

Education of Syrian Children in Turkey: Policies for Basic Education

İpek Coşkun^a, Müberra Nur Emin^b

Abstract

Since the beginning of the Syrian civil war, Turkey has taken responsibility for by far the largest number of refugees in the world over the past five years. Undoubtedly, hosting almost three million refugees has been neither logistically nor politically easy. This is why the success of sustainable migration policies is crucial in terms of the mutual adaptation of Syrians and the host community in Turkey. Therefore, educating refugees is the most important issue for reaching social agreement. Even though various regulations on education have been implemented in Turkey since 2012, it is hard to affirm the existence of any stable policies on this issue. This study discusses Turkey's current education policies for Syrian children and sets forth the essentials needed to increase the number of Syrian children being educated and to upgrade educational facilities.

Keywords

Syrian refugees • Crisis • Education • Public schools • GEMs

a (✉) İpek Coşkun, SETA Foundation, Nenehatun Quarter No 66 Çankaya Ankara 06700 Turkey.
Email: ipek86coskun@gmail.com

b SETA Foundation, Nenehatun Quarter No 66 Çankaya Ankara 06700 Turkey. Email: mgormez@setav.org

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Since the beginning of the Syrian crisis in 2011, almost five million people have taken refuge in neighboring countries while Syria has gradually deteriorated into war and violence. Thanks to Turkey's open-door policy, more than 2.5 million Syrians are being hosted, most of whom probably won't return home in the near future. In addition to this, more than half of Syrian refugees are school-aged. For this reason, the need for education and related issues have also emerged, along with refugees' basic needs such as security of life, food, shelter, and clothing.

As the number of Syrian refugees in Turkey has gradually increased, Turkey has prioritized meeting refugees' urgent needs. With the passage of time, issues related to educating Syrian children have taken over. In this framework, the Turkish Ministry of National Education (MoNE) issued two circulars, one on April 23, 2013 and another on September 26, 2013, for solving Syrian children's education problems through various activities. As the population of Syrian refugees totaled about two million in 2014, Turkey prepared the first comprehensive legal regulation on foreigners, refugees, and asylum-seekers by passing the Law on Foreigners and International Protection (Law No. 6458) in April of that year.

On account of the Temporary Protection Regulation introduced in October 2014, Syrians have been granted access to health, education, and social-assistance services. Through MoNE Circular No. 2014/21, titled *Education Services for Foreign Nationals* and published on September 23, 2014, Turkey subsequently standardized and guaranteed educational services for Syrian children. Moreover, the Ministry for the first time introduced Strategic Plan 2015-2019 for educating refugees.

This study presents an analysis of political and other relevant documents in addition to interviews with school directors and teachers as well as a small-scale field research. Representatives of the involved public institutions and non-governmental organizations (NGOs) were interviewed about the relevant educational policies and services that Turkey provides to Syrian school-aged children, their access to education, and the difficulties they experience in school.

Educational Situation of Syrian Children in Turkey

As for the population of Syrian children in Turkey, data obtained from the Directorate General of Migration Management (DGMM) have revealed that 51% of Syrian refugees living in Turkey are between the ages of 0-18 (Figure 1); this amounts to about 1.5 million Syrian children.

