisms are created to monitor that provision. The work permits of the Syrian refugees working in the association, foundations and non-profit organizations works in the field of humanitarian aid, are regulated by Ministry of Internal Affairs.⁴³

40 T.C. Başbakanlık Yurtdışı Türkler ve Akraba Topluluklar Başkanlığı, Burs Programları – Türkiye Bursları (The Presidency for Turks abroad and Related Communities, Scholarship Programs – Turkey Scholarships) <http://www.turkiyeburslari.gov.tr/turkiye-burslari/burs-programlari/>, Access Date : 15 October 2016

41 UNHCR, For Syrian refugees in Turkey the DAFI scholarships provide both an education and hope, http://www.unhcr.org/turkey/uploads/root/dafi_story_hq.pdf Access Date : 16 October 2016

42 Resmi Gazete (Official Gazette) , Geçici Koruma Sağlanan Yabancıların Çalışma İzinlerine Dair Yönetmelik (Regulation on work permit of the foreigners under temporary protection) , <http://www.resmigazete.gov.tr/eskiler/2016/01/20160115-23.pdf>, Access Date : 20 October 2016

43 idib

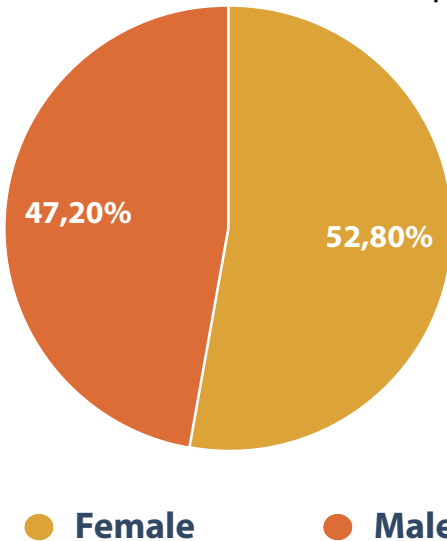
Apart from those good practices, it is prevented that in one organization cannot be totally consisted of Syrian refugees. It is indicated that only %10 of the number of Turkish employees can be Syrian refugee or foreign worker in the organizations such businesses, associations or likewise organizations. But only this quota can be waived in cases of that there are no Turkish citizen in the same competencies to implement the work which is offered to foreigner 4 weeks after the permit application to the Turkish Employment Agency based in the city of the business by the employer.⁴⁴

General Overview of the Syrian Refugees in Şanlıurfa

After giving the general overview in Turkey in short, in this chapter the findings of the research will be shared. To render the research and increasing the liability of the research, there is a benefit to indicate that the research is implemented in the community centres in Şanlıurfa city centre districts, the highly populated areas by Syrian refugees and household visits with the support of local stakeholders. It will be held true to evaluate research in this basis and it can be seen that the sample is consisted of the all elements in the local in high manner.

Demographic Information

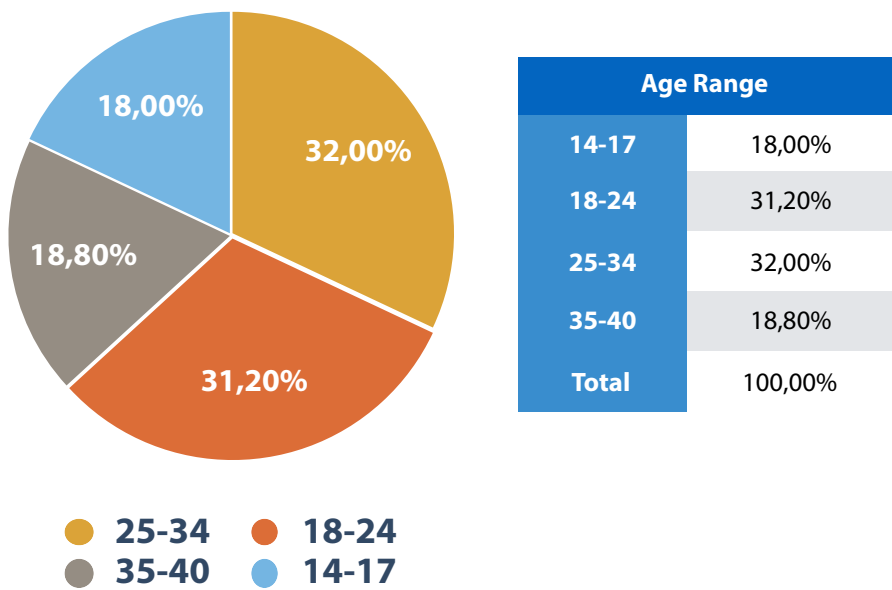
Graph.2.Gender



Gender	
Male	47,20%
Female	52,80%
Total	100,00%

According to the complied data after the study, the gender distribution is seen as 47,20% male and 52,80% female. With the implemented questionnaire with 750 individuals, 354 males and 396 females are interviewed.

Graph.3.Age Range



Considering the age distribution, the findings indicate that responders of the 18% are 14-17; 31,20% are 18-24; 32% are 25-34; 18,80% 35-40 age range.

When the cross-tabulation between the gender and the age distribution are considered, it is seen that most of the responders are consisted of 18-34 years old females.

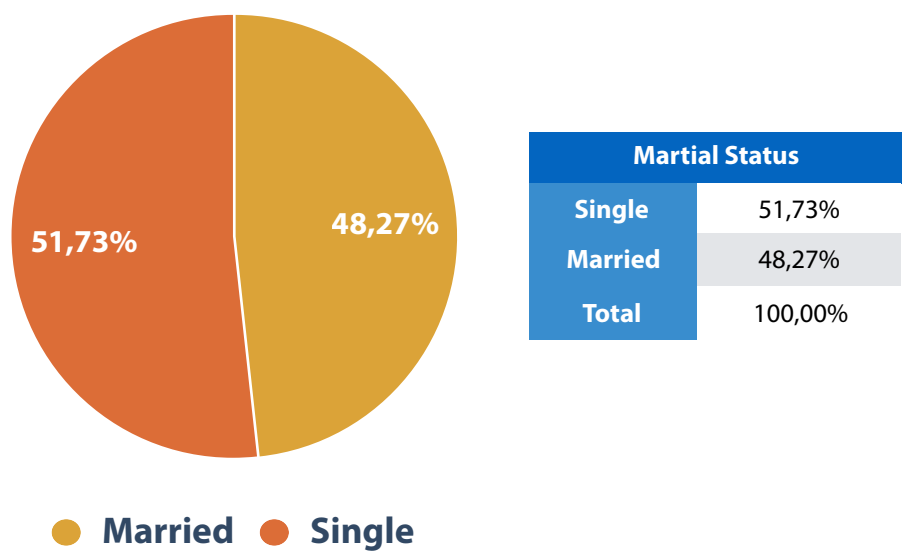
Table.4.Gender – Age Range

Gender and Age Range		
	Male	Female
14-17	6,93%	11,07%
18-24	13,07%	18,13%
25-34	16,80%	15,20%
35-40	10,40%	8,40%

As it is mentioned before that, it is seen that there are no huge differences between the gender and age distribution in the general overview of Turkey and the findings of the research.

Together with gender and age, during the research the marital status is also asked with the questionnaire. During the process, the question is limited to married or single with considering to the trauma the refugees faced after and during the war.

Graph.4.Martial Status



Considering the marital status of the responders of the questionnaire, it is seen that 51,73% are single and %48,27 are married. In addition to marital status, when it is compared with marital status and gender, among the male responders the 46,89% are indicated as married, 53,11% are indicated as single and among the females, 56,06% are indicated as married and 43,94% are indicated as single.

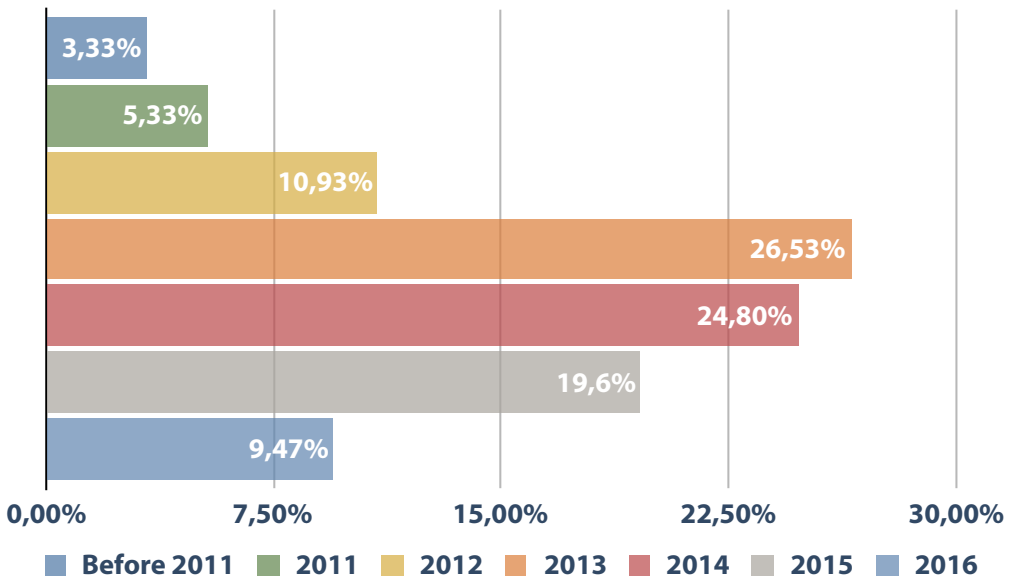
When the marital status and age status are compared, the fact that 14-17 age range responders are indicated as married shows us that the child marriages are leastwise and it is still an issue to be taken care of.

Table.5.Marital Status and Age

Marital Status - Age		
	Single	Married
14-17	16,13%	1,87%
18-24	24,27%	6,93%
25-34	9,73%	22,27%
35-40	1,60%	17,20%

When the arrival dates to Turkey is checked, the settled population in the region is migrated in parallel to the incidents happened in Syria.

Graph.5. Arrival Year to Turkey



According to years, the 3,33% of responders are indicated that they arrived before 2011 to Turkey. After 2011, start of the war and social movements, respectively 5,33% of responders in 2011, 10,93% of responders in 2012, 26,53% of responders in 2013, 24,80% of responders in 2014, 19,60% of responders in 2015 and 9,47% of responders in 2016 arrived to Turkey.

Table.7. Arrival year to Turkey

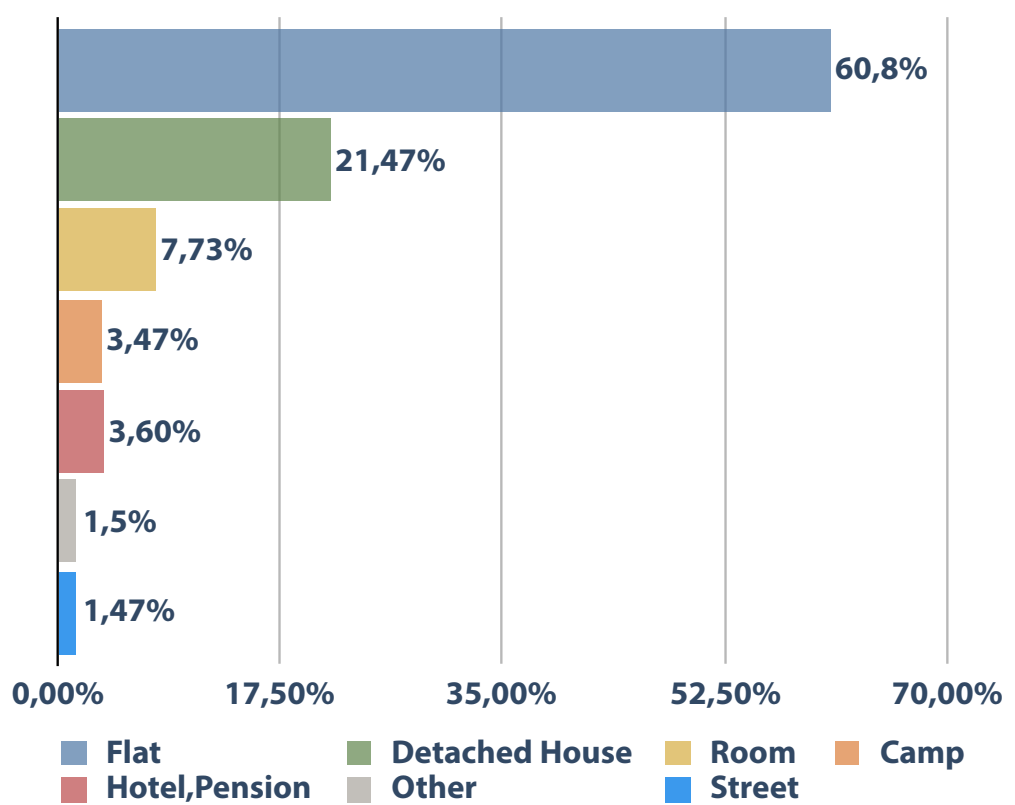
Arrival Year to Turkey	
2011	5,33%
2012	10,93%
2013	26,53%
2014	24,80%
2015	19,60%
2016	9,47%
Before 2011	3,33%
Total	100,00%

Among the responders, most of them arrived to Turkey in between the years 2013-2015 when the civil war reached out to disastrous levels. As Şanlıurfa is a border city and the trade is ongoing between Syrian and Turkish population for years and due to continuous migration, the individuals arrived before 2011 to Turkey is also included in the research.

Living Conditions

When considering the living conditions, it is seen that the most of responders fulfilled their need of basic housing. However, the individuals who indicated that they were residing in flats or detached houses, are mentioned that they housed with more than one family. However, this situation solves the basic need of housing, it is another indicator that the living conditions of the refugees not in high levels and there are no perception of right to privacy.

Graph.6. Housing Type



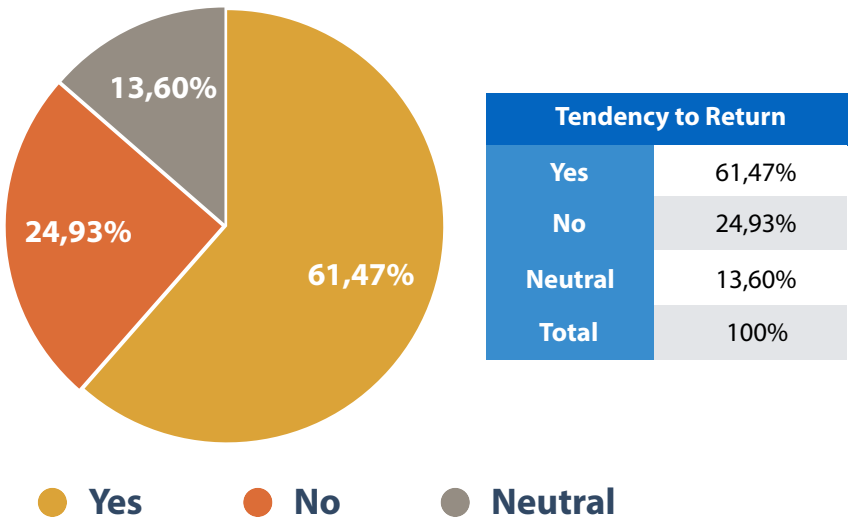
60,8% of the Syrian refugees are accommodated in flats and 21,47% of them are accommodated in detached houses. Apart from that, 7,73% of refugees are accommodated in rooms, 3,60% are in hotel or likewise accommodation facilities, 3,47% in camps and 1,47% are in street and other accommodation facilities sheltered.

Table.6. Housing Condition

Housing Condition	
Flat	60,80%
Other	1,47%
Camp	3,47%
Detached House	21,47%
Room	7,73%
Hotel,Pension	3,60%
Street	1,47%
Total	100,00%

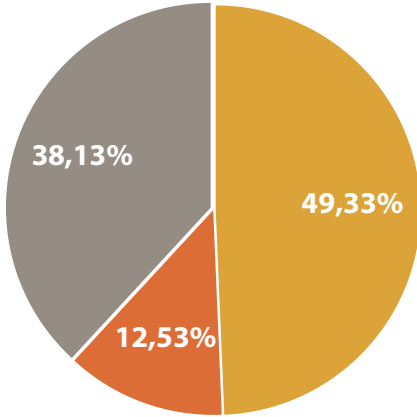
The other factor can impact on framing the education policies for Syrian refugees is their intensions on returning to Syria after the war or not. The 61,47% of responders of the questionnaire are answered "Yes", 24,93% of responders are answered "No" and 13,60% responders are answered "Neutral" on the question "Do you think of returning after the end of the war in Syria?".

