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**Education in Emergencies -  
the Syrian Children under temporary protection in  
Turkey.**

**Universidade Fernando Pessoa**

**Porto, 2014**

Trabalho apresentado à Universidade Fernando Pessoa  
como parte dos requisitos para obtenção do grau de Mestre  
em Ação Humanitária, Cooperação e Desenvolvimento.



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## **Acknowledgements**

First and foremost, I have to thank my research supervisor, Mr. Francisco Reimão Queiroga. He raised many precious points in our discussion and I hope that I have managed to address several of them here. I would also like to thank Mr. João Casqueira. Without their assistance and dedicated involvement in the process, this paper would have never been accomplished. I would like to thank you very much for your support over this past year and a half.

In December 2013, I had the opportunity to meet Ms. Gemma Bennink and Mr. Selman Isik. Much of the analysis presented in Section IV is owed to the time they devoted to my questions and the patience they had with my knowledge gaps in the area.

Getting through my dissertation required more than academic support, and I have many people to thank for supporting and listening to me throughout this process, namely: Nur Karapinar, Dimitra Angelidou, Mahin Umedi, Furat Naamani, Rebecca Kronick, Mohannad Hasham, Anna Szostak and Patrícia Lino. A special thanks to Atlanta Plowden for the strenght and support. I cannot begin to express my gratitude and appreciation for her friendship.

Most importantly, none of this could have happened without my parents. Every time I was ready to quit, you did not let me and I am forever grateful. This dissertation stands as a testament to your unconditional love and encouragement.

## **Resumo**

A caminho do terceiro ano e sem fim à vista, a tragédia na Síria constitui uma das maiores crises humanitárias do século XXI. O conflito armado não internacional vem a desafiar a capacidade da comunidade internacional em lidar com a complexidade desta crise, questionando a aptidão da ONU e dos seus mecanismos nas crises actuais. A Turquia, doador recente e vizinho da Síria, vê os seus recursos sob crescente tensão dia após dia, à medida que o número de refugiados aumenta. Uma vez que as crianças constituem uma parte significativa desta população, é urgente responder às suas necessidades educativas, num esforço conjunto para que tenham uma educação de qualidade. Esta dissertação aborda o tema da educação em emergência, analisando a resposta estratégica da Turquia no que diz respeito à educação das crianças sírias, tanto nos campos como fora deles. Os esforços do governo turco, assim como o de algumas agências como a ONU, serão tomados em consideração no estudo.

Palavras-chave: Síria, Turquia, conflito não internacional, emergência, refugiado, educação.

## **Abstract**

Going now into its third year and with no end in sight, the Syrian plight has become one of the greatest humanitarian crises of the 21<sup>st</sup> century. This non-international armed conflict challenges the international community's ability to deal with this complex situation, questioning the suitability of the UN system and its mechanisms in today's crises. Turkey, an emerging donor country and Syria's neighbour, is seeing its resources stretched day by day, as the number of refugees continues to rise. Since children comprise a significant part of this refugee population, it is urgent to address their educational needs, in a joint effort to provide them with a quality education. This dissertation addresses the topic of education in emergencies, analysing Turkey's response strategy towards the education of syrian refugee children, both in camp and non-camp settings. The efforts of the Government of Turkey, as well as some other agencies such as the UN, will be taken into consideration in this study.

Keywords: Syria, Turkey, non-international conflict, emergency, refugee, education.

## Résumé

S'acheminant vers sa troisième année consécutive, la tragique situation de la Syrie constitue l'une des plus importantes crises humanitaires du 21ème siècle. Ce conflit armé non international est un défi lancé à la capacité de la communauté internationale de gérer la complexité de cette crise, mettant en question la capacité de l'ONU et de ses mécanismes face aux crises actuelles. La Turquie, récent donneur humanitaire et voisin de la Syrie, est affectée quotidiennement dans ses ressources, à mesure que le nombre de réfugiés augmente. Une portion significative de cette population est composée d'enfants, et il est en conséquence urgent de répondre à leurs besoins éducatifs, dans un effort d'ensemble en vue de leur assurer une éducation de qualité. Cette dissertation aborde le thème de l'éducation en situation d'urgence, en analysant la réponse stratégique de la Turquie en ce qui concerne l'éducation des enfants syriens, aussi bien dans les camps de réfugiés qu'en dehors d'eux. Les efforts du gouvernement turc, ainsi que celui d'agences comme l'ONU, seront à cet égard étudiés.

Mots-clés: Syrie, Turquie, conflit armé non international, urgence, réfugié, éducation.

## ملخص

تسير الآن في عامها الثالث ولا أثر على انتهائها في أي وقت قريب، أصبحت المحنة السورية واحدة من أكبر الأزمات الإنسانية في القرن الواحد والعشرون. وقد تحدى النزاع المسلح الداخلي في سوريا قدرة المجتمع الدولي في التعامل مع هذا الوضع المعقد، مشككاً في ملائمة نظام الأمم المتحدة وآلياتها في هذه المحنة.