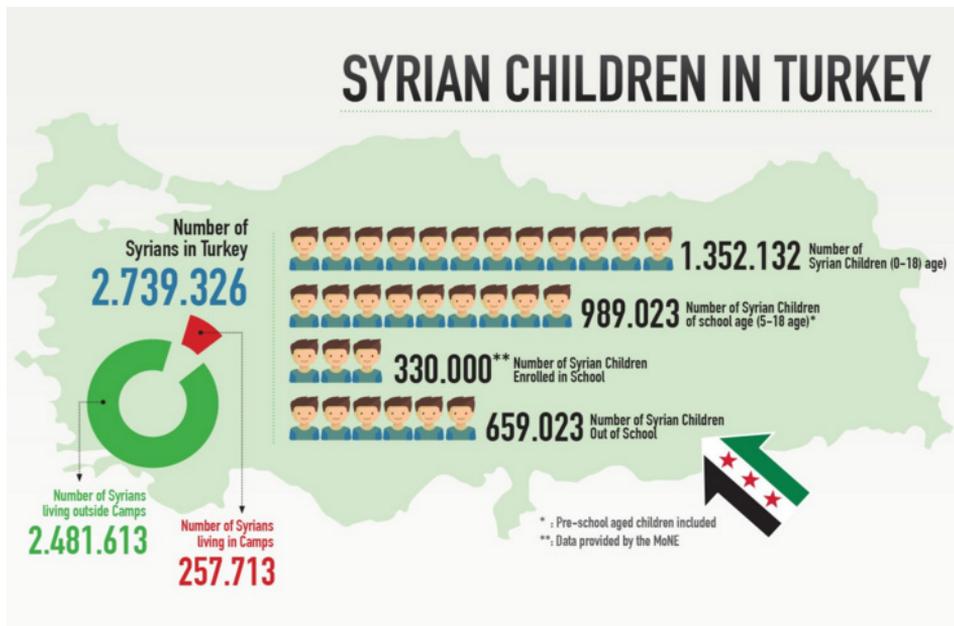


Figure 1. Syrian children in Turkey (Foundation for Political, Economic and Social Research [SETA], 2016).

According to age group, 73% of Syrian children, including preschoolers, are between the ages of 5-18; in other words, they are in the stage of basic education (Figure 2).

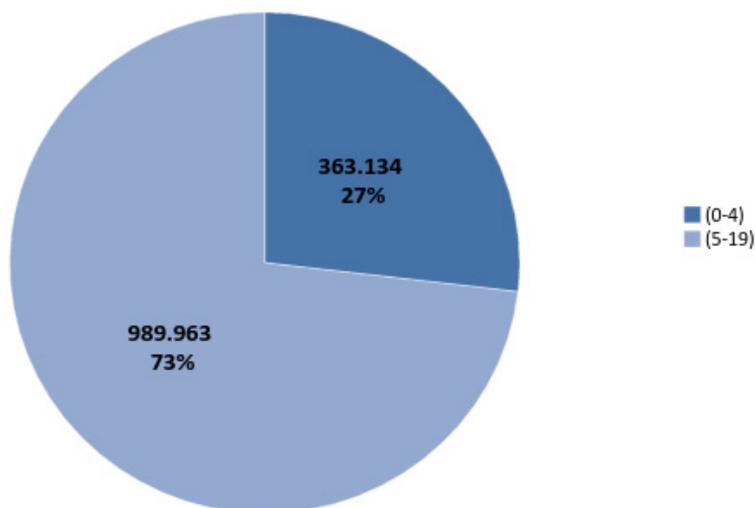


Figure 2. Age distribution of Syrian children in Turkey (compiled from 2016 data provided by DGMM).

Ten percent of them are pre-school; 35%, primary-school; 27%, secondary-school; and 28%, high-school aged (Figure 5). Therefore, there is a large group of Syrian children in need of education who are not in school. Prior to the Syrian civil war, 99% of Syrian children had been attending primary school, and 82% had been in secondary schools; the enrollment rate of boys and girls was generally equal. About 3 million Syrian children, both in and out of the country, are estimated to not be in school (United Nations Children's Fund [UNICEF], 2015a). This figure indicates that Syria had managed to have almost all school-aged children attend school before the war, but these children dropped out of school after the war. The population of Syrian children born in Turkey who are approaching school-age is also high, considering that 27% of Syrian children are between the ages of 0-4 (Figure 2).