Graph.7.Tendency to return



Accordingly, the most of the Syrian refugees living in Şanlıurfa are planning to return after the war. As most of the refugees who are planning to return are willing to get education in Syrian curricula and in Arabic indicates that they want to continue their education in Syria. Except than the intention on returning back, from the answers of "Do you think of leaving from Şanlıurfa and living in another city inside of Turkey?" shows that the responders would prefer Şanlıurfa and not have intentions to leave for another city in Turkey.

Graph.8.Tendency to move another city in Turkey rather than Şanlıurfa



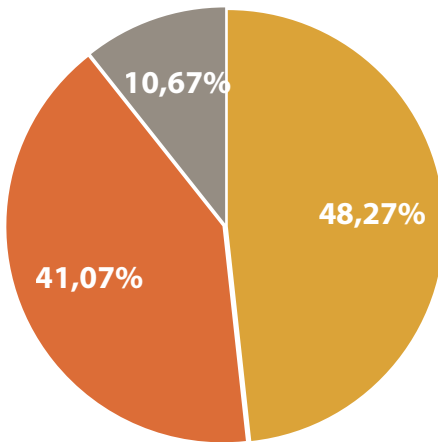
Tendency to move another city in Turkey rather than Şanlıurfa

Yes	38,13%
No	49,33%
Neutral	12,53%
Total	100,00%

● No ● Neutral ● Yes

The responders of the "Do you think of leaving from Şanlıurfa and living in another city inside of Turkey?" are answered respectively 38,13 % "Yes", 49,33% "No", 12,53% "Neutral".

Graph.9.Tendency to move to third country rather than Syria or Turkey



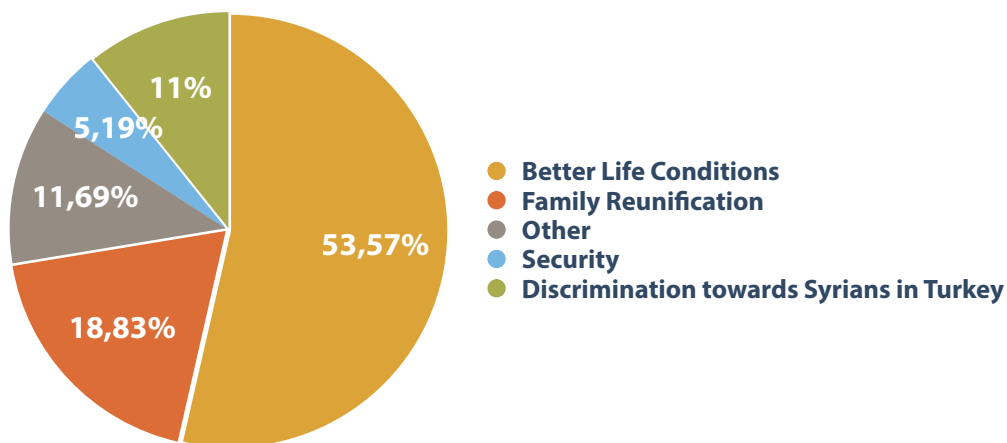
Tendency to move to third country (rather than Syria or Turkey)

Yes	41,07%
No	48,27%
Neutral	10,67%
Total	100,00%

● No ● Yes ● Neutral

As most of the refugee population is migrating to Europe with illegal ways after residing in the border cities as such Şanlıurfa, Gaziantep, Kilis and Mardin and mobilized afterwards, "If you had an opportunity to live in another country (except Turkey), would you leave Turkey?" question is needed to be asked. The answers of the Syrian refugees differentiate with the correlation of intention to return in this question. The responders are answered following to the question "If you had an opportunity to live in another country (except Turkey), would you leave Turkey?" as 41,07% "Yes", 48,27% "No", 10,67% "Neutral".

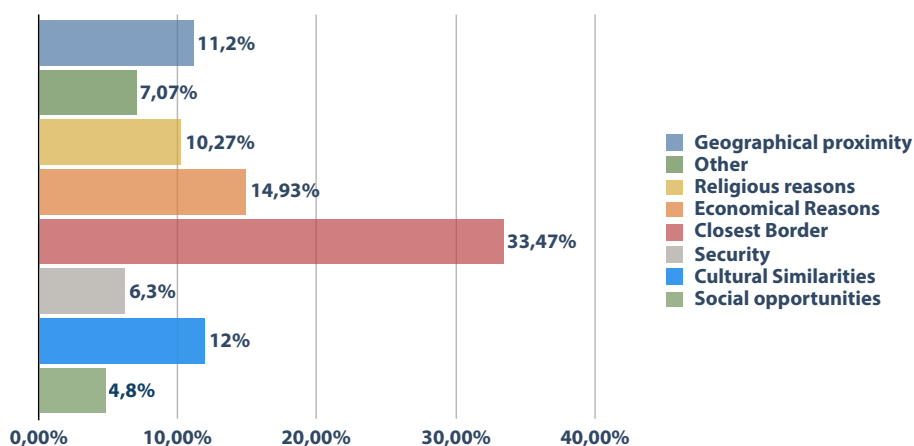
Graph.10.Reasons behind on moving to third country



According to possibilities of the responders who answered “Yes”, when the reasons behind on migrating to another country is asked, 53,57% are answered as “Better Life Conditions”, 18,83% are answered as “Family reunification”, 10,71% are answered as “Discrimination towards to Syrians in Turkey”, 5,19% are answered as “Security”, 11,69% are answered as other reasons, as reasons behind on migrating to 3rd country.

From the indicated reasons, the findings shows us in particular the refugees living in Şanlıurfa, security is not a priority on migration on the 3rd country. Here it should be indicated that the questionnaire work is implemented in 2016, as second group of responders answered as “Family Reunification”, can support the fact that most of the refugee’s families are living in 3rd countries outside of Turkey. When the living conditions are considered, it has ben seen that the Syrian refugees are not satisfied of their living conditions in Turkey and they have a perception that migration to 3rd county will enhance their living conditions.

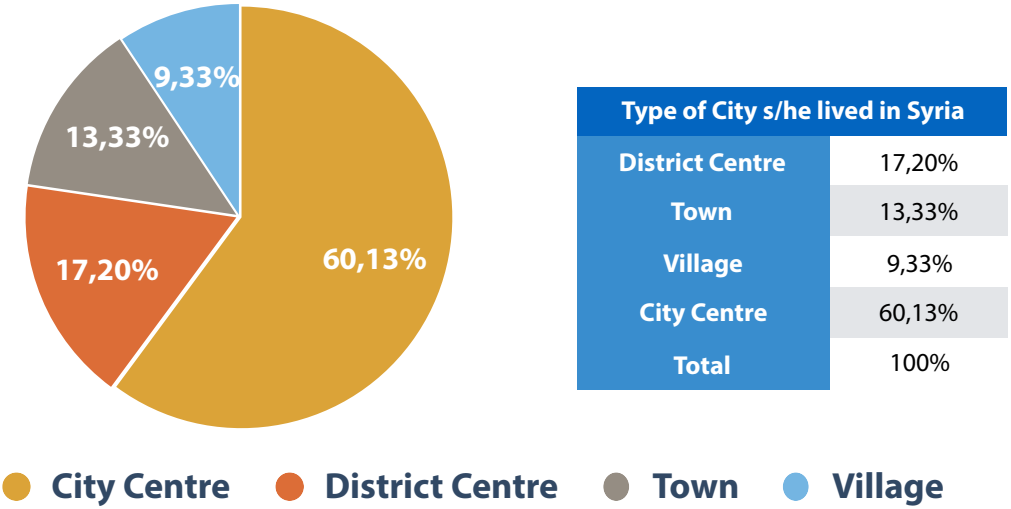
Graph.11.Reasons behind choosing Turkey



When the reasons on selecting Turkey is examined, the most striking reason indicated as such geographical proximity, nearest border and economical reasons and it is followed by cultural similarities and religious reasons.

The other reason of that the Syrian refugees are having less obstacles rather than the other regions is that the trade and kinship before the war, cultural similarities and the similarity on the life style can be indicated as reasons on choosing the region.

Graph.12.Type of City s/he lived in Syria



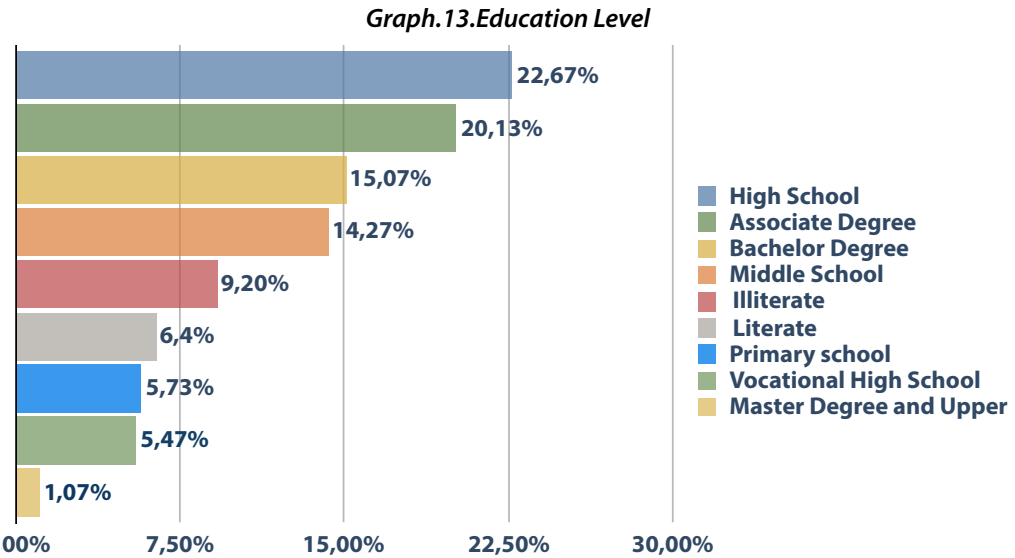
In last in terms of living conditions, the research is framed not on the particular cities coming from Syria but in the city types to identify coming from rural or urban areas. Within this context, the findings shows us that the most of the responders were living in City Centre. It follows respectively with district centre, town and village.

Education Level

To point out the fact that the research work is done with the individuals involved in directly or indirectly to the education services of the public institutions and/or to community centres has usefulness on reading out the findings. The research and its findings should be evaluated and read in this frame and it is seen that it consist most of the people involved in education activities in the region in its sample due to the field the research implemented.

When the education levels of the Syrian refugees involved in education in the programmes provided by public authorities or NGOs in particular Şanlıurfa is mainly consisted of individuals holds associate degree or high school. It is followed by bachelor graduates and middle school graduates. There is a need on pointing out

that that result does not reflect the all Syrian population in Şanlıurfa and the reason behind can be discussed as the field work implemented in mostly in community centres and the target group benefit from the NGOs services.



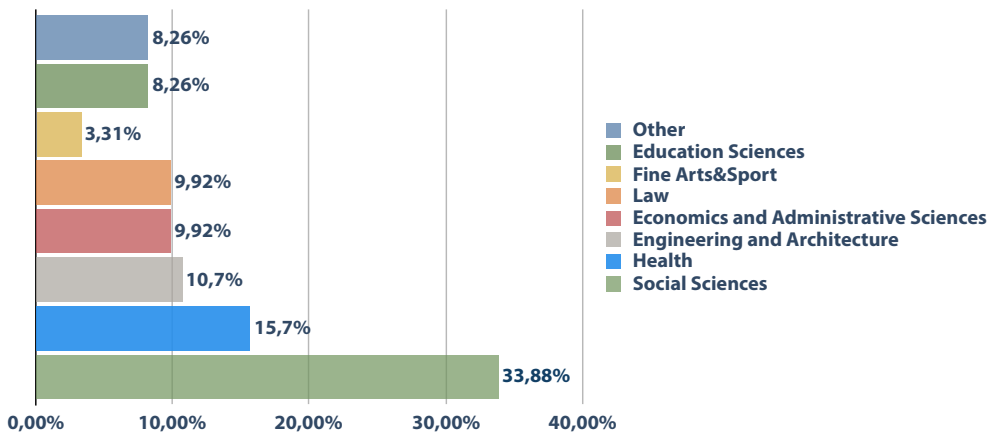
Examining the cross-tabulation of gender, age and education levels together has a value. The amount participation by females and males does not differ high manner in the primary education and high schools level in Syria. During the examination of the age ranges of the responders, most of the bachelor degree graduates are aged between 25-34. Within this context, it can be said that leading the higher education graduated people to employment opportunities might contribute their families' economy.

Table.8.Comparison between Gender-Education

Comparison between Gender and Education		
	Male	Female
Primary School	2,40%	3,33%
Bachelor Degree	6,93%	8,13%
High School	8,80%	13,87%
Vocational High School	3,20%	2,27%
Literate	3,73%	2,67%
Illiterate	5,60%	3,60%
Middle School	5,60%	8,67%
Associate Degree	10,13%	10,00%
Master Degree and Upper	0,80%	0,27%

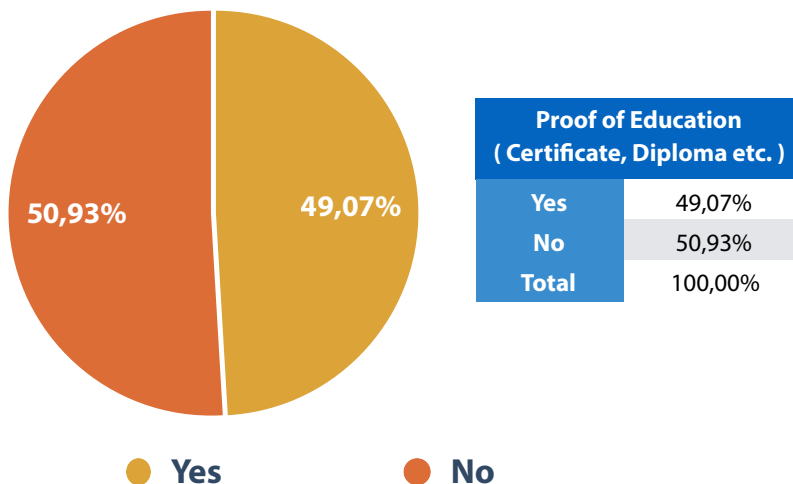
Although, the examination of the Syrian refugees' past educational experiences regarding to the employment opportunities in the region is the another research topic, in this research the past educational experiences accordingly to fields is also examined and mentioned. As most of the educated Syrian refugees are got their university education in the fields of engineering, social sciences and health, employment of those in the region will contribute to overcome the language obstacles during the delivery of health and social services. Certification and employment of Syrian refugees who are educated in the fields of engineering, social sciences and health will increase the quality of the services and head off the obstacles during the delivery of the services.

Graph.14.The Field of Study



49,07% of responders are indicated that they do not have any certification to justify their education. In addition to that, as it can be seen in the report of the workshop, the most prominent topic during the education and employment processes of Syrian refugees is lack of documentation as such diploma, transcript or certificate to justify their past experiences gained in Syria.

Graph.15.Having a proof of education



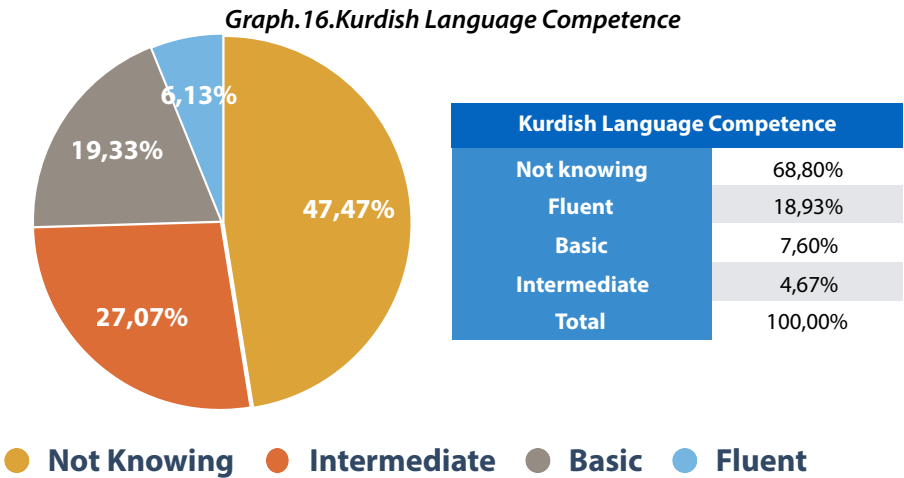
This situation creates obstacles on participation to education in the educational institutions in higher education level in Turkey and employment in Turkey with justifying their past experiences gained in Syria. Accordingly, there is a persistent need on new resolutions of this issue. In terms of obstacles on employment of Syrian refugees as one of the reasons such the lack of documentation, there is a benefit on comparing the education level and having the documentation to understand the situation wide scope.