تشهد تركيا، وهي دولة متبرعة ناشئة و جارة لسوريا، مواردها تتعرض للاستهلاك يومياً مع الزيادة المستمرة لأعداد اللاجئين، وبما أن الأطفال يشكلون شريحة كبيرة من هذا التعداد، فمن الضروري التصدي لاحتياجاتهم التعليمية في جهد مشترك لتوفير تعليم جيد.

تتناول هذه الأطروحة موضوع التعليم في حالات الطوارئ، و تحليل استراتيجيات استجابة تركيا تجاه الأطفال اللاجئين السوريين سواء في المخيمات أو في غيرها. سيتم اتخاذ جهود حكومة تركيا، وزاراتها، وبعض الوكالات الأخرى مثل الأمم المتحدة بعين الاعتبار.

كلمات البحث: التعليم في حالات الطوارئ، اللاجئين، طالبي اللجوء، تركيا، الأطفال اللاجئين، سوريا، النزاع المسلح الداخلي.

## TABLE OF CONTENTS

Aknowledgements	iv
Abstract	v
Table of contents	vii
List of abbreviations	x
List of figures and tables	xiii
<b>I. Introduction</b>	<b>p.1</b>
1.1. Background	p.2
1.2. Focus of the dissertation	p.3
1.3. Research question	p.3
1.4. Outline of the dissertation	p.3
2. Methodology	p.5
2.1. Limitations and Delimitations	p.5
3. Conceptual background	p.6
3.1. Definition of refugee	p.6
3.2. Formal and Non-Formal Education	p.8
3.3. The Bonfenbrenner Ecological Paradigm	p.9
<b>II. Turkey's asylum system and practices: towards a more humanitarian approach</b>	<b>p.11</b>
1.1. Introduction	p.11
1.2. The International Refugee Regime	p.12
1.3. The geographical limitation to the Refugee Convention	p.12

2. Syrian asylum seekers in Turkey	p.15
2.1. <i>Guests</i> instead of refugees: history repeats itself	p.16
2.2. The Temporary Protection Regime	p.18
3. Responsibility sharing	p.20
<b>III. Humanitarian Assistance by Turkey</b>	<b>p.22</b>
1.1. Defining Humanitarian Assistance	p.22
1.2. Turkey, an emerging donor country	p.24
2. Turkish Foreign Policy: aid as a diplomacy tool	p.27
<b>IV. Education in Emergencies</b>	<b>p.29</b>
1.1. Background	p.29
1.2. Defining education in emergencies	p.32
1.2.1. Refugee Education	p.33
2. INEE and the Minimum Standards for Education in Emergencies	p.35
3. No country is an island: the syrian humanitarian crisis	p.36
3.1. A Failed State	p.38
3.2. The Turkish refugee camps	p.40
3.2.1. The refugee camp as a <i>non-space</i>	p.42
3.3. Host communities and urban refugees	p.44
4. The education status of the Syrian children in Turkey	p.46
4.1. Foundational Standards: Coordination, Assessment, Response Strategies, Monitoring and Evaluation	p.47
4.1.1.a) Coordination Standard: the Turkish Government's role in the Formal Education of Syrian refugee children	p.48

4.1.1.b) UNICEF and UNHCR's role in the Turkish educational emergency response	<b>p.48</b>
4.2. Access and Learning Environment	<b>p.49</b>
4.2.1. Standard 1 and 2: Equal Access / Protection and Well being	<b>p.49</b>
4.2.1.a) School-aged children living in non-camp settings	<b>p.52</b>
4.2.1.b) School age Syrian refugee children living in Camps	<b>p.54</b>
4.2.2. Standard 3: Facilities and services	<b>p.56</b>
4.2.2.a) Psychosocial Support	<b>p.56</b>
4.3. Teaching and Learning	<b>p.57</b>
4.3.1. Standard 1: Curricula	<b>p.57</b>
4.3.1.a) Language	<b>p.59</b>
4.3.2. Standard 2: Training, Professional Development and Support	<b>p.59</b>
4.4. Teachers and other Education Personnel	<b>p.60</b>
4.4.1. Standard 1: Recruitment and Selection	<b>p.60</b>
4.4.2. Standard 2: Conditions of work	<b>p.61</b>
4.5. Education Policy	<b>p.61</b>
4.5.1. Standard 1: Law and Policy Formulation	<b>p.61</b>
4.5.2. Standard 2: Planning and Implementation	<b>p.62</b>
5. The Five Bonfenbrenner Ecological Systems: life as a refugee child in Turkey	<b>p.62</b>
5.1. The Microsystem and the Mesosystem	<b>p.63</b>
5.2. The Exosystem	<b>p.64</b>
5.4. The Macrosystem	<b>p.64</b>
5.5. The Chronosystem	<b>p.65</b>
5.5.1. Turkey-Syria relations	<b>p.65</b>
<b>V. Conclusion</b>	<b>p.69</b>
<b>VI. References</b>	<b>p.70</b>
<b>VII. Annexes</b>	
Annex 1	
Annex 2	