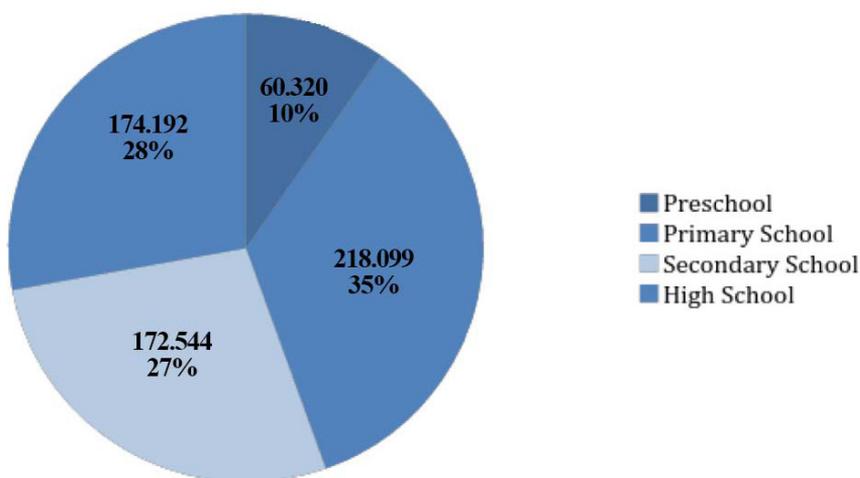


Figure 3. Syrian children in terms of their basic educational stage for 2015-2016 (Data provided by MoNE).

About 90% of the children living in the 25 refugee camps built by the Disaster and Emergency Management Presidency (AFAD) in 10 cities during the 2014-2015 school year have continued their education; however, the number of children inside camps only comprises 13% of Syrian school-aged children. The Syrian children's education outside camps can be said to lag that of those living in the camps. In fact, about 26% are estimated to have been enrolled in temporary education schools (GEMs) and public schools in the 2014-2015 school year (Figure 4).

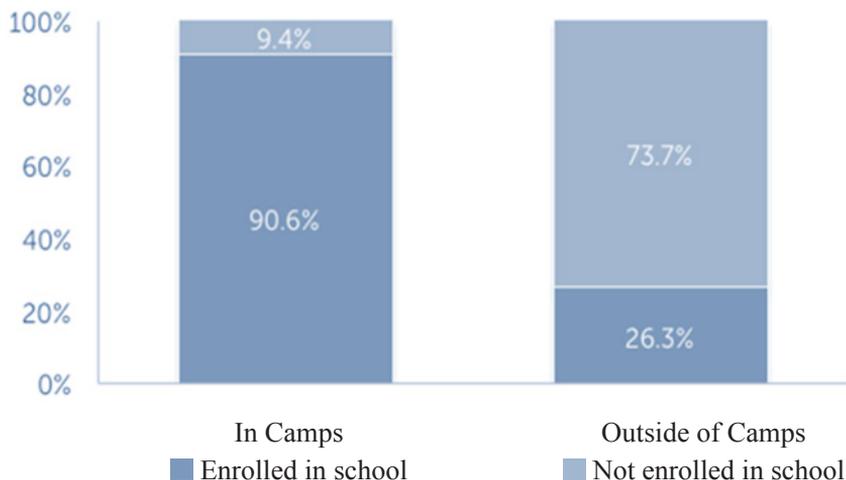


Figure 4. Number of children enrolled/not-enrolled in schools in and out of camps for 2014-2015 (UNICEF, 2015b).

Syrian children’s access to basic education in Turkey indicates that the number of Syrians has been increasing constantly since 2011, while the schooling rate of Syrian children in Turkey has also increased. As 34,000 Syrian children were provided education both inside and outside of camps upon their arrival in 2011, this figure has since increased to 330,000 in 2016 (Figure 1).

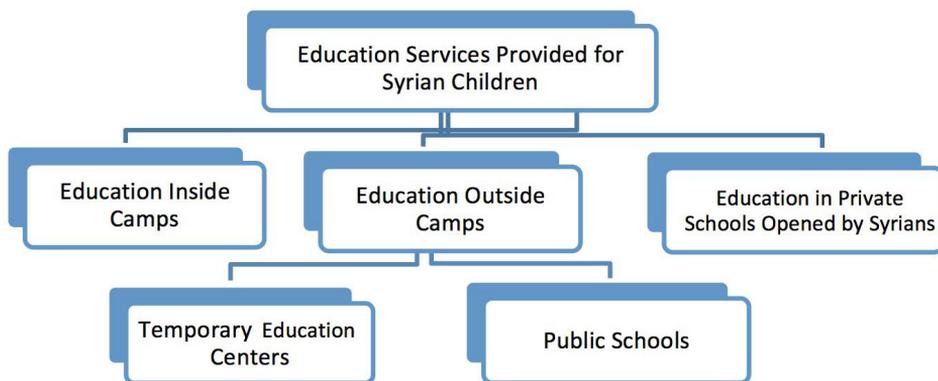


Figure 5. Education services Turkey provides to Syrian children.