Table.9.Having a proof of education certificate and comparison between education level

Having a proof of education certificate and comparison between education level		
	Yes	No
Primary School	16,28%	83,72%
Bachelor Degree	84,96%	15,04%
High School	41,76%	58,24%
Vocational High School	56,10%	43,90%
Middle School	18,69%	81,31%
Associate Degree	74,83%	25,17%
Master Degree and Upper	50,00%	50,00%

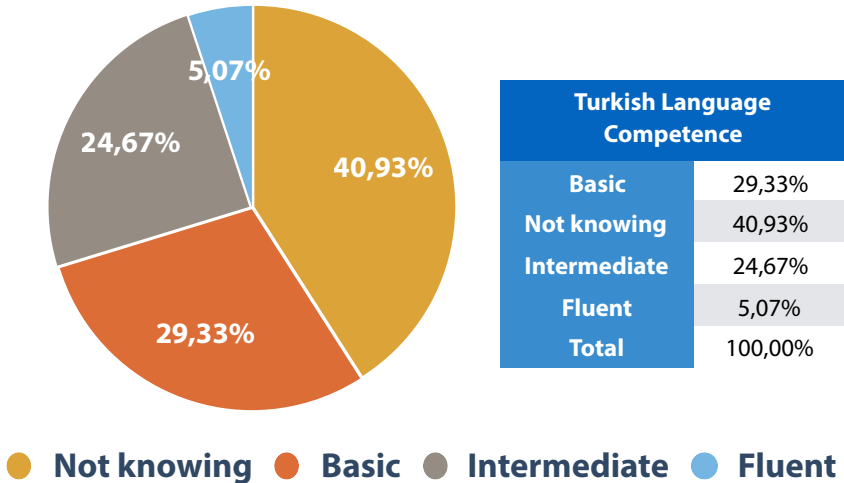
Within this direction, the 25,17% of the university graduates, the 43,90% of vocational high school graduates and the 27,17% of associate degree graduates does not have documentation to justify their past educational level.

Within the scope of the language skills of the Syrian refugees, the Arabic language skills which is widely spoken and the native language in Syria and French , English and Turkish foreign language skills are examined. It is seen that 93,67 % of the responders among 750 individuals are able to speak Arabic either fluent or native level.



It follows with the second widely spoken language as Kurdish and the 18% of the responders are indicated that they are able to speak Kurdish fluently or in native level. It can be also taken as another indicator that the most of the population from the border regions of Syria where the Kurdish is widely spoken are arrived.

Graph.17.Turkish Language Competence



As foreign language skills, English, French and Turkish language skills are examined. The ratio of the individuals who have Turkish skills supports the urgent need on the Turkish language trainings. Among the 443 individuals who indicated that they have Turkish skills, only 8,57% is indicated as native or fluent in Turkish language. Among those individuals, 49,66% is indicated in beginner level, 41,76% is indicated in intermediate level of Turkish language.

Table.10.Turkish Language Competence - Age Comparison

Turkish Language Competence - Age Comparison			
	Fluent Level	Basic Level	Intermediate
14-17	1,47%	6,76%	10,88%
18-24	4,71%	13,53%	17,35%
25-34	2,65%	16,47%	10,88%
35-40	0,29%	10,29%	4,71%

It is seen that the ratio of Turkish language ability correlates with the education and age. When the Turkish language ability is compared with education level, it is seen that most of the individuals who are able to speak Turkish are mostly among the ones who have education higher than high school. Thus, the services related to Turkish education should be developed for the for the illiterate or primary and middle school graduates. Apart from that, when it is compared with age, the target group regarding to employment is considered as 25-40 years old refugees, the urgency of development of language skills are holding out.

Table.11.Turkish Language Competence - Education Level Comparison

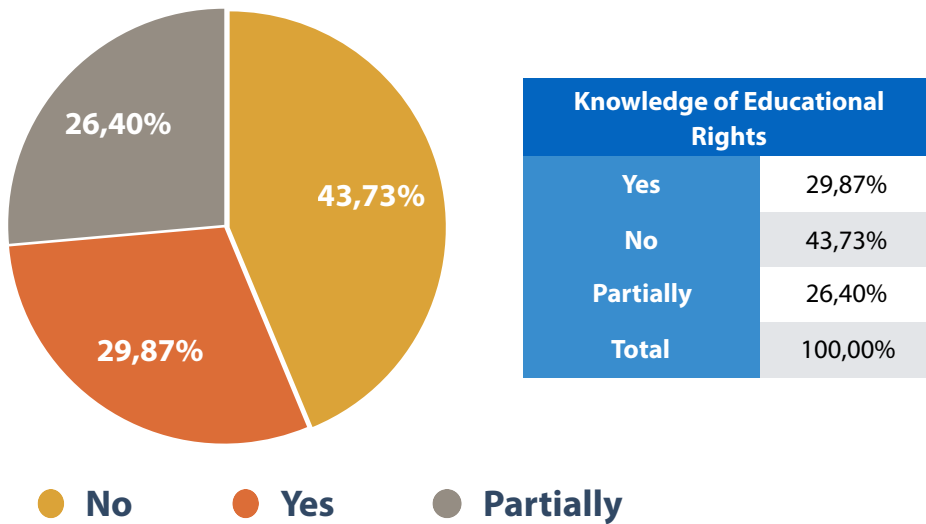
Turkish Language Competence - Education Level Comparison			
Education Level	Fluent	Basic Level	Intermediate
Primary School	0,00%	5,00%	2,68%
Bachelor Level	22,58%	20,00%	21,48%
High School	12,90%	22,50%	22,15%
Vocational High School	9,68%	3,75%	3,36%
Literate	3,23%	4,38%	2,68%
Illiterate	3,23%	5,00%	6,71%
Middle School	6,45%	11,25%	14,09%
Associate Degree	38,71%	26,88%	25,50%
Master Degree and Upper	3,23%	1,25%	1,34%

When the language skills are considered generally, that situation differs than the case in Turkish language. When the education levels of the individuals who are able to speak English and also when it is examined in numbers, the English speaking ability is seen in high levels. Although French language is given as second language in high schools and universities, there is no supportive data to support that the French speaking in the region is widespread likewise English.

The individuals who have Turkish skills among the responders is seen as 59,07% and 40,93% of responders have no Turkish language ability. 52,53% of the responders are indicated that they have English language ability. Regarding to French language, only 14,67% is indicated that they have French language skills.

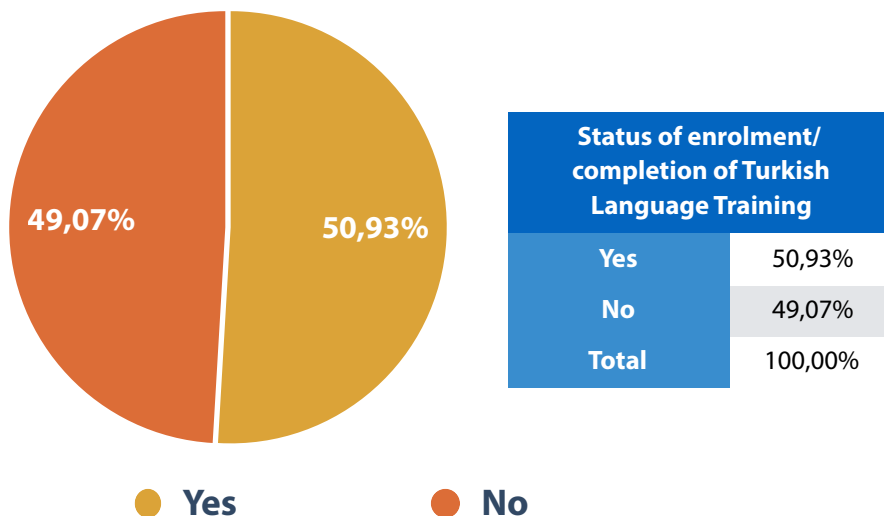
Status of receiving education in Turkey is examined throughout the enrolment of the education and/or finished the education and Syrian refugees' satisfaction degree from the education services is asked. From the fact that there are widespread and facilitated education opportunities for the Syrian refugees in the level of compulsory education, their awareness on their rights and their knowledge is also examined in the research.

Graph.18.Knowledge of Educational Rights



As around 30% of responders of the “Do you have knowledge on Educational Rights of Syrian refugees in Turkey ?” question answered as “Yes” presents the necessity of the right-based information activities for the Syrian refugees. As the Syrian refugees are having obstacles on reaching out the education services due to language barriers, not having knowledge on their rights and also hardships on reaching to Syrian refugees poses the basic challenges on reaching out the education.

Graph.19.Status of enrolment/completion of Turkish Language Training



The language education continues to be a huge challenge in Turkey for the Syrian refugees. Although the language education which is one of the baselines for the social cohesion is a factor that helps individuals to reach out the education, the fact that 49% of the responders are indicated as they did not receive or not receiving Turkish language education poses the continuous language barrier on reaching out the education or employment.

Examination of the ones who received language training regarding to age and gender shows us most of the women and children benefit from those services. The other reason of that situation can be demonstrated as the most of the women and children are directly benefiting from the community centres organized by NGOs and public institutions.

Table.12.Benefiting from Turkish Language Education and Gender Comparison

Benefiting from Turkish Language Education and Gender Comparison		
	Male	Female
Yes	21,73%	29,20%
No	25,47%	23,60%

It can be seen that the age and gender group that benefited or are benefiting from language training at most is the women between 18-24 with 10,6%.

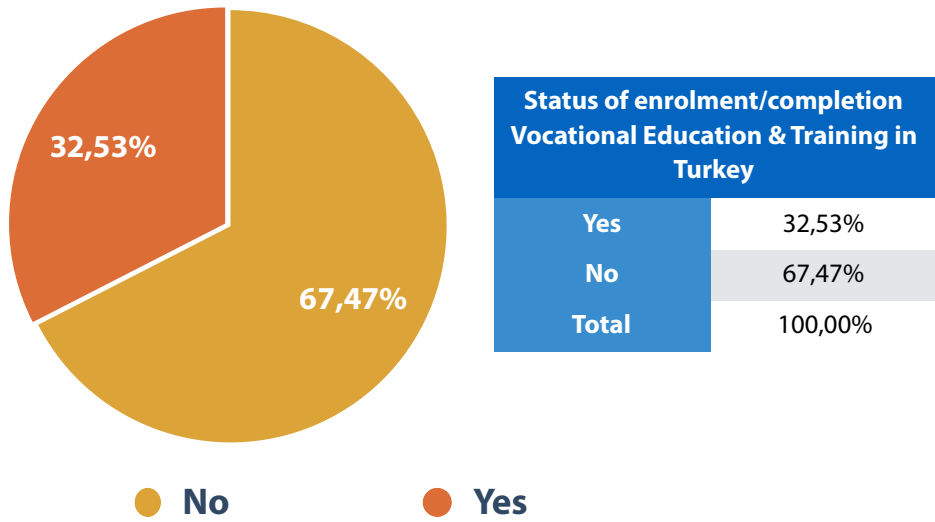
Table.13.Benefiting from Turkish Language Education and Age Comparison

Benefiting from Turkish Language Education and Age Comparison		
	Yes	No
14-17	10,40%	17,07%
18-24	7,60%	14,13%
25-34	10,40%	17,07%
35-40	7,60%	14,13%

On the basis of dependence between employment and education, the attainment of the vocational education in Turkey is examined. Although the participation to employment is indicated as 46% among the responders, it is seen that only 33% benefit from the vocational education opportunities among the responders.

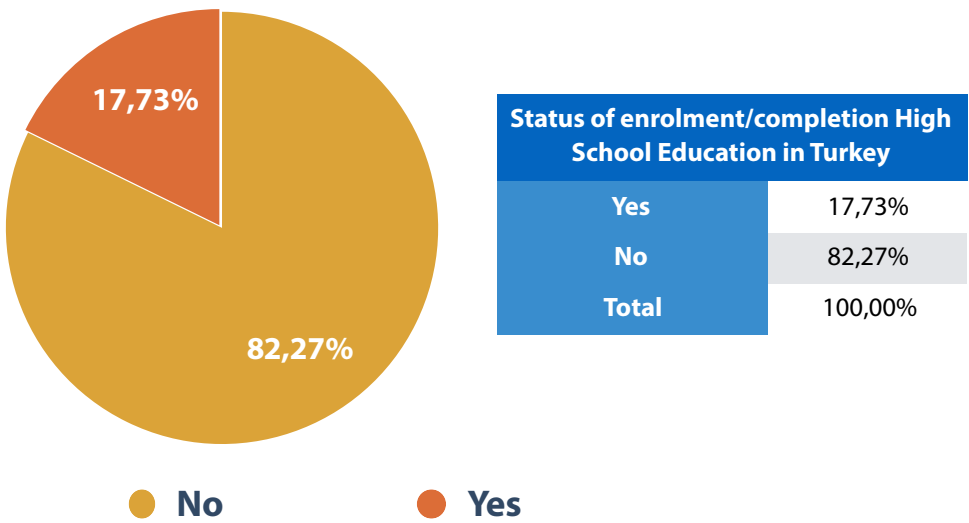
When the status of attainment and or completion to vocational education and training is examined with age and gender, the most of the beneficiaries are seen as women aged between 18-24 with the ratio of 6% in parallel to language training. The women aged between 14-17 is came after among the beneficiaries of the vocational education and training. The vocational education opportunities for Syrian refugees is seen as generally reach out mostly the individuals aged between 14-24.

Graph.20.Status of enrolment/completion Vocational Education & Training in Turkey



The accessibility of the Syrian refugees to the compulsory education poses continuously a challenge. From the fact that the refugees aged between 10-18 who arrived to Turkey after 2011 could receive high school education, “Did you get/or are you still taking any high school education in Turkey?” question is asked. Within this context, the 82% of responders are answered “No” and 18% are answered “Yes”.

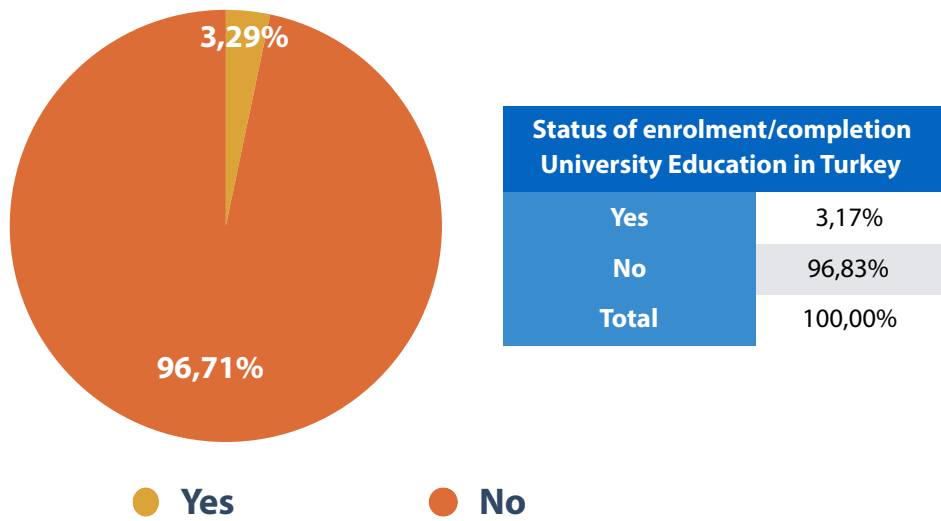
Graph.21.Status of enrolment/completion High School Education in Turkey



The case of receiving high school education is taken into account with age and gender together and evaluated in the base of participation of the males and females aged between 14-17 and 18-24. In this direction, when it is thought that most of the Syrian refugee population consisted of children and females, the facilitation and enhancement the educational opportunities provided for Syrian refugees presents importance.

After examining the high school education results, there is a value to compare the higher education attainment. As it is indicated before that among the responders 36,27% are attained to higher education (associate degree, bachelor and master or upper).