## LIST OF ABBREVIATIONS

<b>AFAD</b>	Disaster and Emergency Management Presidency
<b>CRC</b>	Convention on the Rights of the Child
<b>DAC</b>	Development Assistance Committee
<b>ECtHR</b>	European Court of Human Rights
<b>EFA</b>	Education For All
<b>EiE</b>	Education in Emergencies
<b>EU</b>	European Union
<b>GNI</b>	Gross National Income
<b>GPE</b>	Global Partnership for Education
<b>GoT</b>	Government of Turkey
<b>GHA</b>	Global Humanitarian Assistance
<b>IDP</b>	Internally Displaced Person
<b>IFRC</b>	International Federation of the Red Cross
<b>IHH</b>	Humanitarian Relief Foundation
<b>IHL</b>	International Humanitarian Law
<b>IO</b>	International Organisation
<b>IOM</b>	International Organisation for Migration
<b>INEE</b>	International Network for Education in Emergencies
<b>LDC</b>	Less Developed Countries
<b>MDG</b>	Millennium Development Goals
<b>MFA</b>	Ministry of Foreign Affairs
<b>MSFA</b>	Ministry of Social and Family Affairs
<b>MoH</b>	Ministry of Health
<b>MoI</b>	Ministry of the Interior

<b>MoNE</b>	Ministry of National Education
<b>MSEE</b>	Minimum Standards of Education in Emergencies
<b>NGO</b>	Non-governmental Organisation
<b>NFE</b>	Non-formal education
<b>ODA</b>	Official Development Assistance
<b>OECD</b>	Organisation for Economic and Co-operation Development
<b>OOSCI</b>	Out-Of-School Children Initiative
<b>PSS</b>	Psycho-social Support
<b>PTSD</b>	Post-Traumatic Stress Disorder
<b>RoT</b>	Republic of Turkey
<b>RRP</b>	Regional Response Plan
<b>RSD</b>	Refugee Status Determination
<b>SAR</b>	Syrian Arab Republic
<b>SGBV</b>	Sexual and gender based violence
<b>SHARP</b>	Syria Humanitarian Assistance Response Plan
<b>TPR</b>	Temporary Protection Regime
<b>TRCS</b>	Turkish Red Crescent Society
<b>UPE</b>	Universal Primary Education
<b>UDHR</b>	Universal Declaration of Human Rights
<b>UN</b>	United Nations
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organisation
<b>UNFPA</b>	United Nations Population Fund

## LIST OF FIGURES AND TABLES

### FIGURES

<b>Image 1.1:</b> Bronfenbrenner Ecological Paradigm.	<b>p.9</b>
<b>Image 1.2:</b> The European and Turkish flags.	<b>p.15</b>
<b>Image 1.3:</b> Gezi Park protests in Istanbul, 2013.	<b>p.26</b>
<b>Image 1.4:</b> The MSEE (Minimum Standards for Education in Emergencies).	<b>p.33</b>
<b>Image 1.4:</b> Turkish accommodation center in Kilis, Turkey.	<b>p.40</b>
<b>Image 1.5:</b> Coordination and funding procedure.	<b>p.44</b>
<b>Image 1.6:</b> The educational response strategy.	<b>p.45</b>
<b>Image 1.7:</b> Fundraising for the Syrian people at Üsküdar, Istanbul 2013. - 2	<b>p.50</b>
<b>Image 1.8:</b> Children at school.	<b>p.52</b>
<b>Image 1.9:</b> Fundraising for the Syrian people at Üsküdar, Istanbul 2013. - 1	<b>p.59</b>
<b>Image 1.10:</b> “Syria burns while children freeze.”	<b>p.63</b>
<b>Pie-chart 1.1:</b> Top 10 recipients of Turkey's humanitarian assistance, 2007-2012	<b>p.25</b>
<b>Pie-chart 1.2:</b> UNICEF's financial requirements 2014.	<b>p.30</b>
<b>Pie-chart 1.3:</b> Distribution of Syrian population in camp settings.	<b>p.41</b>
<b>Map 1.1:</b> The Sub-region.	<b>p.34</b>
<b>Map 1.2:</b> Location of Turkish refugee camps.	<b>p.38</b>

<b>Map 1.3:</b> Syrian refugee children in the sub-region, 2013.	<b>p.43</b>
<b>Map 1.4:</b> Turkey's border with Syria.	<b>p.61</b>
<b>Graphic 1.1:</b> Official development assistance from Turkey, 2000-2012.	<b>p.25</b>
<b>Graphic 1.2:</b> Security Apparatus and State Legitimacy Indicators.	<b>p.35</b>
<b>Graphic 1.3:</b> Montly increase in registered Syrians living outside camps, 2013-2014.	<b>p.41</b>
<b>Graphic 1.4:</b> School-age Syrian children in the sub-region, 2014.	<b>p.49</b>

## **TABLES**

<b>Table 1.1:</b> Objectives of the dissertation.	<b>p.2</b>
<b>Table 1.2:</b> Different definitions of refugee.	<b>p.14</b>
<b>Table 1.3:</b> Practical justifications for Education in Emergencies.	<b>p.31</b>
<b>Table 1.4:</b> Failed States Index – Syria, 2013.	<b>p.36</b>
<b>Table 1.5:</b> Convention on the Rights of the Child 1989, Art. 28.	<b>p.47</b>
<b>Table 1.6:</b> Syrian children seeking asylum in Turkey, 2014.	<b>p.48</b>
<b>Table 1.7:</b> UNICEF's funding requirements for the turkish educational response, 2013.	<b>p.57</b>