The circular entitled “Education for Foreign Services” provides educational services to school-aged Syrian children living both inside and outside camps in temporary education centers and public schools, as well as in private schools opened by Syrians (MoNE, 2014). These educational services are described below.

Temporary Education Centers (GEMs)

GEMs are locations that provide primary and secondary education to school-aged Syrian children and adolescents who live either in one of the 25 tent cities set-up by AFAD in 10 different cities, or outside of these camps. GEMs follow the Syrian curriculum, and courses are in Arabic (MoNE, 2014). Textbooks prepared in Syria by the Syrian Transitional Government’s Ministry of Education are taught after course subjects on Bashar al-Assad, Baathism, and the Syrian regime have been filtered out of these textbooks (Bilim Eğitim Kültür Araştırmaları Merkezi [Center for Research on Science, Education, and Culture], 2015).

GEMs have been built for educating Syrian children in all of the refugee camps in Turkey. However, GEMs outside of camps are not in every province, only in 19 cities with a high population of Syrian refugees. During the 2014-2015 school year there were 34 in-camp and 232 out-of-camp GEMs; many charitable organizations, foundations, and philanthropists in Turkey, both Turkish citizens and Syrian nationals, make contributions to them (Human Rights Watch [HRW], 2015; UNICEF, 2015c).

GEMs provide education to students, from pre-school ages to high-school teenagers. Applications for enrollment and equivalency tests are conducted by commissions under the supervision of and consisting of teachers, administrators, and officials from the National Education Provincial Directorates.

Table 1

Education inside Camps (AFAD, 2015)

Number of Classrooms	Number of Students					Courses for Adults			
	Preschool	Primary School	Secondary School	High School	Total	Continuing		Completed	
1211	7,881	41,283	20,105	9,156	78,425	Course 298	Attendees 13,936	Course 2,036	Attendees 61,749

As seen in Table 2, a total of 1,211 classrooms have been set-up for educating Syrian children inside camps, with about 3,000 voluntary teachers for educating a total of 78,425 students in these classrooms. However, the number of high-school students (adolescents) is interestingly low. In fact, the reason given by almost all school principals in their interviews was that this age group has to work due to their families’ financial problems. This creates a spike in underpaid child labor (HRW, 2015). Similarly, high-school-aged girls are married young to lessen the financial and protective burdens on their families (Erdoğan, 2015; Kanat & Üstün, 2015).

Syrian students' living, either in shelters or outside of the camps, in Turkey plays a critical role in education services. Children who live inside camps have an advantage in accessing education compared to those who live outside of them. Owing to a sound registration system in refugee camps, it is easy to track and reach school-aged children, and, therefore, provide education services to them.

However, observations and interviews in refugee camps have shown that some school-aged children do not attend school. For instance, during an interview with a school principal in the Akçakale refugee camp in the province of Şanlıurfa, about 8,000 Syrian children were shown to attend school, while about 3,000 were not. Although children in Turkey are subject to 12 years of compulsory education, the education of Syrian refugee students is under their families' initiative. Children work rather than study due to economic reasons, or they are unwilling to attend school after a long break in their education.

In some camps, however, this problem has been solved through camp administrations' initiative. For instance, in Şanlıurfa's Harran district, Syrian children are subject to compulsory education, as this is the rule for Turkish children. Therefore, all children who live in this camp are continuing their education, apart from some exceptional cases (illness, etc.). Similar practices are needed in other camps, too.

With the [MoNE circular \(2014\)](#) targeting non-registered Syrian refugees living outside of camps, Syrians who hold foreign identification documents are provided education in schools or other facilities deemed appropriate by MoNE. Not all GEMs ask for tuition from students. However, annual fees for some GEMs vary between 440 and 650 Turkish Liras (TL) with a monthly transportation cost of 60-120 TL; this is unaffordable for many Syrian families ([Jalbout, 2015](#)). Failure to meet transportation and school costs was often voiced during visits to schools outside of the camps. A top ranking MoNE official indicated during an interview that in order to solve this problem, Syrian mothers with financial disability will also be provided a conditional cash transfer per child in school – a practice that Turkish students benefit from. The official added that students who live far away from a public school or a GEM would be provided free transportation.