Graph.22.Status of enrolment/completion University Education in Turkey



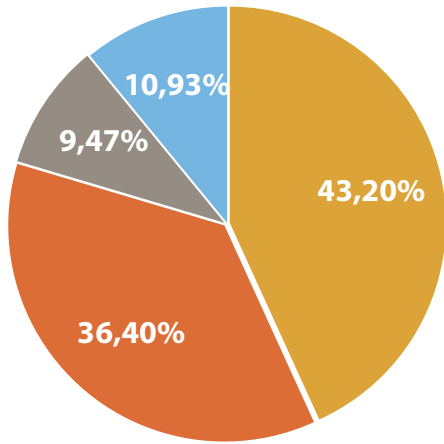
Thus, the attainment/enrolment to higher education in Turkey should be examined. 3% of all responders answered “Yes” to the question “Did you get/are you still taking any university education in Turkey?” and 97% of the responders are indicated as they never enrolled or attained higher education in Turkey.

From the fact that facilitative higher education systems towards to Syrian refugees will contribute to the economical development of the region, the need on facilitative applications to participate to higher education is seen.

When the age and gender status of the beneficiaries of the higher education is examined in the age group of 18-24 which can be identified as university age, the participation to education is seen among the females as 11,54% and males as 8,12%. Although that situation shows us the high participation among the women, it can not be said that result presents the general overview of the participation of females to the education among the Syrian refugees.

From the fact of education quality and satisfaction rate, the responders are asked to evaluate the education they received in Turkey. As there are the families whose children involved in the education, the quality question is asked in general frame and not only the ones who received or are receiving education.

Graph.23.Perception on the quality of education in Turkey

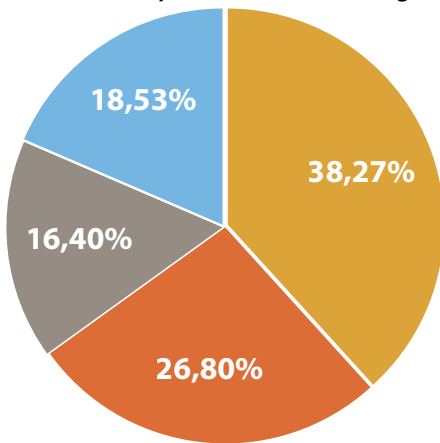


Perception on the Quality of Education in Turkey	
No Idea	36,40%
Low Level	10,93%
Middle Level	43,20%
High Level	9,47%
Total	100%

● **Middle Level**
● **No Idea**
● **High Level**
● **Low Level**

When it is asked to evaluate the quality of the education they received, 11% of responders are indicated as the quality of education is in low levels. When The participation to education among those who respond that the education is in low levels is checked, most of the responders are the individuals who did not receive high school or higher education in Turkey. The responders who answered in high levels consisted of the individuals who received or are still receiving higher education or high school education in Turkey.

Graph.24.Satisfaction Degree with Education Services in Turkey



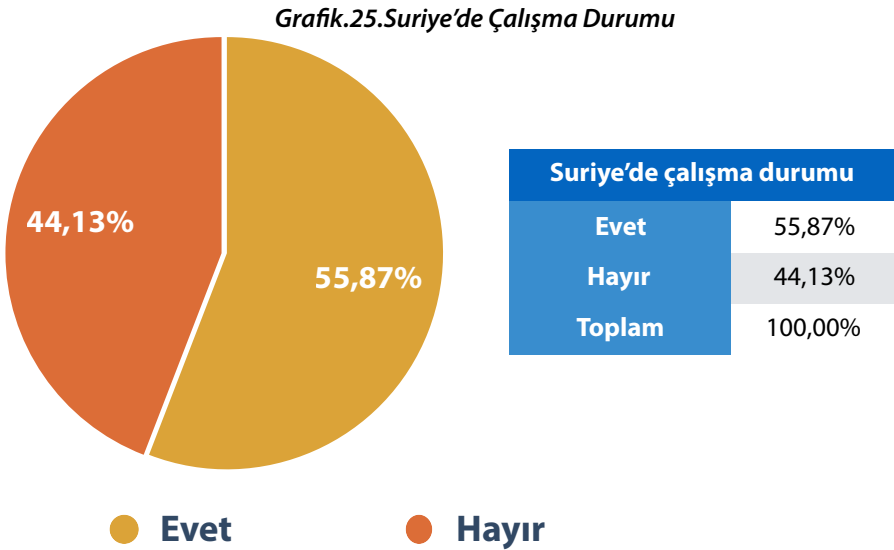
Satisfaction Degree with Education Services in Turkey	
No Idea	26,80%
Moderately Satisfied	38,27%
Not satisfied	16,40%
Satisfied	18,53%
Total	100,00%

● **Moderately Satisfied**
● **No Idea**
● **Not Satisfied**
● **Satisfied**

If "Please indicate your satisfaction degree of educational opportunities which are provided for Syrians" and "Do you have knowledge on Educational Rights of Syrian refugees in Turkey ?" questions are compared, it is seen that the knowledge on educational rights and the satisfactions rates are correlated.

Occupational Information

During the development of possible employment policies for Syrian refugees, the past experiences of the Syrian refugees should be considered. There is a value seen behind examining the occupational experiences of Syrian refugees according to fields and their status of occupation in Syria and comparing with Turkey. Within this frame, firstly the occupational status in Syria is examined and it is compared with gender and age.



55,87% of the responders are answered “Yes” and 44,13% responders are answered “No” to the question “Have you been working in Syria before you arrive to Turkey?” If the gender is examined among the individuals who have been working in Syria, it is seen that 67,30% consisted of males and 45,20% consisted of females.

Table.15.Situation to work in Syria and Age Comparison

Situation to work in Syria and Age Comparison				
	14-17	18-24	25-34	35-40
Yes	4,40%	14,00%	23,60%	13,87%
No	13,60%	17,20%	8,40%	4,93%

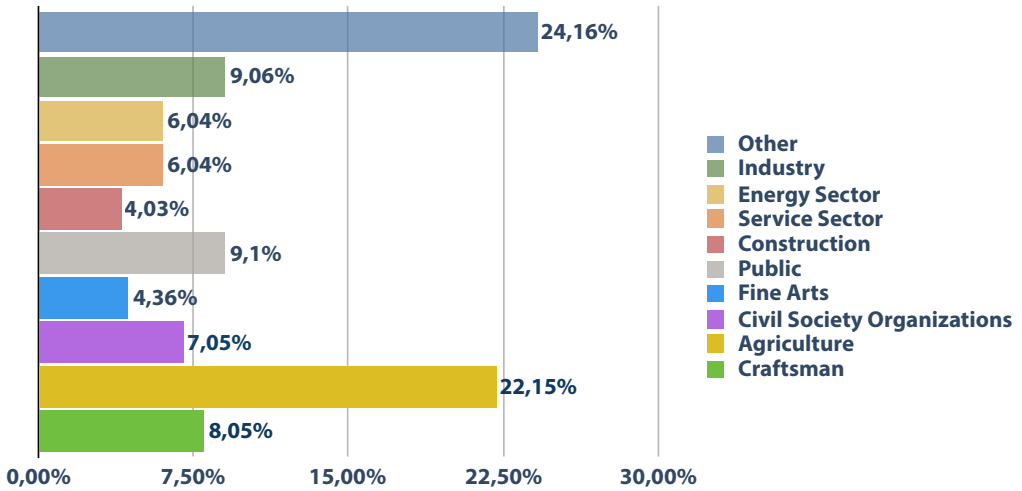
Apart from the comparison among women and man, when it is compared with the age, the most of the employed individuals are males aged 25-34.

Table.16.Will to have vocational education -Gender Comparison

Will to have Vocational Education and Training - Gender Comparison		
Gender	Yes	No
Male	47,40%	44,66%
Female	52,60%	55,34%

In addition to the past experiences of Syrian refugees, their work experiences according to sectors are also examined. When it is examined from the 295 individuals who indicated as involved in employment, the findings show that most of them have experiences in the fields of agriculture, public sector and craftsmanship.

Graph.26.Sectoral Distribution of Employment in Syria

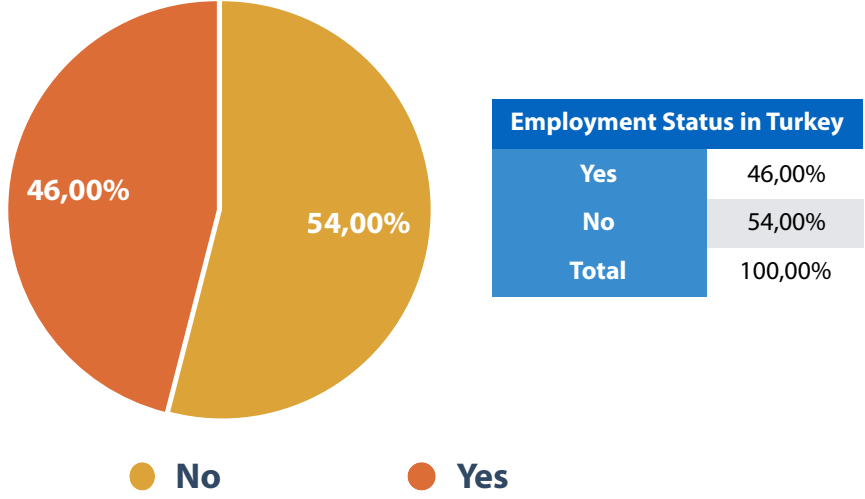


In addition to that, as the seasonal agriculture work is widespread in the region, the findings show us the employment of the ones who have experiences on agriculture is easier than the others. On condition that the ones who are experienced in public sector proves their experiences, the fact that they will be provided work in public institutions will provide employment opportunities and the increase in the quality of services towards Syrian refugees by the government.

It is seen that most of the refugees who have occupational experiences on agriculture, construction and craftsmanship have education in primary, middle or high school level. This situation shows that employing with increasing their employability throughout creating vocational educational opportunities for those except than meeting their needs on education will be beneficial for both refugees and the region.

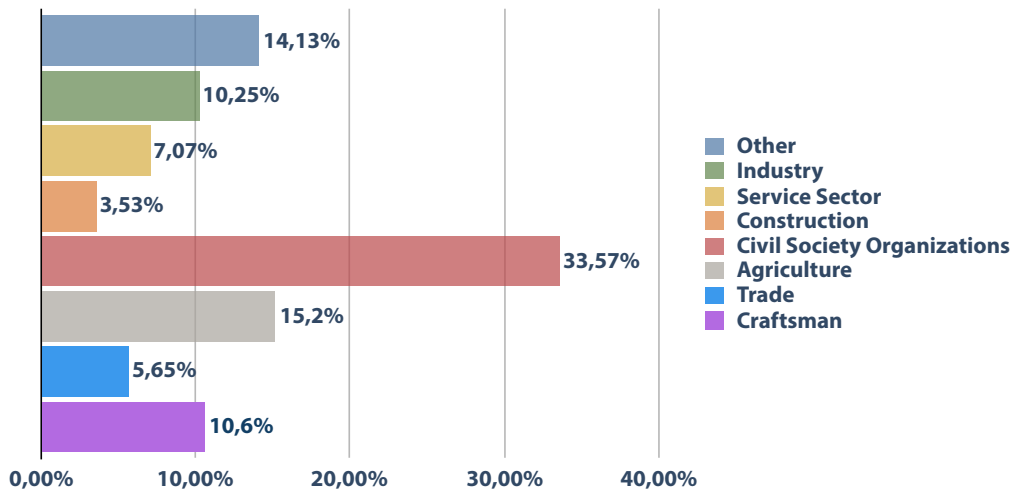
After examining the past experiences of Syrian refugees, their current involvement in employment in Turkey is asked. 54% of responders are answered "No" and 46% of them answered "Yes" to the question "Are you working in Turkey?". As increasing the livelihood opportunities through employment is more sustainable than the ad hoc humanitarian aids, the employment of Syrian refugees has a huge importance. Within this context, it is evaluated that increasing the vocational education opportunities based on employment will contribute to the improvement of the socio-economic status of the Syrian refugees.

Graph.27.Employment Status in Turkey



When the involvement of employment in Syria and Turkey is compared correlatively, 33,07% of responders who were working in Syria continue to work in Turkey and 22,80% of them out of employment in Turkey. If this situation is compared from vice versa, the 12,93% of responders who were not working in Syria started to work in Turkey.

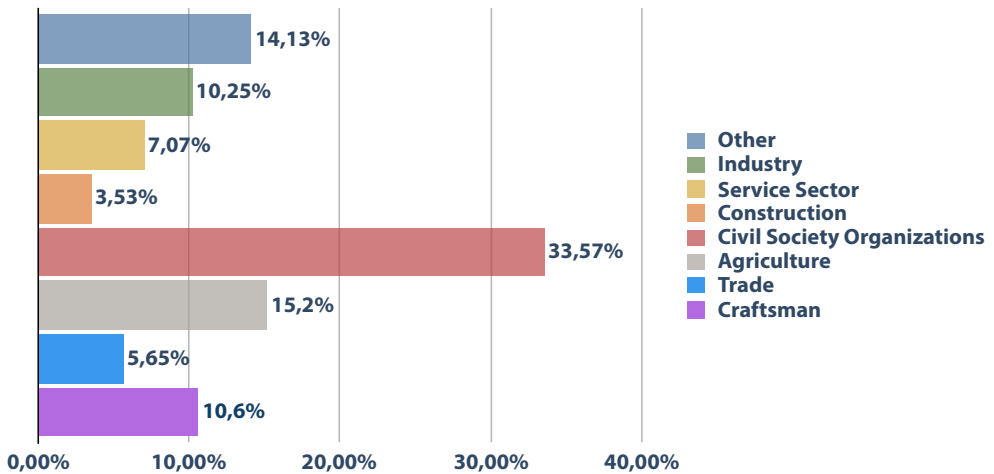
Graph.28.Sectoral Distribution of Occupation in Turkey



When the employment in Turkey is examined according to sectors, findings show us that most of the responders are working in non-governmental organizations. One of the reasons behind this issue is that the NGOs based in the region are employing refugees with registration due to difficulties on reaching out Syrian refugees. Another reason behind this issue is the employment of the Syrians in the field of education and health in the NGOs in Syria with the scaled-up activities of international organizations in Syria. Existence of the trade areas in the region as such

the markets, clothing stores and etc. opened by Syrian refugees in Şanlıurfa, shows that the Syrian refugees are doing business in the region. Besides, the extensive seasonal agriculture work opportunities in the region led most of refugees to work in this field.

Graph.28.Sectoral Distribution of Occupation in Turkey

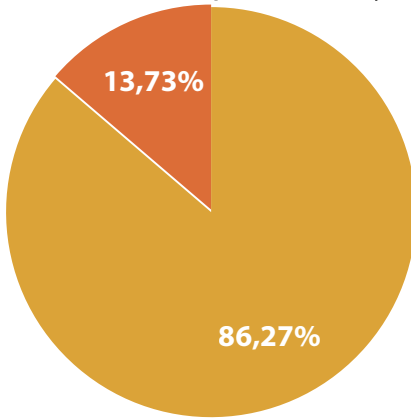


The findings of the research show that there is no persistent employment within the context of sector and continuous change on sectors and lack of knowledge of the facilitative regulations of registered employment among Syrian refugees. It is claimed that this situation leads Syrian refugees to work in civil society field. It is surely beyond doubt that the employment opportunities in the region provide low income opportunities for the Syrian refugees and to gain standard income and involvement in registered work force provided by NGOs increases the tendency to work in NGOs.

Needs and Perspectives on Education

The reality of the need of education of Syrian refugees can be evaluated and also validated throughout different social right perspectives. The drop-outs from or not participation in the education system of Syrian refugees due to different reasons will cause the creation of loss generations and also in long-term it will come along with social cohesion issues and it will create a population of vulnerable young people and children who did not participated in education. In this chapter, after analysing the demographics, educational levels, occupational experiences, their perspectives on education is asked.

Graph.30.Tendency to get education in Turkey



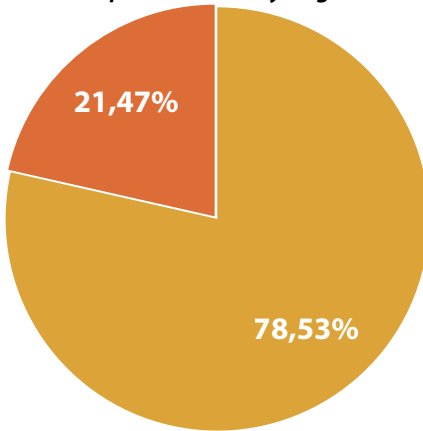
Tendency to get education in Turkey	
Yes	86,27%
No	13,73%
Total	100,00%

● Yes

● No

The 13% of the responders answer "No" and 87% answer "Yes" to the question of "Would you like to get education in Turkey?" shows that they have a need and in-line demands on education. Thus, the Syrian refugees has a positive perspective towards education and within this context it can be said that they are eager to get education.