*“When it begins, someday, the Syrian Arab Republic’s road to recovery will be long - and an educated citizenry is what the country will most require as it finds its way.”*

(Taylor 2013)

## I. Introduction

### 1.1. Background

The non – international armed conflict in the Syrian Arab Republic has recently approached its third year and has already been considered<sup>1</sup> one of the most complex humanitarian crises in the 21<sup>st</sup> century. To this date, millions of refugees have fled to neighbouring countries and the numbers continue to grow. In relation to this matter, UN High Commissioner for Refugees António Guterres notes that:

*“We have not seen a refugee outflow escalate at such a frightening rate since the Rwandan genocide almost 20 years ago.”* (UNHCR 2013).

Despite the international community's obvious growing concerns about the stability in the region (conflict spillover) and the implications it entails for global peace and security, the Syrian diaspora is, above all, testing its neighbouring countries' capacity response.

The Syrian Arab Republic (SAR) is comprised of a young population, with women and children making a vast majority of the refugees present in the sub-region<sup>2</sup>.

Education in emergencies (EiE) is a basic human right, predicted in a vast list of legal instruments, such as the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC), to name a few. However, EiE is far from becoming a reality for many children who are living in a crisis context. Particularly, to the Syrian citizens, who, due to the indiscriminated violence they have been subjected to, sought asylum in the neighbouring Republic of Turkey. The current situation taking place in the Turkish Republic poses great challenges to the future of many children, who have been out of school since they fled their country, Syria. The motivation to write about this theme stems, in this way, from my interest in analysing Turkey's response strategy educationwise to a very complex humanitarian crisis, which knocked on its door in mid 2011.

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1 *“The Syrian civil war has created a humanitarian catastrophe the likes of which we have not seen in decades, with children accounting for more than half of its victims.”* Georgieva, K. in (European Union 2013).

2 Throughout the dissertation the word *sub-region* will be used to refer to the four countries which are hosting a significant number of Syrian refugees fleeing the Syrian Arab Republic, namely: the Hashemite Kingdom of Jordan, the Lebanese Republic, the Republic of Turkey and Egypt.

## 2. The focus of this dissertation

This dissertation seeks to determine how the politics and policies towards refugees fleeing from events occurring outside Europe affect access to basic education among Syrian refugees in Turkey. Emphasis is placed on the time period following the uprisings in March, 2011 in the Syrian Arab Republic, which further escalated into a civil war. The focus of this study emerged as a result of the attendance to the 2013 World Conference on Humanitarian Studies, during a five-month long visit by the author to Istanbul, which came to an end in January, 2014.

<b>The objectives of this study are, thus, as follows:</b>
<ul style="list-style-type: none"><li>• <b>learn about Turkish policy and legal framework towards Syrian refugees<sup>3</sup> and the current education status of Syrian refugee children;</b></li></ul>
<ul style="list-style-type: none"><li>• <b>understand, in what way, this protracted humanitarian crisis and Turkey's legal policy towards Syrians is affecting the education of Syrian children in the Turkish Republic.</b></li></ul>
<ul style="list-style-type: none"><li>• <b>understand how the relations between both countries have evolved;</b></li></ul>
<ul style="list-style-type: none"><li>• <b>supplement and apply the knowledge acquired during my studies within the context of the Master in Humanitarian Action, Cooperation and Development;</b></li></ul>
<ul style="list-style-type: none"><li>• <b>deepen the understanding of the topic selected using a holistic and independent approach ;</b></li></ul>
<ul style="list-style-type: none"><li>• <b>critically integrate the knowledge and relevant information acquired during the research;</b></li></ul>
<ul style="list-style-type: none"><li>• <b>contribute to further research and development work in refugees' education.</b></li></ul>

Table 1.1: Objectives of the dissertation

<sup>3</sup> In this dissertation the word *refugee* will be used to refer to the Syrian citizens under temporary protection in the Republic of Turkey.

## 2.1. Research Question

Since the Syrian refugee population is, in its vast majority, comprised by children in school age (from five to seventeen years old)<sup>4</sup>, it is extremely pertinent to ask how their educational needs are being addressed. Moreover, in the Republic of Turkey, where most of the Syrian refugees are now surviving in urban centres, many are the obstacles to getting an education.

During my research I became aware that there are decisive parts to this equation, such as Turkey's legal policy towards non-european refugees, the barrier posed by the language differences and the fact that the majority of refugees is now living outside the camps, where basic services such as education are lacking or are insufficient. All of these factors pose a challenge in achieving education for millions of syrian children taking refuge in the sub-region.

The way all of these questions are being addressed by the Government of Turkey (GoT), United Nations (UN) agencies and local NGOs is decisive.

The research question I will, therefore, try to answer throughout the pages of this dissertation is the following: is Turkey's current approach to the education of Syrian refugees a sustainable, long-term approach?