GEMs have become an important model that was developed to promptly meet the educational needs of Syrian refugees in Turkey. In fact, by looking at the past mass migrations around the world, one realizes that it is uncommon for host countries to provide education to refugees in their mother tongue or their own curriculum. However, the point that should be underlined here is that the GEM model would be affective and productive for short-term migration movements. As a matter of fact, Syrian refugees will not be able to go back to their country for many years, given that the crisis in Syria still continues and that social and economic life has already been

devastated. Therefore, long-lasting solutions are necessary for social adaptation in education, as in all other areas.

Public Schools

Another alternative for Syrian refugee children living outside of camps to access education in Turkey is public schools. In fact, according to the same [MoNE circular \(2014\)](#), Syrian children who are provided with foreign identification cards are able to enroll in public schools. Therefore, Syrian students who wish to attend public schools can benefit from all educational services and have full access to education alongside their Turkish peers.

In the scope of this system, a total of 75,000 Syrian children¹ from pre-school to 12th grade in private and public schools under MoNE have been given foreign identification numbers and are registered in the e-school automated system. The number of refugee students in these schools where education is provided in Turkish increased from 31,354 in 2015 to 75,000 in 2016. Such a considerable increase in public school attendance proves the effectiveness of MoNE Circular 2014/21 ([HRW, 2015](#)). However, research on the subject matter indicates that Syrian children who theoretically do not face any obstacles in attending public schools prefer GEMs over public schools. The main reason is that the language of education in such centers is Arabic and the Syrian curriculum is used. Besides, the attitudes and behaviors of teachers and students in public schools also affect their preferences ([İstanbul Bilgi University, 2015](#); [HRW, 2015](#)).

MoNE has acknowledged the situation and announced that school administrators, teachers, students, and even parents are to be given orientation programs for that purpose, and that the programs have yielded positive results. Additionally, MoNE also has emphasized that kindergarten and 1st-grade students will be transferred to public schools in order to ease their adaptation into Turkish society in general, Turkish educational system in particular, because Syrian children's access to education at Turkish public schools is critical and will thus facilitate their adaptation to Turkish social, cultural, and economic life. However, Turkey has about 18 million grade-school-aged students of its own. Naturally, problems of physical infrastructure, capacity, and quality in education already exist. For this reason, placing all Syrian children in Turkish public schools before solving these problems is quite difficult.

Non-Formal Education

Along with the academic education of Syrian children, adults also benefit from non-formal educational courses such as vocational, foreign-language, and arts-and-

¹ Data taken from the speech of the deputy undersecretary at the World Humanitarian Summit held in Istanbul.

crafts courses, in addition to Quran reading, recitation, and memorization courses. A total of 61,749 Syrians have attended these courses. Currently, more than 10,000 Syrians are attending non-formal education within the camps (Table 1).

Numerous projects about the non-formal and formal education of Syrian children outside of camps have been conducted under the cooperation of national and international institutions. For instance, the Center for Women, Family and Youth, under the Türkiye *Diyanet* Foundation, has launched a project to provide non-formal educational support to Syrian girls who have had to leave school. With this project, successful Syrian girls are given an opportunity to transfer to MoNE's formal education institutions.² In addition, the *Diyanet* Foundation provides non-formal religious education upon request to Syrians who attend Quran courses.

Active NGOs such as the IHH, *Bülbülzade*, and *Anadolu* platforms provide support to Syrians' formal education by organizing various art, culture, and social adaptation activities; vocational courses; seminars; and conferences for Syrian students, teachers, and parents.

Translating some Turkish resource books into Arabic, in addition to radio broadcasts and newspapers into Arabic and Kurdish, has been provided to Syrian refugees. Turkey also provides psychological support and health services, as well as compassionate and monetary assistance for Syrian children who have lost their parents, lost loved ones, or experienced trauma due to the civil war. This is in addition to values education, family counseling, and seminars for parents.