Graph.31.Tendency to get vocational education & training in Turkey



Tendency to get vocational education and training in Turkey	
Yes	78,53%
No	21,47%
Total	100,00%

● Yes

● No

When it is examined in the context of the employment, almost all of the responders who are not working in Turkey are eager to get education in Turkey. Concordantly, the findings show us again the necessity of the employment based education policies for the refugees who are not in employment in Turkey. As the vocational education has a big role in line of employment, "Would you like to take any vocational education in Turkey?" question is asked and the demands and needs on vocational education are addressed.

As the vocational education opportunities differ from NGOs to public institutions for women and men, there is a need seen behind to examine the findings with gender. Within this direction, the ratio of the women are seen higher than the ratio

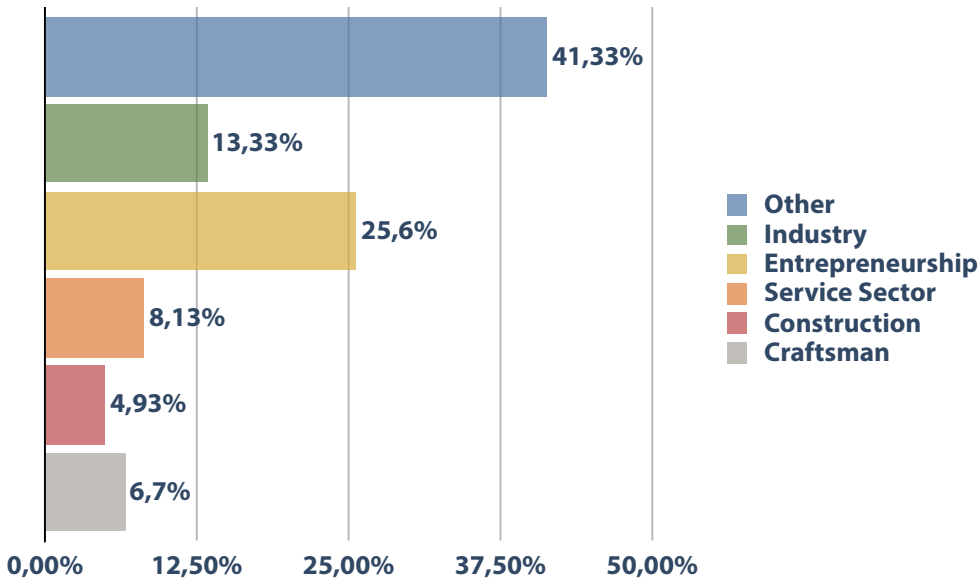
of the men. While, the ratio of the women who want to get vocational education is indicated as 52,60%, the ratio of the men who want to get vocational education is 47,40%.

Table.16.Will to have vocational education -Gender Comparison

Will to have Vocational Education and Training - Gender Comparision		
Gender	Yes	No
Male	47,40%	44,66%
Female	52,60%	55,34%

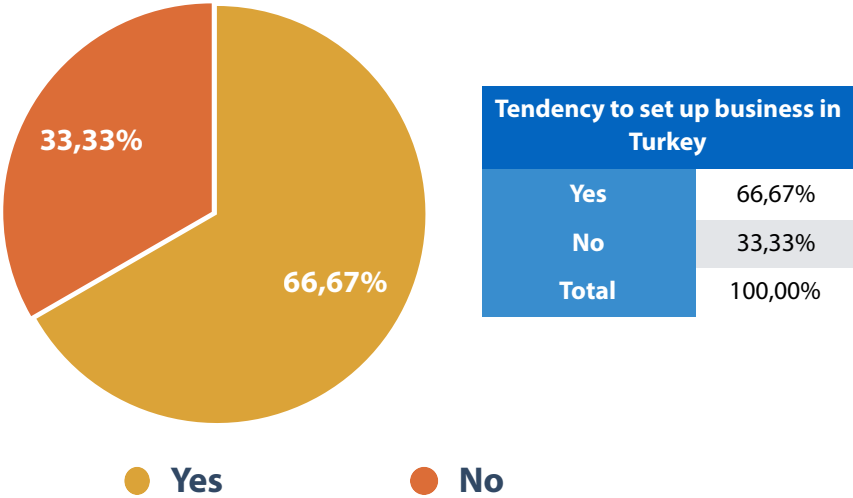
The ratio of the refugees who wants to get vocational education or already get or still getting is seen as 52,93%. This situation shows the necessity of the vocational education and training courses opening in future date in Şanlıurfa region and demand of Syrian refugees in that direction.

Graph.32.Sectoral Tendency on Vocational Education & Training Field in Turkey



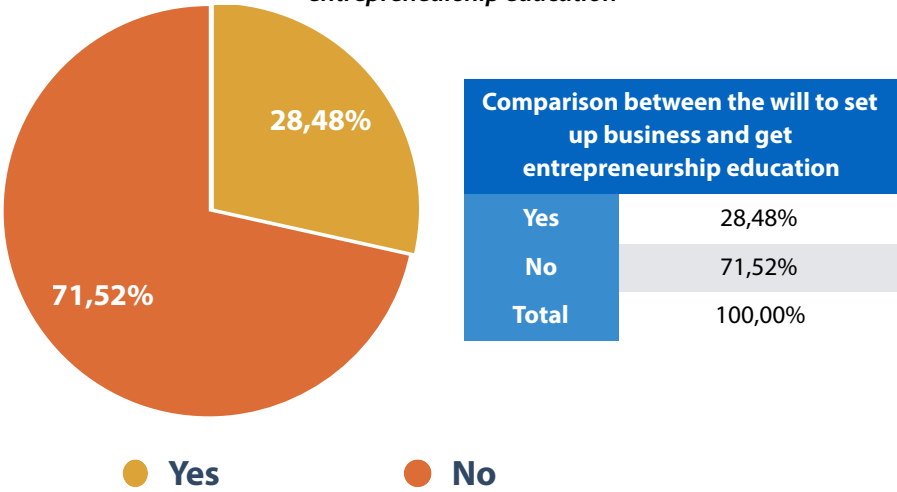
As the most of answers consisted of “Other” and “Entrepreneurship” to the question “If you had an opportunity to get vocational course in Turkey, which field would you like to get education?” presents the insufficiency of the vocational education programs run in the region. As the 46% of the responders answered “Other” can be seen as another indicator that the vocational education courses run in the local in the fields of service sector, craftsmanship, industry and manufacturing are not addressing neither the needs nor the demands of the Syrian refugees. Setting up supportive entrepreneurship mechanisms and implementing entrepreneurship courses in the region will be receptive to support the Syrian refugees in terms of employment.

Graph.33.Tendency to set up business in Turkey



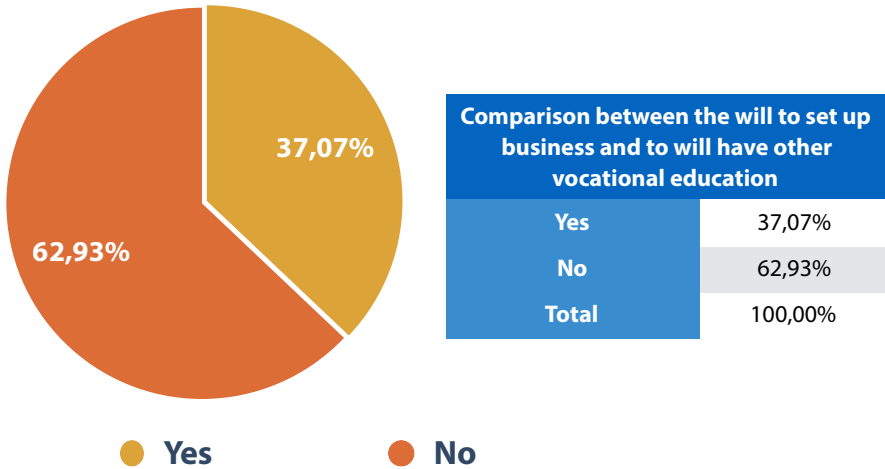
Although the Syrian refugees are opening business in the region with the increased Syrian refugee population in the region, the question of the existing initiatives are covering the need or not can be asked. The answers of the “Would you like to set up your own business in Turkey?” is support point of mentioned question.

Graph.34. Comparison between the will to set up business and to will have entrepreneurship education



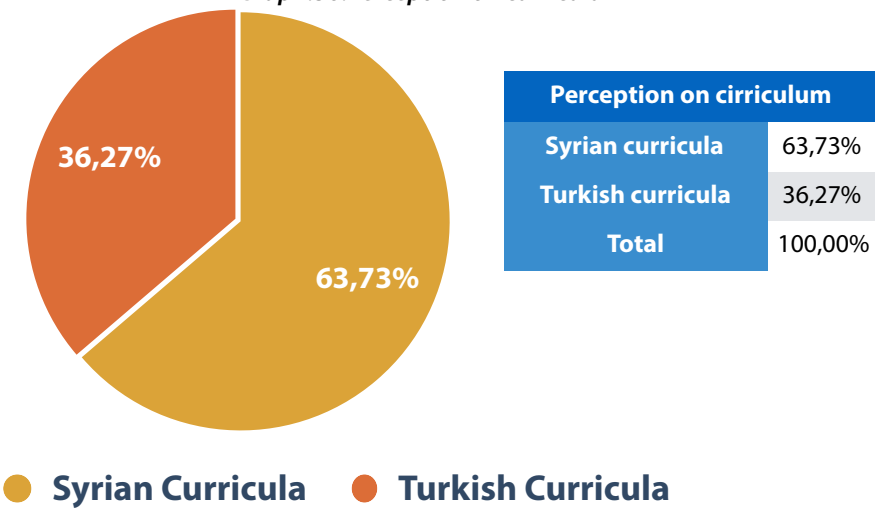
Besides, when Syrian refugees who answered the question related to the sector compared with the Syrian refugees who would like to set up their own business, the 32,5% of the responders has an intention to get training on “Entrepreneurship”. This situation poses another indicator to readiness on gaining competences on running business organization. From this point, it is seen as necessity to support the Syrian refugees with creation of micro-credit and/or funding opportunities for Syrian refugees to set up business.

Graph.35. Comparison between the will to set up business and to will have other vocational education



In addition to that, as there are refugees want to set up business in different occupational fields, most responders are disposed to participate the other vocational education and trainings except than the indicated occupational fields and entrepreneurship.

Graph.36.Perception on curriculum



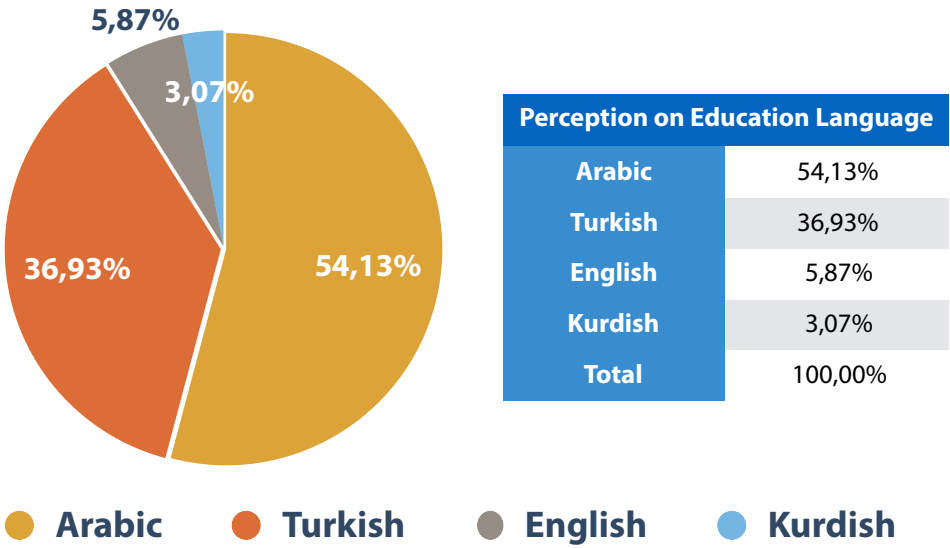
Considering the fact that the education in temporary education centres is run within the Syrian curricula, the Syrian curricula gains importance during the examination of the demands on curricula from Syrian refugees. The 38% of responders answered "Turkish curricula" where as 62% of responders answered "Syrian curricula" to the question "Which curricula would you prefer to get education in Turkey?". When the intention on returning after the war and getting education in Syrian curricula are compared, 64% of the ones who are willing to get education in Syrian curricula is indicated as the ones who are willing to return. Within this context, it can be said that providing education in Syrian curricula is a common demand among the ones who are willing to return to Syria after the war.

Table.17.Comparison Tendency to return and the perception on curriculum

Comparison Tendency to return and the perception on curriculum		
	Syrian Cirricula	Turkish Curricula
Yes	64,99%	53,59%
No	21,36%	29,67%
Neutral	13,65%	16,75%

As for 64,99% of the responders of the question “Which curricula would you prefer to get education in Turkey?” responded the question “Do you think of returning after the end of the war in Syria?” as “Yes”, the need is seen to increase the Temporary Education Centres and/or continuing the education in Syrian curricula. Besides recruitment of Syrian teachers in the process could be used as a tool in the implementation of the education process. The intention of the individuals who want to get education in Turkish curricula and willing to stay in Turkey is more than the ones who would like to get education in Syrian curricula and also want to stay.

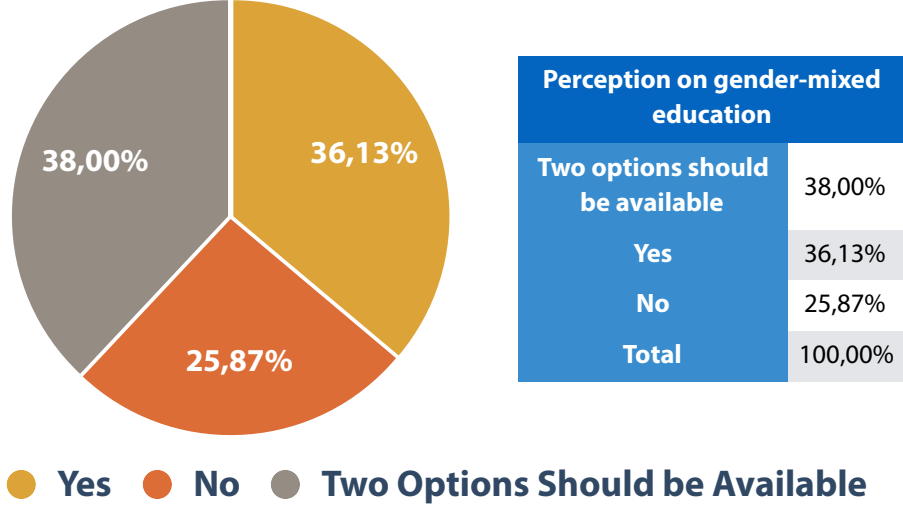
Graph.37.Perception on education language



The language of the instruction for the education given to Syrian refugees is an ongoing question for both NGOs and public authorities. Within this context, the responders answered the question “In which language, the education should be given in Turkey?” like following 54% as “Arabic”, 37% as “Turkish”, 6% as “English”, and 3% answered as “Kurdish”.

If the demands of the Syrian refugees are taken into account, most of the Syrian refugees wanted to get education in Arabic and Turkish show us the importance in participation to education and also social cohesion of the Syrian refugees. When it is thought that the 38% of the responders answered as “Arabic” and not knowing Turkish, opening education programs in Arabic language and implementing programs in this direction will be suitable.