## 3. Outline of the dissertation

The cross-cutting theme of this dissertation handles the way the Government of Turkey (GoT), UN agencies, such as UNICEF and UNHCR, and other NGOs are addressing the educational needs of the Syrian children, who have taken refuge in the Turkish Republic.

All of the matters being dealt within this dissertation are closely bound up with each other and affect, in different ways, the turkish response in terms of EiE.

This study is divided in five main sections:

In the first chapter I will start by defining some key concepts, which serve as conceptual background to this study. Because of my intention to handle the theme of EiE in a holistic

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<sup>4</sup> School age children from the SAR (with ages between five and seventeen) amount to a total number of 185,149, out of the total Syrian population in Turkey, according to UNHCR. (UNESCO 2013, 2)

approach, I will use the Bronfenbrenner ecological paradigm to show how the multiple spheres which make up the livelihoods of a refugee are all inter-related.

This introductory chapter is followed by chapter two. Here I will start by introducing the specific legal situation of the Syrian citizens in Turkey after having brought to the reader's attention the existence of a main legal instrument, which is the centrepiece of the International Refugee Protection. The legislation in force in the host country, Turkey, applied to regulate the entry and permanence of *aliens*<sup>5</sup> in its territory, determines the legal status of Syrian refugees in the country and, therefore, holds a great potential in affecting their livelihoods and access to education.

Chapter three will address the Turkish Republic's current role in the international arena, as an emergent donor of aid. I will try to grasp Turkey's perception on humanitarian aid, while introducing it as a leader and an example in aid provision in the context of different crises.

The fourth chapter deals with this study's main theme – education in emergencies. The chapter will focus on this work's central theme, education in emergencies, and will therefore contextualise and give an overview of the many initiatives that have emerged, all with one common goal – to tackle the education gap in crisis situations. This introductory part will outline the importance and urgency of EiE for conflict - affected children and its critical role as a catalyst for a society's development and reconstruction.

The International Network for Education in Emergencies (INEE) will deserve special attention in this chapter, given its crucial role in contributing to ensure a quality education in emergency contexts. Integrated in the refugee camp schools across the southern border of Turkey, through UNICEF, this network plays an important role regarding the delivery of quality education to since it aims to ensure that minimum standards are achieved.

The INEE minimum standards for education in emergencies (MSEE) will serve as reference to analyse the Turkish educational response and current situation of education of Syrian children in Turkey, both in the camps and in host communities.

Chapter 5 synthesises the findings and concludes the dissertation paper. With this study I hope to contribute to the education in emergencies field, which is still very young and has often

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5 A term in law used to refer to a non-national.

been dominated by the actions of NGOs and United Nations agencies, rather than governments and ministries of education (Anna Obura 2003).

## **4. Methodology**

### **4.1. Delimitations and limitations**

To conduct this research I have used bibliographic sources, namely reports, literature available on the fields of subject concerned, Turkish media and personal interviews. In the course of this work the information sources used have derived substantially from the Internet, given the recent nature of the events being analysed, which haven't yet been treated by the written press. Data was drawn from several sources and compared, so as to minimize bias and strengthen its validity. Where possible, information was checked against interviews with representatives of non-governmental organizations and academicians during the author's five-months field work in Turkey; however attempts to gather information from interview sources was limited due to time constraints.

The field work realised, such as observation and open-ended interviews, was conducted with the purpose of grasping the different perspectives of the stakeholders who are working with the Syrian refugees here in Turkey and that are all, in different ways, related to the field of education in emergencies.

The interviews conducted are, however, meant to be regarded as solely indicators and references, and have, therefore, no statistical substance in this dissertation.

This dissertation provides an overview of the Turkish response to the refugee crisis in terms of education of the Syrian refugee children. It seeks to collect and gather information concerning the educational opportunities available for the Syrian children who have sought asylum in the Republic of Turkey. The study, which is the result of a qualitative research, covered a three – year period, that goes from the beginning of the Syrian uprisings in early March, 2011 up to the first quarter of 2014.

In this research, the sector of education in emergencies (EiE), i.e. education provided in a context of crisis, is the one upon which I will focus my analysis. This study will focus

specifically on the two settings where refugee education occurs – in a refugee camp and in a city.

After extensive literature review, I decided to select as target group of this research Syrian refugee children, in the age range between five to seventeen years of age. I will be using, in relation to this matter, UNICEF standards, for research purposes and amount of data available.

As for the object of the study, I decided to limit it to the formal modality of education in emergencies, due to time constraints for data gathering. This is due to the the liability of its recognition and certification. Notwithstanding the value of informal education, this decision also took into account the fact that there was a greater availability of data regarding the formal modality of education.

## 5. Conceptual background

### 5.1. Definiton of refugee

According to the United Nations High Refugee Comission, a refugee is someone who:

*“...owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country.”*<sup>67</sup>

One can identify similarities between refugee and the french word *refugié*, which comes from the latin *refugium* and means to seek refuge.