Syrian Teachers

UNICEF and the Turkish Post, Telegram, and Telephone (PTT) administration work together to provide financial support to a total of 9,504 Syrian volunteer teachers working at GEMs inside and outside of refugee camps. For this purpose, a UNICEF fund is transferred to PTT, and PTT distributes monthly pre-paid cards to Syrian volunteer teachers designated by MoNE. In recognition of their work towards educating Syrian children, teachers currently receive about \$150 per month (inside camps) and \$220 per month (outside of camps).³

Nevertheless, almost all Syrian volunteer teachers have said that the wages are not enough to provide for themselves and their families; they still have to look for additional jobs. In particular, teachers in GEMs outside of camps added that at the beginning of the school-year they had been promised free bus passes by mayors'

2 News about the Official Announcement of the Protocol Ceremony for the Education Project for Syrian Children: <http://tdvkagem.org.tr/haberler/suriyeli-cocuklar-icin-egitim-projesi-protokol-toreni-72>

3 Compiled from data provided by MoNE.

offices, but this did not happen. As a result, the cost of transportation became a very substantial burden on them.

After a Cabinet meeting on January 11, 2016, Deputy Prime Minister Numan Kurtulmus announced that Syrians would be given work permits; the “Regulation on Work Permits for Refugees under Temporary Protection” was issued in the Official Gazette of Turkey (2016, January 15), stating these refugees would be paid minimum wage. During the interview with Prime Ministry of Migration and Humanitarian Assistance Coordination officials, it was specified that Turkey would grant work permits to Syrian volunteer teachers working both inside and outside of camps, paying their insurance and placing them on a payroll.

In the interview, officials added that the types of GEM high schools would be diversified. In the following school year, seven religious high schools for Syrians are to be opened, particularly in border regions with a high density of Syrian populations; Syrian teachers with work permits will also be paid.

The Challenges Faced by Turkey and Syrian Children

The educational services Turkey has provided for Syrian children in primary school are extremely important. Although steps in these directions have been delayed, Turkey currently provides education to about 330,000 Syrian children who have had to leave their previous education. Getting Syrian refugee children to return to school is crucial for their future, for Turkey, and for the reconstruction of Syria.

However, quite a bit more work has to be done, considering that about 660,000 Syrian children still do not have access to education. Hence, for shaping future studies, it is vital to determine the main problem areas. As a result of the observations and interviews made regarding the education of Syrian refugee children in Turkey, these problem areas can be highlighted as follows:

Access to Education and the Problem of Participation

- The major problem related to Syrian refugees is insufficient data, especially regarding Syrians living outside of camps. Thus, the extent to which Syrian children have access to or are deprived of education is not known. Coordinating and planning educational services that are or will be provided becomes more difficult due to the serious lack of data.
- Another reason preventing access to education is lack of transportation services for a large majority of GEMs outside of camps. In fact, few GEMs are outside of camps, and they are built in specific regions. Therefore, Syrian children who live far from GEMs find it difficult to access education; this situation negatively affects access ratios.

- Segregation between male and female students is another issue in accessing education. Both within and outside of camps, Syrian families facing socio-economic hardship marry their daughters off at a very early age; this deprives female students of the right to have an education.

The Teacher Problem

- An important issue is the insufficient data on the skills and qualifications of Syrians living in Turkey. More precisely, the number of teachers, academics, pedagogues, and so on is unknown among Syrian refugees. For this reason, people from many different professional areas work as teachers for Syrians. For instance, doctors, engineers, and legal experts teach at the GEMs in Ankara. This prevents Syrians in different professions from exercising their professional skills and qualifications, and Syrian teachers cannot be fully benefited from.
- Difficulties in learning Turkish also slows down the adaptation process of Syrians, who are likely to live in Turkey for the foreseeable future.
- One of the problems bothering Syrian teachers working at GEMs is their salary. Syrian teachers are not formally part of the MoNE payroll. As mentioned above, some Syrian teachers recruited by NGOs or other organizations (IHH, *Türkiye Diyanet* Foundation, municipalities, UNICEF, etc.) as volunteers in host community schools have received incentive pay for their work. However, their payment is not regulated, and teachers have reported receiving scarce wages. Issuing work permits to Syrian teachers is expected to solve the salary problem.