Graph.38.Perception on gender mixed-education



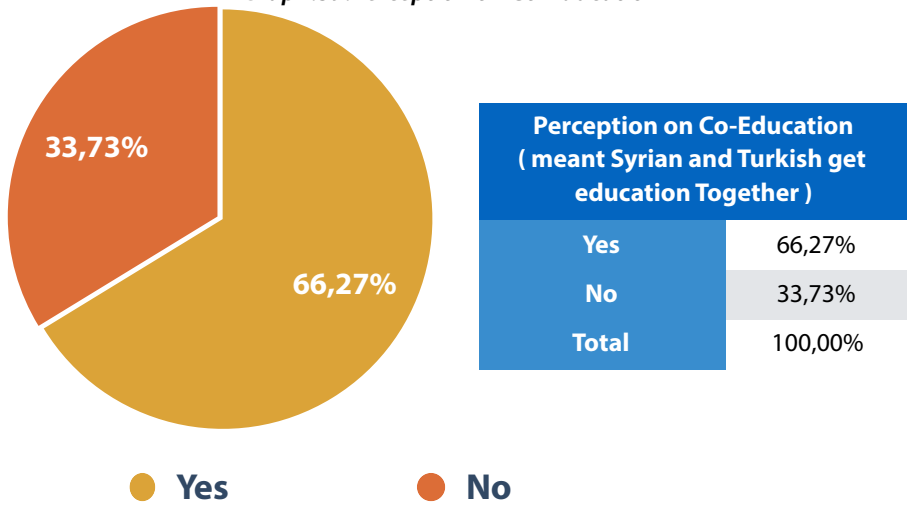
The most of the challenges the NGOs face during the implementation of education programs are the genders of the educators or the learners. The answers of the responders creates differentiation in this manner. With an aim to evaluate the education programs NGOs and public authorities are delivering the question is asked in general as “In the educational centres, should the women and men get education together?”. Concordantly, the 36% of responders answered as “Yes” , 26% answered as “No” and 38% answered as “Two options should be available”. To examine the genders of the responders to that question and correlation between the answers and the gender will create a clear frame to understand and it can be seen on the table below.

Table.18.Comparison on gender and the tendency of the will to have mixed-education

Comparison on gender and the tendency of the will to have mixed-education		
	Male	Female
Yes	40,40%	32,32%
No	23,16%	28,28%
Two options should be available	36,44%	39,39%

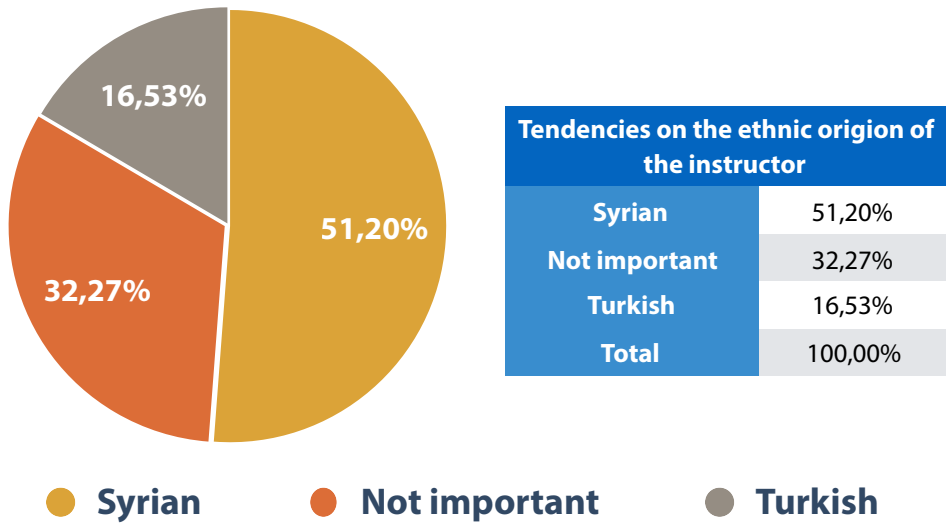
The women and male are composing a heterogeneous answer group. Within this direction, implementation of pre-surveys on demands from the target group and also giving information on the gender issue during the creation and implementation of educational programs has importance on participation and also prevention of drop-outs.

Graph.39.Perception on Co-Education



In the case of getting education together with Turkish and Syrian refugee individuals together, it can be said that the Syrian refugees are ready in implementation of such courses in terms of social cohesion. The responders answered 66,27% “Yes”, 33,73% “No” to the question “Should Turkish and Syrian people get education together?”. Accordingly, the Syrian refugees have positive perspectives are ready in high manner on implementation of the educational programs with Turkish beneficiaries.

Graph.40.Tendencies on the ethnic origin of the instructor

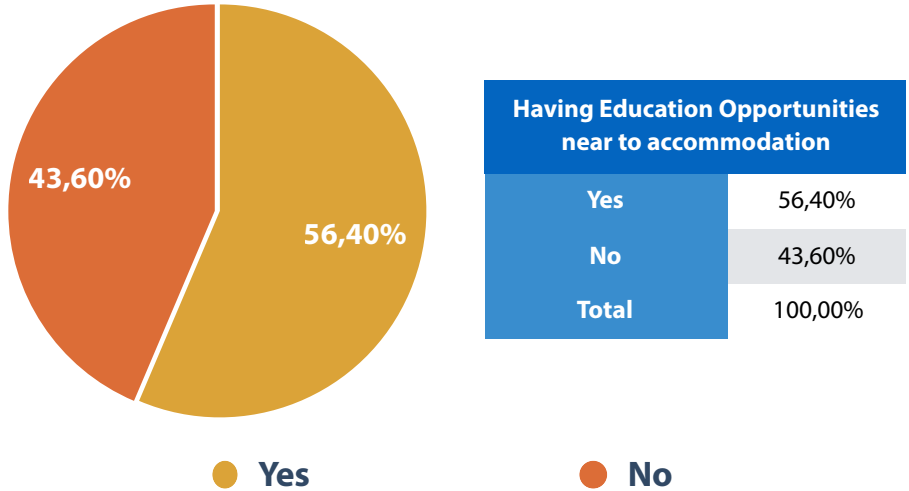


Another fact is the ethnic background of the educators is such being Turkish or Syrian. Concordantly, 51% of the responders are asked to get education from the Syrian educators and 32% of responders are indicated that the ethnicity of educator

has not got an importance during the implementation of the courses. On the other hand, the 17% of the responders are asked to get education from Turkish educators.

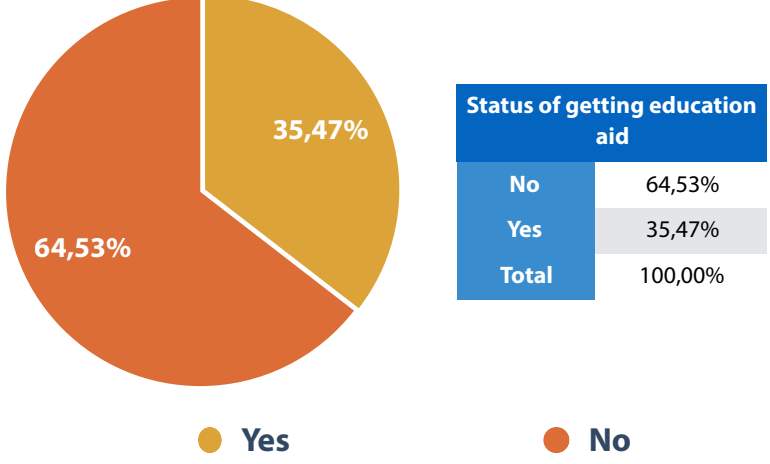
Accessibility to education is also an indicated topic during the workshop process and face-to-face interviews by the NGOs. Within this direction, the question of “Is there any educational institution which you can get education in the area that you are accommodating right now?” is asked. It has a benefit to indicate that in here the education centre context is the public schools or temporary education centre is not taken into consideration to prevent the ambiguity during reading.

Graph.41.Having Education Opportunities near to accommodation



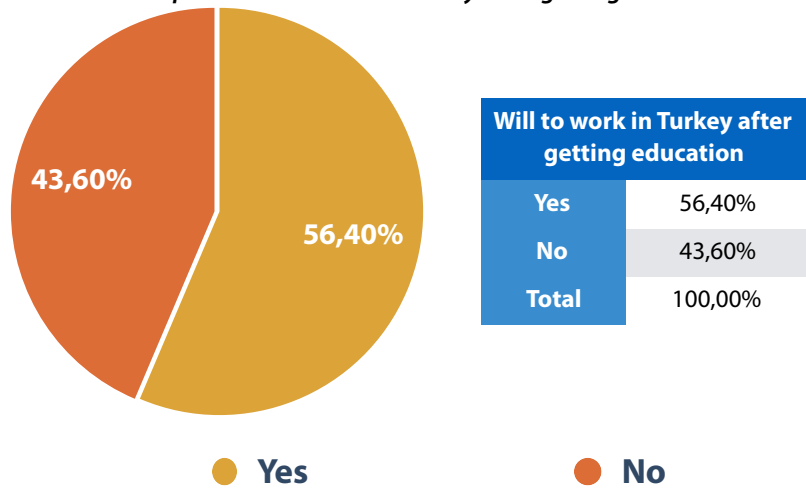
When the question is asked, in particularly “Is there any educational institution which you can get education in the area that you are accommodating right now?(Community Centres, NGOs, the courses opened by municipality etc.)” and the 56% of responders answered “Yes” and 44% of the responders answered “No”. This finding shows that 44% of responders are having issues on reaching out the education opportunities in Şanlıurfa. Within this direction, an increase of the educational opportunities in region is still needed for the Syrian refugees.

Graph.42.Status of getting education aid



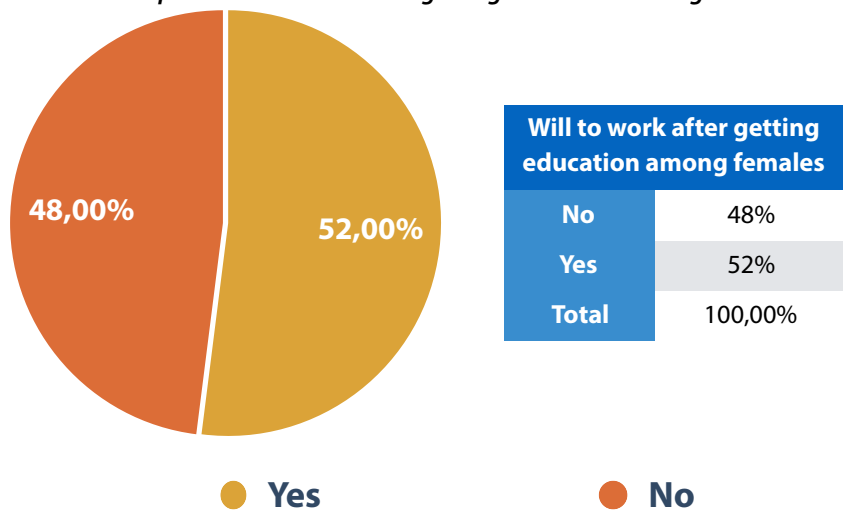
Although, the Syrian refugees are receiving education aid as such stationary, food, transportation and clothing etc., the obstacles on reaching out the aid and lack of information on reaching out those aid among Syrian refugees is one of the reasons affects on participation to education. Within this direction, the obtainment of education aid is asked and 35% of them indicated that they receive education aid. This situation can be taken as another issue effects participation to education. When one of the obstacles on participation of Syrian refugee children to education is thought as that the economical level, conditional-educational aid systems should be extended.

Graph.43.Will to work in Turkey after getting education



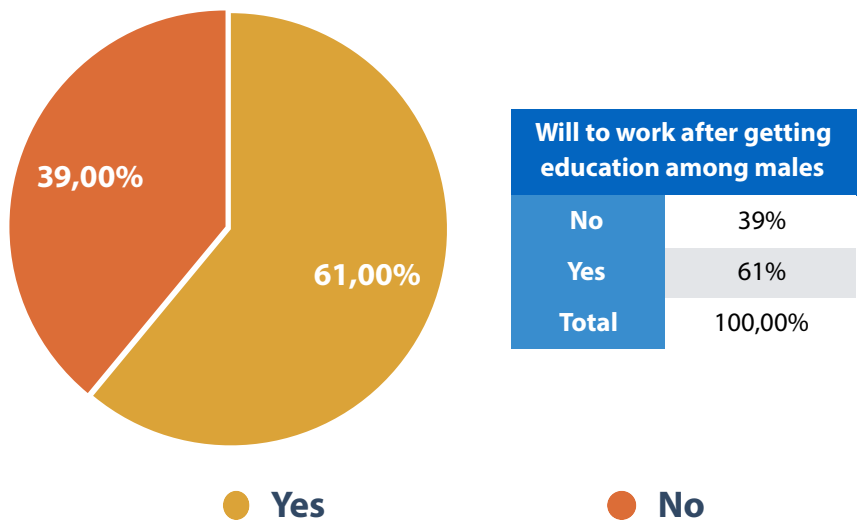
When the answers of the question “Do you want to work in Turkey after you get education?” is examined, the findings show that the 44% of the responders are not willing to work after they get education. Although, these findings show that most of the Syrians are not willing to work in Turkey, to look the situation deeper among the refugees accordingly to age and gender will give clear understanding of the situation.

Graph.44.Will to work after getting education among females



Among the women responders, the 44% of women responders are not willing to work after they got education. Although, most of the women wants to get education and the willing to work stays in low levels. Meanwhile, when the profile of women who are willing to work is examined, it is remarkable that most of them are single and not married.

Graph.45.Will to work after getting education among males



When the profile of the men responders is examined, the ratio of the responders who are willing to work as compared to women is higher can be explained as the job opportunities as such construction, seasonal agriculture, manufacturing and etc. fields are highly men dominated. Besides that, it is also remarkable that the ones who are willing to work aged between 18-25 and married shows us that they have dependents to them.

Education Strategy

During the creation of the education strategy, the experiences in the field, the analysis of the questionnaires and the results of workshop is taken into account. In this direction, the education strategy is created in two steps, firstly the research and field experiences evaluated to identify the challenges and needs and the example activities are defined to overcome those challenges and meet the needs and demands of the refugees.

Identified challenges

1. Child labour and early age marriage

During the workshop process, the most indicated issues are child labour and early age marriages among the Syrian refugees. In parallel, during the research work, the findings showed that 2% of the responders are married in early ages and it is seen that they are from the target group of 14-17 years old.

Besides that, not participating to education due to economical obstacles is a general issue among the Syrian refugees. During the workshop and field work process, The Syrian refugees' economical levels are seen as in low levels and it is supportive to general argumentation of not participating due to economical obstacles.

2. Divergence between the educational needs and the provided educational courses and absence of employment-based education opportunities

As it can be understood from the responses to question of which field would you like to get education during the research, the refugees are not willing to get education in the fields of craftsmanship, industry, service sector or construction. It is seen during the research phase that the vocational education opportunities opened up the region is in conflict with the needs and demands of the Syrian refugees. In this direction, it can be said that the vocational educational courses opened in the region will have a facilitative impact on participation of refugees to the employment.

Apart from that, as there is no researches on employment based in the region and there is almost no educational opportunities in correlation with the demands of the

refugees and the participation to employment of the refugees is in high manners in the research outcomes though, the participation to employment of refugees stays failing. This situation shows that the Syrian refugees are having economical obstacles on sustaining their lives and this situation continuous to be a challenge in this field.

3. Economic Obstacles

Economical obstacles are one of the barriers on participation to education of both children and the adults. When it is examined from the economical level in Turkey, it is seen as that the Syrian refugees belong to low income level during the field work and also workshop. Besides that, from the fact that the 65% of Syrian refugees are not receiving education aid shows the economical obstacles are still an issue of participation to education among Syrian refugees.

In addition to the economical obstacles, the accessibility to education is also continuing to be an issue. As 44% of responders indicated that they are lacking of educational opportunities near by their accommodation shows the another dimension of the accessibility issue in terms of transportation.

4. Absence of entrepreneurship support mechanisms

In the context of education, the findings shows that almost half of the responders are indicated that they are willing to set up a business in Turkey and also willing to get entrepreneurship training. Although, absence of necessary entrepreneurship support mechanisms shows that the demands of the refugees are not satisfied in this manner.

Creation of entrepreneurship support mechanisms and design of micro-credit and funding and development of regulations to facilitate the Syrian refugees' entrepreneurship will contribute to the economical development of the region and also will increase their participation to employment.

Possible activities to overcome identified challenges

The activities to reach out the objectives determinate throughout the justified and indicated the 4 challenge above is indicated in this chapter.

1. Child Labour and early age marriage

a) Decreasing the child labour in Şanlıurfa region

According to 59 numbered ILO convention regulates the minimum working age

of the children working in industrial workplaces; the children aged under 15 is not allowed to be employed. In this direction, it is well known that children aged under 15 years old is prohibited to work with the law in Turkey. Although, lack of knowledge of the Syrian refugee families and also local businesses and not implementation of penal sanctions poses the main reason of this challenge.

Apart from that, it is common among Syrian refugees that the families are forcing their children to work instead of including children in education system due to economical obstacles. In this direction, the some of the possible activities to overcome this challenge indicated on below.