When a person meets the requirements cited above, they then apply for asylum and must demonstrate that the impossibility or fear to return their contry of their nationality is well founded, according to the definition of refugee present in the Refugee Convention. If so, they should be granted Refugee status, through a process called the Refugee Status Determination (RSD) and only then they are entitled to the legal protection and material assistance governed

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6 UNHCR. (2010). *Convention and Protocol Relating to the Status of Refugees. Chapter 1, Article 1 (2)*. [Online]. Available at <<http://www.unhcr.org/3b66c2aa10.html>>. [Accessed on 2/11/2013].

7 This definition will be further developed and problematised in the second chapter, within the turkish legal framework relating to the status of the Syrian citizens within Turkey's borders.

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

by law. This definition serves as a fundamental instrument to identify and give legal protection to whoever is recognised as a refugee. The status ceases to apply when the migrant either is resettled or returns home.

People have been granted with asylum ever since there has been persecution. However, before 1951 the legal protection or support in such circumstances was very much rudimentary. In fact, it was only in 1951 that there was a significant effort from the international community to codify into legal provisions the willingness to protect those who had to leave their home from fear of persecution.<sup>8</sup> This *ad jure* refugee definition, which appears in the 1951 Convention Relating to the Status of Refugees, has evolved and been updated becoming more precise and complete throughout the years, in order to include everyone entitled to such protection.

Even though this definition has evolved from a very rudimentary stage to a much more inclusive and up-to-date one, it fails to go beyond its legal validity.

I've decided, therefore, to include another kind of definition, which captures the perspective of a Syrian child who was forced to flee the Syrian Arab Republic:

*"- ...So now I know what the word refugee means, that you leave your own country, Syria, and you come to a strange land that you don't know, and you stay there and suffer its difficulties. That's the word 'refugee', it's very strange."*<sup>9</sup>

This Syrian child living in the Zaatari refugee camp in Jordan, provides a testimonial to the challenges and uncertainties experienced by those who are forced to seek refuge in a strange land. For millions of other children, who come across the same hardships and suffer its effects education can provide a much needed sense of normalcy and safety at the present moment and hope in the future.

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8 The 1951 Convention relating to the status of Refugees and its 1967 Protocol are the fundamental, basic instruments at the core of the refugee system of rules/law.

9 Quote transcribed from the video entitled *You feel that they have lost their hearts in Syria* Child refugees video. [Online]. Available at: <<http://www.theguardian.com/world/video/2013/jul/25/syria-child-refugees-video>>. [Accessed on 15-10-2013].

## 5.2. Formal and non-formal education

Given the diversification of the educational field, I deem it essential to clarify and make a distinction between these two concepts, for delimitation purposes.

Formal education is usually provided within a formal school system and normally liable of certification. Such system is a highly organized and hierarchized one, typically defined and controlled by governments through the national ministries of education of each country. In emergency situations though, it may be developed with the support of donors, NGOs and other agencies. Regarding the formal system, Wim Hopper states that:

“In this perspective, the core characteristics of the formal system, as imposed by the state for national purposes, are: the promulgation of a national standard curriculum; the establishment of sanctioned institutions of learning; and the linking of selected forms of education with national systems of examination, qualification and certification...”. (Hoppers 2010)

The provision of such learning opportunities usually takes place in a system of schools, universities and is targeted at children with ages beginning at five and continuing to eighteen.

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Non-formal education (NFE), in contrast, may or may not take place in educational institutions and is available to people of all ages, being sometimes called “second-chance education”.

It is more innovative and flexible in the sense its curricula is not imposed and thus, has a greater ability to adapt to a given group's educational needs. It is usually delivered by NGOs and encompasses a much more intense community participation.

In emergency situations, when the education system is not able to respond effectively, NFE can provide learners with valuable tools and “...*may lead to late entry into formal education programmes*”. (INEE 2010).

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10 Age limits may vary, according to the educational system.

### 5.3. The Ecological Paradigm

In this section, I intent to show the utility of the paradigm developed by the psychologist Urie Bronfenbrenner and its applicability to a contemporary and most complex issue – the education of refugee children in a context of crisis. Through the introduction of this theory, I will try to establish a relation between the different contexts these children interact in, to find how turkish policies and politics affect their circumstances and their ability to attend school.

Bronfenbrenner, a russian-american developmental psychologist, conceived a theory aimed at explaining child development as a consequence of an interplay of different contexts, all interrelated and with different ranges of influence on the child. This theory, appeared to me as very pertinent, since the target group of my dissertation comprises Syrian children under temporary protection in Turkey.