The Language Problem

- Both in and out of camps, the problem of recruiting teachers and generating educational materials to teach Turkish to Syrian adults and children exists. The MoNE circular emphasizes the need to employ Turkish teachers, Turkish language and literature teachers, classroom teachers, and foreign language teachers in order to educate Syrians. However, such teachers either can't speak Arabic and Turkish, or they are not experts at providing Turkish education to foreigners. Therefore they are unwilling to teach Turkish to Syrians.
- Insufficient materials and educators of Turkish negatively affect access to and the quality of education. More importantly, however, adapting Syrians to the Turkish community is delayed due to not learning Turkish.
- The language problem is the one Syrians experience most often. Both inside refugee camps and in host communities, few administrative personnel, educators, counseling experts, or doctors speak Arabic. In this aspect, there is a communication problem. Syrian teachers and students have difficulties

expressing their problems. For instance, the administrator in the Ankara GEMS communicates with Syrian students and teachers through service personnel. This prevents sound communication between the administrator and the Syrian teachers and students.

Lack of Coordination

- Another problem that has been frequently voiced during interviews is the lack of coordination between public institutions and NGOs. In fact, sound coordination is key to organizing relief and educational activities in an orderly fashion.
- Additionally, strict bureaucratic rules and slow procedures delay solutions to problems.

Physical Infrastructure Issues

- GEMs in and out of camps have physical infrastructure problems. In particular, education in tent cities is quite difficult, and the number of students far exceeds the tent capacities.
- In host communities, afternoons are reserved for Syrian students and teachers in MoNE schools. However, classrooms are insufficient in size due to the excessive number of students.
- Finding appropriate buildings for GEMs is yet another problem. More so, the part of the 64th Government program that plans to transform the dual education program into a singular education creates difficulty in finding facilities that can be assigned for educating Syrian refugee children. To this end, MoNE has announced that a part of the relief fund expected from the EU will be earmarked for constructing new buildings.
- Particularly in tent cities, playgrounds for Syrian students either do not exist or are insignificant. This leads children to use their energies in harmful ways (violence, etc.).

Curriculum and Teaching Materials

- The curriculum content was frequently visited during the NGO interviews. In fact, a survey conducted by [Bilim Eğitim Kültür Araştırmaları Merkezi \[Center for Studies on Science, Education, and Culture\] \(2015\)](#) stated the curriculum examined by groups of academics and teachers already has incorrect information about the Ottoman State and Turkish history.
- Schools attended by Syrian students in particular have insufficient teaching-learning materials and technological instruments (projectors, visual aids, etc.).

- Students' stationery and textbooks are supplied by institutions and organizations. However, such materials have been revealed to not be properly distributed. Moreover, the lack of organization while distributing materials results in duplications with multiple deliveries going to the same place.
- The Turkish curriculum needs to be reviewed because Syrian children access education in Turkish public schools. Turkish curriculum should be more pluralistic in such a way as to allow Syrian children to preserve their own language and culture. For this reason, it is extremely important to eliminate reciprocated prejudices and concerns, as well as to build social order, peace, and mutual trust.
- Syrian children's access to education in Turkish public schools is critical because it will facilitate their adaptation to social, cultural, and economic life in Turkey. However, Turkey has about 18 million primary-school-aged students of its own. Naturally, the problems of physical infrastructure, capacity, and quality in education already exist. For this reason, placing all Syrian children in Turkish public schools before solving such problems is quite difficult.

The Problem of Child Labor

- Male high school students in particular are low-cost laborers who work for a daily wage and are therefore less likely to attend school.
- Child beggars are also quite numerous. More so are the students begging from school principals and teachers. Additionally, every child not in school has a potential risk of being involved in crime or any type of criminal organization. This causes serious security risks personally and socially.

The Indifference of the International Community

- Turkey has undertaken a heavy burden in educating Syrian children. Assistance provided by the international community is also inadequate. Significant educational components such as curriculum, teaching materials, learning materials, teachers, and infrastructure are also overlooked when any type of aid is limited to just financial assistance or when financial assistance is the only focus.

Conclusion and Recommendations

Since the internal conflict in Syria transformed into a civil war in 2011, Turkey has worked very hard to meet the basic needs of Syrian refugees, such as securing life, property, shelter, food, and clothing while seeking ways to transform short-term policies into long-term objectives. One of which is undoubtedly the education policy.