- Awareness raising campaigns to mitigation of child labour for employer and business level
- Giving direct conditional educational aid to the families
- Development of regulations to prevent the participation to labour of refugee children in policy level

b) Early Age Marriages

The early age marriage issue, continues to be a challenge among the Turkish community in South Eastern and Eastern Anatolia regions in general, is seen also among the Syrian refugees. Although, early age marriage issue is known as prohibited in Turkey, the unregistered illegal marriages are oppressing the women and hinders their participation to the education. In this direction, the some of the possible activities to overcome this challenge indicated on below.

- Economical support for the families with pre-condition of continuous education of their girls
- Awareness raising campaigns on harms of child marriages for the families
- Informing families with house visits by teachers on the necessity of education in cooperation with schools

2. The education courses do not correspond to the educational needs and the fact that the courses organized are not based on employment

As the 41% of responders answered as "Other" regarding to their demand from the sectors on vocational education basis shows that the available courses, taken into the questionnaire as sectors, implemented by NGOs and public institutions are not correlated with the demands and the needs of the Syrian refugees. Due to this reason, it seen that the programs developed in correlation with the needs of Syrian

- Researches on the vocational education needs of Syrian refugees with an aim of development of the strategies in this regard
- Implementation of the courses provided in local by Public Education Centres with an Arabic Language option for refugees

3. *Economical Obstacles*

Due to economic obstacles, the exclusion of the Syrian refugees from the education system is a continuous challenge. Within this context, development of income-generating and employment based vocational education and training mechanisms plays a crucial role.

Although, the ad hoc cash support help the livelihood needs of the Syrian refugees in first stages, to make the means of livelihood sustainable is needed in long run with sustainable employment-based applications. In this direction, probable activities are listed on below. On the other hand, enhancement of the work permit issue that the Syrian refugees can get work permit after living 6 months registered in Turkey continues to be necessity on policy level.

- Income-generating vocational education and training programs
- Facilitative applications on employment of refugees and advocacy work in policy level

4. *Lack of entrepreneurship support mechanisms*

The other issue came up during the research is that the refugees' expectations on setting up business and getting entrepreneurship training in this regard. As it is thought that the Syrian refugees trading the hosting communities in region cities, providing entrepreneurship mechanisms for refugees, give services in this direction will contribute to development of business and economy in the region. As almost half of the refugee population is not able to speak Turkish, it creates challenges during the obtainment of services by Turkish businesses.

In this direction, the business set by refugees, the availability of the business for refugees, will facilitate the daily life and it will contribute to the development in social and economical ways. As the participation of women considered in this direction, the participation of women to economical life will be support with development of programs promotes the independency of women throughout enabling them to work in house.

In addition to that, the 46% of responders are asked to learn the Turkish regulations in relation with their past experiences shows the another dimension of the necessity on development of programs within these contexts.

In this direction, the some of the possible activities to overcome this challenge indicated on below.

- Development of micro-credit and/or funding programs for Syrian refugees' initiatives in relation with the needs in the region
- Implementation of facilitative mechanisms on work permit of Syrian refugees to work in the businesses of refugees o
- Development of detailed education programs on entrepreneurship and business management regulation
- Implementation of Turkish language trainings and also regulation in Turkey in correspondence with the occupations

In this chapter, the workshop report and questionnaire implemented during the project cycle are shared.

Annex-1 “Syrian Refugees and Education Workshop” Report

“Syrian Refugees and Education” Workshop was implemented on September 21, 2016 with the involvement of NGOs and public institutions in Sanliurfa, Turkey within the scope of the project “Researching the Educational Levels of Syrian Refugees and Creating Education Strategy” with reference number “TRC2/16/DFD/0018” with the support of Karacadağ Development Agency. During the workshop, the participants from the NGOs and the public institutions worked on the topic of Education in two different themes: “Education (Compulsory / Formal and Non-Formal Education)” and “Vocational Training and Education”.

This report is compiled in two sections. In the first section, the summary of the challenges and solutions which are taken into account by participants and in the second section, it consists of the methodology of the workshop and the outputs of the working groups.

Challenges and Possible Solutions

In this section, it can be found the summary of the challenges and solutions which are taken into account in different educational fields “Vocational Education and Education (Compulsory / Formal and Non-Formal Education)”.

Education (Formal and Non-Formal Education)

The challenges and solutions indicated by participants might be summarized like wise in the headlines below, possible solutions which the participants have created will be indicated under every challenge headlines.

- Registration Procedures
- Accessibility
- Certification

- Standardisation and Coordination
- Language Issues
- Social Cohesion
- Psycho-Social Support
- Material
- Children
- Quantitative and Qualitative Capacity (TEC and Public Schools)

Registration Procedures

Participants stressed out the obstacles on registration processes to give ID Cards (Temporary ID Cards) and also about lack of knowledge of the Turkish authorities related to the Syrian refugees' registration procedures in Turkish schools.

It is indicated as a solution that the Immigration Authority of Turkey should accelerate the ID giving process to the Syrian refugees and manage the process in effective manners and implement orientation trainings related to those registration procedures. The need on implementing information events for teachers and directors of the schools by National Ministry of Education is also underlined during the workshop. Besides that, it is emphasized that informing the provincial bodies of National Ministry of Education related to Syrian refugee children's registration procedures in detailed way by National Ministry of Education and implementing incentive applications will contribute the solution.

Accessibility

The most emphasized issue on accessibility by the working groups were the transportation of the children to the school. Related to the travel issue, providing financial support and/or in-kind contribution to the Syrian families or children will create facilitative impact on the accessibility of the children to the school system is indicated by participants. Regarding to in-kind contribution and/or financial support, providing subsidized travel (bus travel) to the Syrian children within a cooperation with local, national and international NGOs and local governments will facilitate the participation of children to the schooling system and prevent the accessibility problems indicated.

Besides the transportation issue of children, lack of knowledge of Syrian families is also indicated as challenge on the accessibility headline. Implementing awareness raising campaigns on the education theme and right-based information events for Syrian refugees will overcome the obstacles of the inclusion of children to the

schooling system by their parents.

The field work for face-to-face meetings with Syrian families and house visits to the Syrian families to convince them to send their children to the school has an another importance on tackling the obstacles on participation of Syrian children to the schooling system. On the other hand, it is also indicated that the National Ministry of Education should be the leading organization to establish effective coordination mechanisms and their related department should be working more sufficiently.

The participants indicated development distance learning programs for Syrian refugees and disseminating them with creating certification systems for those programs will leastwise facilitate the accessibility of the Syrian refugees to the education system.

Certification:

Certification challenge is taken into account as the challenges on verification of the vocational competences throughout the certificates and/or diplomas which are gained in Syria due to usage of counterfeit diploma and/or certificates during the documentation of the vocational competences by Syrian refugees and challenges on providing certificates for the ones have participated to educational courses of the NGOs or other institutes in Turkey.

The need on creation of commission and/or a mechanism by a composition of experts from Syria and Turkey to verify the certificates and/or diplomas gained in Syria is emphasized. Related to certification challenge for the educational course providers, the cooperation of Public Education Centres, National Ministry of Education and education providers will contribute to reach on a solution.

Standardisation and Coordination:

The standardization on registration procedures, educational material and differentiations on educational methodology in different cities is indicated as challenge due to the differentiation between the procedures implemented by local governments or directorates of National Ministry of Education in different cities. The another challenge is indicated as the lack of coordination or protocols in between the NGOs and public institutions in the education field. The accreditation issue between the Syrian schools and Turkish schools is indicated as an another challenge in the education field.

National Ministry of Education should implement information events for the all schools, can inform the directors and teachers related to Syrian refugees and can support the educators related to educational material indicated as a solution suggestion. To implement the activities within the coordination with the National

Ministry of Education and NGOs is indicated as another solution suggestion. To overcome the coordination issue and increase the collaboration between NGOs and Public Institutions on the education field with creating study groups on "Education" and implementing regularly and sufficient meetings in that area is indicate as solution suggestions on the coordination and standardization issue. In addition as an another solution suggestion, mechanisms for knowledge sharing (offline and/or online) can be created. To have standardized (*common) Turkish education materials and methodological materials will contribute the implementation of the process in effective manners.

Language Issue:

Related to language issue, the teachers' incompetency on Arabic language due to instruction language used as Arabic in TECs and the problems on the Turkish teaching are stressed out. The lack of supporting material on Turkish language education given in TECs is indicate as another challenge.

Creation of mechanisms, which can develop supporting material for Turkish Education in TECs, creation of libraries to support the supplementary reference/material, supply, to accelerate the development of textbooks or supplementary references are indicated as solution suggestions. In addition to that, increasing the count of educational centres which can give language courses indicated as an another solution suggestion on tackling the language obstacles.

Social Cohesion:

Social cohesion issue is indicated as challenge in all working groups. Social cohesion is based on basis of prevention of hate speech and discrimination towards to Syrian refugee students and meanwhile the prevention of hate speech and discrimination towards to Turkish students. In addition to that, exclusion of Syrian refugee children in Turkish schools and lack of social cohesion studies in schools are indicated as another challenges on the issue.

Integration of the students which are in the middle of their education is indicated under social cohesion theme. Lack of integration or subsidiary mechanisms to the Turkish education system of those children who gave up their education in Syria and try to continue in Turkey indicated as another challenge in education topic. In addition to that, discrimination and exclusion issue indicated as another issue. That discrimination and exclusion issue has two dimensions, which are the discrimination made by the Turkish teachers towards Syrian students and Turkish students towards the Syrian students, are stressed out.

Supplementing intercultural learning/human rights based on educational programmes to the Turkish curricula for Syrian refugee children and Turkish children in the schools is indicate as solution suggestion. Furthermore, framing the integration of Syrian refugees in one structure and accelerating the integration of Syrian refugees and facilitating their accessibility to the education and opening adaptation class in the point of integration are indicate as solution suggestions.

Putting social cohesion issue as a priority by National Ministry of Education and being open on collaboration with NGOs related to that issue and implementing activities towards to social cohesion topic is indicated as an another solution suggestion. In addition to that, implementing awareness raising campaigns among Syrian and Turkish people in local, and national context to increase the social cohesion is indicated as an another solution suggestion. Increasing the competences and capacities of teachers on social cohesion topic is indicated as an another need.

Physco-Social Support

Lack of mechanisms and the lack of competences of educators in monitoring the Syrian refugee children's problems on development or the problems faced with the other students who continue the Turkish schools are indicate as another issue in the context of well-being. To include to Syrian refugees without considering the traumatic issues the Syrian refugee children faced to the education system and the working on this issue is considered as a challenge. Besides that, lack of competence of the Physiological Counselling and Guiding (PCG) Educators in Turkish schools and the insufficiency of the services provided in the field of psycho-social support and guiding as another challenge in the field.

The need on implementing capacity building activities of the PCG Educators in schools on the psycho-social support theme is indicated as a solution suggestion. In this context, the capacity building activities should be implemented in cooperation with NGOs and National Ministry of Education is indicated as need on the theme. Besides that, implementing awareness raising campaigns, solutions and coping with traumatic issues as teachers tenders a huge importance in the field of Education. The National Ministry of Education could create funding for Psychosocial theme and supporting mechanisms for the educators and creating applications in the schools indicated as another solution suggestion. Also, employing the qualified PCG personnel and changing employment policies related to competencies of the educators and in this context, to work with qualified PCG Personnel in the region tenders another importance.

Material:

The challenges indicated in the theme of material are; the insufficiency of the education material related to Turkish education for Syrian refugees and the formal education of the Syrian refugees and also lack of distinctive material in this field.

Taking support from the organizations which are developing educational materials and in this context and creating a library to provide supplementary resource/material for the TECs are indicated as solution suggestions. Besides that, the educational material and supplementary materials which are created should be convenient to the Syrian educational system and the differentiations between Turkish and Syrian educational system should be indicated during the creation process of the materials.

Children:

The indicated challenges by participants on topic of children were child labour, child marriages and the schooling of the girls. In the context of child labour, due to low economical income of the Syrian refugee families, the children are forced to work and not included in the education system is indicated as a challenge. Besides that, the barriers on including the children to the education system can be seen due to forced labour of children by their families and also obstacles on giving financial support to the families are the another dimension of the challenge. It also can be indicated as a challenge that the families are not prioritizing the education of their children. Especially the children who are in secondary education age are forced to work and it presents the economical dimension of the problem. Related to child marriages and schooling of girls, the young girls are taking from the higher classes in the schools and facing with the early marriages is indicated as another challenge.

To provide financial support for the families, to do awareness raising campaigns which manifest the importance of the impact of the education on children, implementing field work and family visits are indicated as solution suggestions. Besides, to give conditional additional support to the families which can be classified in accordance with whether they send their children to the school or not can be indicated as another solution suggestion. Furthermore, to give scholarships to the children who are working for overcoming the financial obstacles will contribute to the schooling and prevention of child labour based on financial obstacles.

Quantitative and Qualitative Capacity (TECs and Turkish schools)

The challenges are indicated as insufficient number of TECs, the quota of the Turkish schools and insufficient number of the teachers who works in TECs. Besides that, the lack of capacity of Turkish teachers to work with Syrian refugee children is indicated as another issue. The quota problem in Turkish schools, the Syrian children who

cannot be registered in Turkish schools is another capacity challenge in the region.

Opening new TECs with providing and/or renovating the new buildings or increasing the quota of the schools which are already available can contribute to the solution of the challenge in short run is indicated as a solution suggestion. In parallel to quota issues, improving the salaries of Syrian teachers and including the Syrian refugee teachers to the system to work together with Turkish teachers in TECs and Turkish schools is indicated as another solution suggestion in quantitative way. Furthermore, to provide capacity building activities to facilitate the work of Turkish teachers in different fields to work with Syrian refugees to be implemented by National Ministry of Education and/or NGOs will improve the quantitative capacity issue and contribute the solution of the challenges.

Vocational Education and Training

In the vocational education and training theme, the challenges and solution suggestions are indicated under the headlines of certification, lack of knowledge, capacity, employment and language.

Certification:

As in Turkey only the authorized organization to certify the vocational education and training is Public Education Centres and due to that issue, the NGOs are facing problems to provide certificates in the graduation of vocational educational programs implemented by NGOs to their beneficiaries. There is an equivalence issue on the certifications and competences which are gained in Syria to Turkish system shows us the another dimension of the challenges.

As a solution suggestion, the NGOs can be accredited by National Ministry of Education and within this context, the protocols can be formed and the procedures can be enhanced and the participation of the vocational education and training programs can be certified and employment of those can be facilitated through out the certification.

Lack of Knowledge:

The issues which stressed out mainly the lack of data which presents the needs or the past experiences of the Syrian refugees to provide the employment oriented applications. In this direction, as a solution suggestion, implemented data analysis and needs analysis in the field are indicated.

In addition to that, lack of the knowledge of Syrian refugees related to their education and work right and lack of knowledge on the regulations in Turkey related to education and employment are indicated as another challenge on including Syrian

refugees to the employment and education. To overcome these issues, informing Syrian refugees and implementing this process with collaboration of NGOs and public institutions within awareness raising campaigns and active fieldwork and meetings are indicated as a solution suggestion.

Capacity:

Lack of quantitative capacity of Public Education Centres and the courses which are opened by Public Education Centres are indicated as a challenge on vocational education and training. In addition to that, lack of material and space to implement the vocational education and training is indicated as another challenge in capacity issue. As a solution suggestion, to invest in vocational education programmes by public institutions, setting up the vocational educational programmes through out employing the qualified personnel on vocational education with signing protocols with Chambers of Trade and Industry.

Employment:

Vocational Education and Training is seen as highly correlated with the employment. The regulations of the association by Turkish authorities are preventing the income generation of the outputs of the vocational education and training activities and the general restrictions and specific on some occupation groups related to work permit are indicated as challenges. The attitudes of the employers towards the Syrian refugees is indicated as another challenge. The obstacles on continues attendance to the vocational trainings by refugees due to the working necessity to create an income cause of low economical level is indicated as another challenge.

For doing employment oriented applications, capacity building of vocational education institutions and encouraging those and in parallel employment follow-up and guidance is indicated as a need on the key of solution. Apart from those, there is a need implementation of programs with cooperation between Chambers of Trade or Industry or likewise organizations with NGOs. The programs should be opened to support the employers for employing Syrian refugees and to employ the Syrian refugees for the employers. For the ones who are not able to continue or attend due to financial obstacles, there should be financial support mechanisms related to their attendance to the vocational trainings to increase their participation and facilitate their attendance. The government should evaluate the work right of refugees and facilitate the working conditions in this direction.