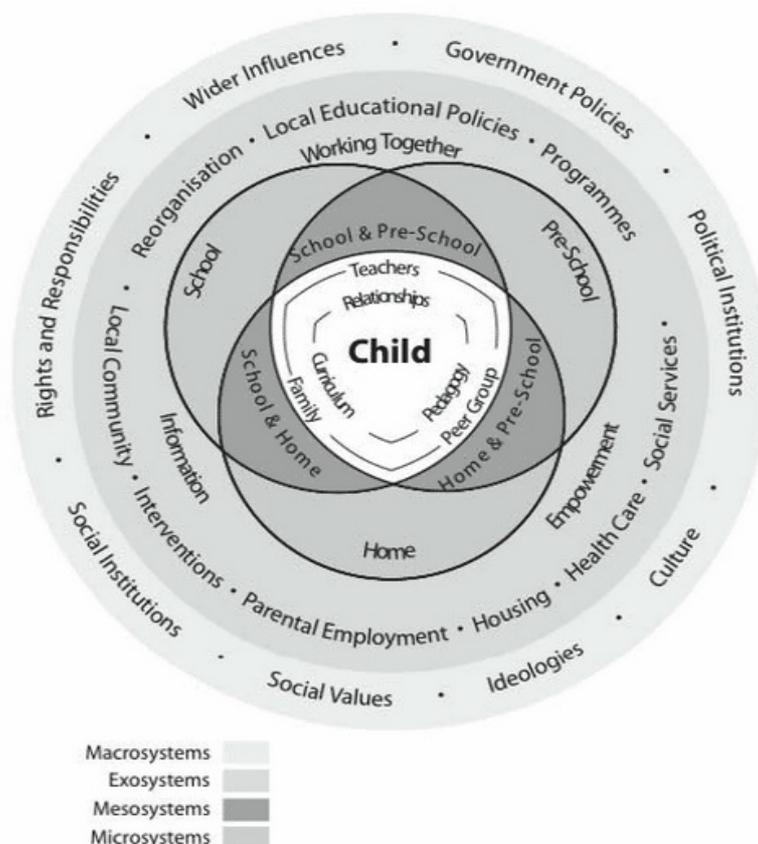


Image 1.1. Bronfenbrenner Ecological Paradigm <sup>11</sup>

<sup>11</sup> Source: The Scottish Government, 2008.

## **Education in Emergencies - the Syrian Children under temporary protection in Turkey.**

The image above illustrates the way in which all the environmental systems relate to one another whilst showing, through a gradient of systems, the various contexts a child is likely to come across throughout his/her life. Even though every system represented in this image has an effect on the child, some play a more immediate and direct role on his/her behaviour than others.

This theory arises in the 1970's challenging, what was then, the common practice in this area; when most researchers took a very restrictive approach to developmental psychology, regarding the development of an individual without valuing the role played by the environment.

As one might infer, this was a big step towards understanding in what way different settings may affect us at an early stage of our lives. Mostly because, if we are able to understand what affects us, and how, we then have the power to change it at our favour, if it's in our hands.

In the ecological<sup>12</sup> paradigm one can be perceived as a product of the environment surrounding them whilst, at the same time, have influence on the various contexts they may interact with.

In the chapter dealing with the emergency educational services provided by the GoT, the specific case of the Syrian children under temporary protection in Turkey will be addressed through the presentation of each one of the systems pertaining the Ecological Paradigm developed by Urie Bronfenbrenner.

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12 In natural science, ecology refers to the relations between a given organism and the environment it inhabits.

## **II. Turkey's asylum system and practices: towards a more humanitarian approach.**

### **1.1. Introduction**

Any body of law arises as a product of a dialogue between reality and the need to regulate that same reality. It may claim its origins in the need to protect, enforce certain obligations or even grant rights to an individual, a given group or a state.

One can, therefore, conclude that laws arise as a mechanism that seeks to contain and restore the balance of an order that has been disturbed. These rules or guide lines play, in this way, an important role in crisis situations.

The first chapter of this dissertation aims at making the reader familiar with the legal framework ruling mass influxes, in particular, of the individuals who seek asylum and apply for Refugee Status (RS). It will dwell on the legal conditions asylum seekers find, and what rights they are entitled to, when they enter Turkey. I will start by referring to the main legal instruments of the International Refugee Regime to, finally, introduce Turkey's particular case regarding its asylum and refugee policy. This part will introduce the Turkish asylum system as a very peculiar one, which has been the target of strong criticisms by the international community and human rights organisations.

Its main purpose is to argue that the massive influx of Syrian asylum seekers and its current legal status in Turkey has had a profound effect on the Syrian children's quality of life and sense of security and has taken a tremendous toll on their enrollment in school, affecting the overall potential of their education.

The current chapter will also argue that there has been a shift in Turkey's asylum system, from a security-oriented approach to one with a much bigger focus on human rights. It shows that, even though there has been a positive evolution in this specific body of law, decisive steps – such as the lift of the geographical limitation – are still to be taken, in order to ensure wider protection to asylum seekers and contribute to a more quality education of the Syrian

refugees.

Finally, I will underline the importance of responsibility – sharing and the need for the EU, and the international community in general, to step up its assistance to Syrian asylum seekers.

### 1.1. The International Refugee Regime

In 1951 the Convention relating to the Status of Refugees, known as the Refugee Convention<sup>13</sup>, arose against a background of migration fluxes in Europe, caused by the Second World War. Among its drafters and original signatories was the Republic of Turkey. Drawing upon other instruments, such as the Universal Declaration of Human Rights (UDHR), the Refugee Convention was the first one to endorse a single definition of refugee at the international level. This definition, however, was limited in scope, considering only those individuals, who were fleeing as a result of “...events occurring in Europe before 1 January 1951”. (UNHCR 2011, 14).