Almost 51% (over one million) of Syrians in Turkey are children who have had to leave their education due to war. All in all, this denotes the need to educate the majority of Syrian refugee children. Turkey, being aware of this need, has developed special policies for educating Syrian children. Initially, children in refugee camps built by AFAD were provided education in Arabic in accordance with the Syrian curriculum. However, children living outside of camps outnumber those living in camps, and this requires educational services that embrace not only those in camps but also those outside of camps. Therefore, MoNE issued a circular (2014) to encapsulate all Syrian children under educational services.

As a result, Syrian children in host communities have had access to education in temporary education facilities where the Syrian curriculum is followed and courses are taught in Arabic by Syrian teachers. Another significant service provided to Syrian refugee children is that they have been granted foreigner identification numbers; therefore, they have the right to attend public schools together with their Turkish peers.

On one hand, Syrian families prefer to send their children to GEMs; for example, they have their children study in Arabic according to the Syrian curriculum. On the other hand, permission is granted to Syrian nationals to open private schools. However, the enrollment in such schools is quite low, as the majority of families have financial difficulties. In short, Turkey has met the education need, along with any other needs, of Syrian refugees in camps. In this sense, the educational services Turkey provides to refugees are an example to the world.

Still, non-camp refugee children face difficulties accessing education. In fact, 90% of children in camps resume their education, but only 26% outside of camps attend school. In light of the above discussions, life is compelling for Syrian refugee children in host communities; they have more numerous drawbacks.

For this reason, the education of non-camp Syrian children should be prioritized. In addition, the aforementioned problems should be solved immediately. The following recommendations can support the effort to solve their problems:

- First of all, numerical and demographic data (age, gender, profession, etc.) for all Syrians in Turkey should be compiled by DGMM. Syrian teachers and academics in particular should be provided with opportunities to work in their own professional areas.
- For out-of-school children living in host communities, transportation should be provided to make it easier for students to travel to and from temporary education centers. It is known that the transportation problem has already been solved by municipalities in some provinces. Their efforts should set the precedence for others, and local administrations should support broadening transportation services.

- The physical infrastructure of education centers both in and out of camps should be improved. Prefabricated schools should be opened immediately in regions where education is provided in tent cities.
- MoNE should monitor school-aged children's school attendance and take proper measures in this direction.
- MoNE and local administrations should give more information to Syrian families regarding educational services provided to refugee children.
- It is critical to provide support for teachers who will teach Turkish to Syrian refugees. To this end, institutions in charge of teaching Turkish to foreigners (such as Yunus Emre Institute and TÖMER) should be actively involved in the process. Teachers who will teach Turkish to refugee children should be provided with training.
- Syllabi, curricula, and textbooks used to educate Syrian children should be reviewed by MoNE, NGOs, academicians, and experts.
- MoNE should set-up remedial mechanisms for children who have been out-of-school for a long time.
- Educating Syrian children should not be left only to volunteers; professional expertise should be requested from teachers who speak Arabic.
- Skills and qualifications of Syrian academicians should be benefited from at the maximum level. Measures should be taken to create more employment opportunities for such academics.
- The reasons for Syrian children not attending school both in and out of camps should be discovered.
- Policies and programs should be developed and improved to force non-camp refugee children in particular to receive education. For this purpose, national and international NGOs should be motivated to increase their humanitarian and financial support.
- It is vital for Syrian children and their families to have counseling and guidance services.
- Awareness courses should be opened in the community and in all educational institutions, especially those with Syrian students. Preventing prejudice, intolerance, and conflict in this new process will accelerate adapting to society in Turkey.
- Scholarship programs should be developed for Syrian students at all education levels. Small similar gestures may prevent child labor, begging, and early marriages, as well as increase enrollment in schools.

- Further scientific research on Syrian refugees in Turkey should be encouraged.
- It is also critical for local administrations to cooperate more with international institutions (UNICEF in particular) during their research in Turkey. Through cooperation, more solid data will be obtained.
- In host countries apart from Turkey, more monitoring is needed on education and health services in particular.
- Considering the wave of migration to Europe, international institutions should spend efforts in Germany and Canada with resuming educational activities that target refugees as in Turkey, because both countries have been exposed to a heavy influx of Syrian refugees.

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