Language:

The main issue on the language is the vocational training services provided by Public Education Centres, which are implemented in Turkish language. The lack of mech-

anisms to provide Turkish classes for the participants of the courses in parallel to the vocational training present the another dimension of the challenge. The courses should be implement in Arabic with parallel to the Turkish classes to overcome the language obstacle.

The methodology of the workshop and the outcomes of working groups

During the workshop, the participants were informed about the general educational issues, the general overview of the Syrian refugees in Turkey and in the consideration of those information, the participants were shown the another challenges in the field and they were asked to evaluate their challenges which they face during their work. Afterwards, the participants were divided into four groups and asked for study two themes in the field of education. Firstly, the participants are asked to identify the challenges on "Education (Compulsory, Formal and Non-Formal Education)" and "Vocational Training and Education" and suggest solutions related to those challenges they've faced.

The working process is implemented in three sessions and the participants were asked to evaluate the challenges with their experiences and in particular the Syrian refugees who benefit from the services of participants' organizations and afterwards the participants were asked to suggest solutions to those challenges they stressed out. Later on, the participants present the outcome of their working groups to do an exchange in between the working groups. The challenges and the solution suggestions' sessions outputs are stated on below according to working group and the themes.

1. Working Group

Education

Challenges:

- The obstacles on ID giving process to the Syrian refugees
- Not registering the Syrian refugee's children to the school by due to excess-capacity problem by Turkish schools
- Lack of knowledge of the officers who works in Turkish schools on the registration procedures of Syrian children
- Working as a teacher who are not qualified to do so due to lack of mechanisms on examination of the counterfeit diploma or the lack of documentation

- Language incompetency of the teachers
- Challenges on Turkish teaching
- Possibility of surfacing of new problems with closure of TECs (due to lack of capacity in Turkish schools)
- Lack of applications to the complete integration of students (* meant here the integration of the ones who left their education in Syria and trying to continue in Turkey)
- Incompetency of the educators and lack of monitoring mechanisms who are going to attend to Turkish schools in the frame of well-being

Solution Suggestions:

- Accelerating the accessibility with gathering the integration under a single roof
- Creation of orientation service in Turkish schools to process the registration procedures
- Examination of diplomas/certificates with creation of combined commission with Turkish and Syrian educators
- Standardisation (*sameness) on the Turkish teaching and Methodological material
- Creation of adaptation (* prep-up) classes in the point of integration
- Empowerment of Counselling and Guidance mechanisms in Turkish schools and developing capacities of teachers in this topic
- Creation of distance-learning mechanisms for Syrian refugees and disseminating those programs
- Adding up to the Turkish curricula the intercultural learning / human rights educational programs for the formal system

Vocational Education & Training

Challenges:

- Problems on certification of vocational trainings on graduation
- Non-applicability and infeasibility of protocols for generating income for Syrian refugees with selling or setting up exhibition or charity sale in any where for the outputs of the vocational trainings implemented by NGOs
- Lack of buildings and material to implement vocational education and training programs.

Solution Suggestions:

- Constituting a protocol with a common ground with Public Education Centres and NGOs to provide certification
- Facilitating the legal procedures and legal processes to constitute protocols
- Collaboration between the Chambers of Trade and/or Industry and NGOS

2. Working Group

Education

Challenges:

- Insufficient numbers of TECs
- Transportation Issue
- Insufficient quality of education (TECs)
- Lack of supplementary material for Turkish teaching in TECs
- Insufficiency of Psycho-Social Support studies in schools
- Lack of knowledge of Syrian Refugee families related to the accessibility of education of their children
- Early employment of the high school age children
- Facing with early marriages and drop-outs by the girls in high school ages
- The capacity issues in Turkish schools
- The lack of motivation and knowledge of Turkish directors in Turkish schools related to the registration procedures of Syrian children
- Exclusion of Syrian children in Turkish schools and lack of social cohesion work in the schools

Possible Solutions:

- Allocation/renovation or building more buildings for education
- Providing means of travel / bus
- Implementing training activities for teachers

- Employing qualified teachers
- Increasing the salaries of teachers
- Setting up a library for supplementary material/source for TECs
- Accelerating the process of course books and supplementary material development
- Employing qualified psychological counselling and guidance personnel
- Developing the capacities of teachers regarding to psycho-social support
- Development of promotion/publicity materials and dissemination of those materials
- Setting up information desks or offices
- Providing conditional support
- Implementing awareness raising campaigns (Meetings with parents with girls, disseminating brochures, providing concrete information on legal and health issues)
- Informing the provincial organizations by National Ministry of Education related to the registration process of Syrian refugee children and encouraging the organizations related to that issue
- Prioritizing the social cohesion issue by National Ministry of Education
- Being open to collaboration with NGOs in education field by National Ministry of Education

Vocational Education & Training

Challenges:

- Restrictions on the work permit and special restrictions related to some occupations
- Implementing the existing courses in Turkey provided by Public Education Centres
- Lack of knowledge of Syrian refugees about the vocational education opportunities provided by Public Education Centres
- Lack of capacity in Public Education Centres
- Non-execution of need-based analysis on income generating employment opportunities

Solution Suggestions:

- Evaluation of the working conditions and work permit issue by the government and facilitating the working conditions of Syrian Refugees
- Providing courses in Arabic languages as well
- Information events, meetings and active field work
- Increased collaboration of Public Education Centers with other organizations
- Providing scientific information related to the occupational areas which has a need on personnel

3. Working Group

Education

Challenges:

- Language Issue
- Transportation Issue
- Schooling ratio
- Equivalence (Accreditation) Issue
- Lack of Quota (Capacity) in schools
- Insufficiency of the education materials
- Integration and Cohesion Issue
- Lack / Insufficiency of Coordination among the education providers

Solution Suggestions:

- Increasing the numbers of education providers related to language teaching
- National Ministry of Education should work in coordination who deliver courses
- The Municipalities should increase the count of vehicles to provide transportation support
- Overcoming the equivalence (accreditation) issue
- Increasing the Quota and capacity numbers
- Implementing awareness raising campaigns in local with local soci-

ety and Syrian refugees

- Creation of study groups and implementing regular and sufficient meetings
- Convincing families through out the house (family) visits to encourage schooling
- Getting support from the organizations which develops educational material
- Increasing the knowledge-sharing between the organizations and creating necessary mechanisms for it
- Increasing the capacities of schools with collaboration of the organizations
- Increasing the numbers of educational institutions and having educated and experienced field workers

Vocational Education & Training

Challenges:

- Insufficient number of the vocational education & training providers
- Insufficiency of the need-analysis on vocational education & training
- The problems on certification of the vocational education& training
- Insufficiency of the language courses for adults

Solution Suggestions

- Inciting the local and private vocational education & training providers to train the individuals with the employment oriented programmes
- Investing on vocational education & training and getting funding from International organizations to implement projects with focus of vocational education & training
- Bring into open the potentials of the experienced vocational education & training educators
- Providing the trainings in mother tongue of the beneficiaries (for ex. Literacy trainings for the ones who does not Arabic etc.)
- Arrangement and enhancement of the regulations
- Opening language courses in the organisations

4. Working Group

Education

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Challenges:

- Language Issue
- Cultural Integration
- Lack of schools and teachers
- Transportation Issue
- Not continuing the education system due to low level income
- Not valuing the education
- Child Labour
- Concerns on future
- Exclusion (Teacher – Student / Student – Student)
- Drop-outs by children
- ID giving issue
- Including the students without concerning the traumatic issues they faced
- Insufficiency of the psycho-social support mechanisms in schools
- Insufficient work of the department of National Ministry of Education related to Syrian refugees
- Not benefiting the opportunities for the students who needs special assistance
- Lack of human dimension of the Syrian Conflict ("indicated as social sensitivity of Turkish community)

Solution Suggestions:

- Disseminating Turkish language courses
- Implementing the intercultural events for both cultures (Syrian and Turkish) and including the students to those events
- Creation of funding mechanism by National Ministry of Education related to inclusion of Syrian refugees
- In-kind contribution for the transportation of the students to the

school in coloration with NGOS

- Providing financial support to the family
- Expressing the value of education through out parents' meeting to Syrian refugees by experts
- Giving scholarship for the children who works to prevent the drop-out
- Implementing coordinated work to prevent the problems which Syrian refugees could face in the system
- Putting elective courses likewise Syrian History and Geography to Turkish curricula
- Illustrating the good sides of the Syrian Culture
- Classing the students who drop-out from education
- Make up the deficiencies of the Syrian children with accelerated prep-up classes
- Creation of agenda item on education topic by National Ministry of Education
- Giving priority to the children which came into school age
- Stressing the "monitoring issue" during the workshops about the Syrian refugees
- Putting measures such positive discrimination to make the Syrian refugee children to have same rights with Turkish citizens
- Public service ads, value trainings in schools

Vocational Education & Training

Challenges:

- Language issue
- Gender of Educators
- Lack of employment-oriented education
- Insufficiency of Courses
- Drop-outs due to necessity to work
- Vocational equivalence (accreditation) issue
- Trust issue of the employers towards Syrian refugees

- Distrust to employer by Syrian refugees
- Lack of knowledge on the work right

Solution Suggestions

- Disseminating Turkish Courses
- Implementing pre-work before the education for selecting the gender of educator
- Employment monitoring and guidance
- Opening up different courses and making the usage of certificates
- Giving financial support and implement projects in this direction
- Recognition of the occupations in Turkey
- Information and Trainings

Annex – 2: Questionnaire

C.1. DEMOGRAPHIC INFORMATION

1.1. Gender

☐ Male ☐ Female

1.2. Martial Status

☐ Married ☐ Single

1.3. When did you arrive Turkey?

<input type="checkbox"/> Before 2011	<input type="checkbox"/> 2014
<input type="checkbox"/> 2011	<input type="checkbox"/> 2015
<input type="checkbox"/> 2012	<input type="checkbox"/> 2016
<input type="checkbox"/> 2013	

1.4. Age

<input type="checkbox"/> 14-17	<input type="checkbox"/> 25-34
<input type="checkbox"/> 18-24	<input type="checkbox"/> 35-40

C.2. LIVING CONDITIONS

2.1. Please indicate your housing conditions in Turkey

<input type="checkbox"/> Detached House	<input type="checkbox"/> Camp	<input type="checkbox"/> Other
<input type="checkbox"/> Flat	<input type="checkbox"/> Hotel, Pension	
<input type="checkbox"/> Room	<input type="checkbox"/> Street	

2.2. Do you think of returning after the end of the war in Syria?

☐ Yes ☐ No ☐ Neutral

2.3. Do you think of leaving from Şanlıurfa and living in another city inside of Turkey?

☐ Yes ☐ No ☐ Neutral

2.4. If you had an opportunity to live in another country (except Turkey), would you leave Turkey?

☐ Yes

☐ No

☐ Neutral

2.4.1. If yes, Why?

☐ Better life conditions (Education, Health, Economical Reasons)

☐ Discrimination towards to Syrians in Turkey

☐ Family Reunification

☐ Security

☐ Other

2.5. What is your reason to select Turkey? (Please choose the most related one)

☐ Economical reasons

☐ Social opportunities

☐ Security

☐ Cultural similarities

☐ Religious reasons

☐ Other

☐ Geographical proximity

☐ Closest Border

2.6. Please indicate the city type you were living in Syria

☐ City centre

☐ District centre

☐ Town

☐ Village

C3. EDUCATION

3.1. Please indicate your education level

☐ Illiterate (not able to write and read)

☐ Literate (able to write and read)

☐ Primary School

☐ Middle School

☐ High School

☐ Vocational Education (High School)

☐ Associate Degree

☐ Bachelor Degree

☐ Master Degree and Upper

3.1.1. If you graduated from university (Bachelor, Masters or Phd), which field did you get your degree?

- ☐ Social Sciences (Psychology, Sociology, Language and Literature, History etc.)
- ☐ Economics and administrative sciences (Business, Economics, Management etc.)
- ☐ Economics and administrative sciences (Business, Economics, Management etc.)
- ☐ Health (Medicine, Nursery, Paramedic, Pharmacy etc.)
- ☐ Law
- ☐ Education Sciences
- ☐ Fine Arts & Sport
- ☐ Other

3.2. Do you have any certificate to justify your education in Syria? (Certificate, Diploma etc.)

- ☐ Yes ☐ No

3.3. Please indicate the languages that you know with levels.

	Basic	Intermediate	Fluent
Arabic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kurdish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turkish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.4.1. If you selected other, please indicate the language:

3.5. Do you have knowledge on Educational Rights of Syrian refugees in Turkey ?

- ☐ Yes ☐ No ☐ Partially

3.6. Did you take/or are you taking any Turkish language course in Turkey?

- ☐ Yes ☐ No

3.7. Did you take/or are you taking any Turkish language course in Turkey?

☐ Yes ☐ No

3.8. Did you take/or are you taking any Turkish language course in Turkey?

☐ Yes ☐ No

3.9. Did you get/are you still taking any university education in Turkey?

☐ Yes ☐ No

3.10. Can you evaluate the quality of the education you get in Turkey?

☐ Low Level ☐ Middle Level ☐ High Level ☐ No idea

3.11. Please indicate your satisfaction degree of educational opportunities which are provided for Syrians.

☐ Not satisfied ☐ Moderately satisfied
☐ Satisfied ☐ No Idea

C.4. OCCUPATION

4.1. Had you been working in Syria before you arrive to Turkey?

☐ Yes ☐ No

4.1.1. If yes, in which field you were working?

☐ Agriculture
☐ Industry (Manufacturing, Textile etc.)
☐ Energy (Petrol, Mining etc.)
☐ Craftsman (Woodcraft, stone carving etc.)
☐ Public Sector
☐ Service Sector (Tourism, Restaurant, Hotel etc.)
☐ Construction
☐ Fine Arts (Dance, Music, Painting etc.)
☐ Civil Society Organizations (NGOs) (Humanitarian aid and etc.)
☐ Other

4.1. Do you work in Turkey?

☐ Yes ☐ No

4.2.1. If yes, in which field you are working?

- ☐ Agriculture
- ☐ Industry (Manufacturing, Textile etc.)
- ☐ Craftsman (Woodcraft, stone carving etc.)
- ☐ Service Sector (Tourism, Restaurant, Hotel etc.)
- ☐ Construction
- ☐ Trade
- ☐ Civil Society Organizations (NGOs) (Humanitarian aid and etc.)
- ☐ Other

4.2.1. If you have an opportunity to choose, in which field you would like to work in Turkey?

- ☐ Agriculture
- ☐ Industry (Manufacturing, Textile etc.)
- ☐ Craftsman (Woodcraft, stone carving etc.)
- ☐ Service Sector (Tourism, Restaurant, Hotel etc.)
- ☐ Construction
- ☐ Trade
- ☐ Civil Society Organizations (NGOs) (Humanitarian aid and etc.)
- ☐ Other

C.5. EDUCATION NEEDS AND DEMANDS

5.1. Would you like to get education in Turkey?

- ☐ Yes ☐ No

5.2. Would you like to take any vocational education in Turkey?

- ☐ Yes ☐ No

5.3. Would you like to set up your own business in Turkey?

- ☐ Yes ☐ No

5.4. Which curricula would you prefer to get education in Turkey?

- ☐ Syrian Curricula ☐ Turkish Curricula

5.5. In which language, the education should be given in Turkey?

- ☐ Turkish ☐ Arabic
☐ Kurdish ☐ English

5.6. In the educational centres, should the women and men get education together?

- ☐ Yes ☐ No ☐ Two options should be available

5.7. Should Turkish and Syrian people get education together ?

- ☐ Yes ☐ No

5.8. Should the education for the Syrian refugees be given by Turkish instructors or Syrian instructors?

- ☐ Syrian ☐ Turkish ☐ Not important

5.9. Is there any educational institution which you can get education in the area that you are accommodating right now?(Community Centres, NGOs, The courses opened by municipality etc.)

- ☐ Yes ☐ No

5.10. If you had an opportunity to get vocational course in Turkey, which field would you like to get education ?

- ☐ Industry (Manufacturing, Textile etc.)
☐ Craftsman (Woodcraft, stone carving etc.)
☐ Service Sector (Tourism, Restaurant, Hotel etc.)
☐ Construction
☐ Entrepreneurship
☐ Other

5.11. Do you get any educational support? (Stationery, travel (bus service), food or clothes etc.))

- ☐ Yes ☐ No

5.12. Do you want to work in Turkey after you get education ?

- ☐ Yes ☐ No

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