The importance of this convention, considered the centrepiece of international refugee protection today, lies in the fact that it provides the definition of refugee, stating their rights and obligations to their host country, as well as the legal obligations of its signatory states. It addresses, therefore the particular needs and rights of refugees determining who should be given that protection, and in what conditions.

Sixteen years later, in 1967, an amendment to the Refugee Convention was made in the form of a protocol – the Protocol relating to the Status of Refugees –, removing the temporal and geographical limitations in the definition of refugee<sup>14</sup>, and making it applicable at a universal scope.

A few countries though, such as the Republic of Turkey, still maintain this geographical restriction. This means that Turkey has no legal obligation of giving refugee status to the

13 The 1951 Convention is the only global legal instrument dealing with the status and rights of refugees. In: UNHCR 2011.

14 See article I, paragraph 2 and 3 of the *1967 Protocol in UNHCR. (2011). The 1967 Protocol relating to the Status of Refugees*, pp.45. [Online]. Available at <<http://www.unhcr.org/3b66c2aa10.html>>. [Accessed on 17/10/2013].

Syrian asylum seekers coming its way or any individuals who may seek asylum in the Turkish Republic, fleeing events occurring outside Europe. This is the case of Syrian asylum seekers.

## 1.2. The geographical limitation to the Refugee Convention

Before dwelling on the specific legal situation of Syrian asylum seekers in Turkey, it is worth contextualising Turkey's decision of not lifting the geographical limitation, since it has had significant implications in the lives of every asylum-seeker entering its territory. The reason why Turkey has not yet lifted the geographical restriction to the Refugee Convention is mainly related to its own geography and history.

In regard to this subject (Kemal Kirişçi, 2012, 75) notes that:

*“Owing to its geographical location, Turkish officials are conscious that Turkey risks becoming a buffer zone or a dumping ground for the EU's unwanted asylum seekers and refugees. The adoption of the current *aquis*<sup>15</sup> would make Turkey a typical “first country of asylum” responsible for status determination with membership and a “safe third country of first asylum” before then.”* (Kirişçi 2012, 75).

Turkey has, for a long time, been an immigration and transit country for irregular migrants (Kirişçi 2013, 75), due to its strategic situation between the East and the West and to its long borders along the Mediterranean and the Aegean. One could even describe Turkey as a bridge between the Middle East region – where the much felt political turmoils still provoke migration fluxes of all kinds – and Europe, more economically stable.

The history – related reason is a consequence of the latter. Throughout time, Turkey has had migrants of all kinds entering its territory. Yet, in contrast with its predecessor, the Ottoman Empire, the Republic has followed a different and much more restrictive route regarding its refugee policy, mostly driven by a concern of potential threats to its national security.<sup>16</sup>

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15 States applying for EU membership must abide to the *aquis communautaire*, which includes all the directives and regulations adopted by the European Commission.

16 Gulf Crisis in 1991 and the Iran – Iraqi war in the late 80's both caused security concerns; the latter, over potential PKK kurdish militants entering Turkish territory.

**Education in Emergencies - the Syrian Children under temporary protection in Turkey.**

As it's been said, the geographical limitation, maintained by the GoT, discriminates asylum-seekers in the grounds of their country of origin, i.e. the host country Turkey has no legal obligations under the Refugee Convention towards groups of individuals uprooted by events occurring outside Europe.

In this way, Syrian asylum seekers, as a group fleeing a conflict occurring in SAR, are not entitled to the Refugee Status in Turkey and may have, consequently, less rights and weaker protection mechanisms at their disposal.

In 2007, according to a UNHCR global report (UNHCR 2007, 427), Turkey confirmed its determination to maintain the “geographic limitation” that restricts its obligations under the 1951 Refugee Convention to people uprooted by events in Europe.

<p><b>Turkish definition of refugee</b></p> <p>(as set out in the Law on Foreigners and International Protection*)</p> <p>*adopted in April, 2013</p>	<p><b>Definition of Refugee</b></p> <p>(as set out in the 1951 Convention relating to the Status of Refugees, updated in the 1961 Protocol relating to the Status of Refugees)</p>
<ul style="list-style-type: none"> <li>• “...a person who <b>as a result of events occurring in European countries</b> and owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality and is unable or, owing to such fear, is unwilling to avail himself or herself of the protection of that country...” (Refworld 2014).</li> </ul>	<ul style="list-style-type: none"> <li>• “... someone who "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country...”<sup>17</sup></li> </ul>

**Table 1.2. Different Definitions of Refugee.**

The Turkish definition of refugee, to this day, does not correspond to the widely accepted international definition, stated in the 1951 Refugee Convention.<sup>18</sup> The geographical limitation

17 UNHCR. (2010). *Convention and Protocol Relating to the Status of Refugees*. Chapter 1, Article 1 (2). [Online]. Available at <<http://www.unhcr.org/3b66c2aa10.html>>. [Accessed on 2/11/2013].

18 “The Convention, which entered into force in 1954, is by far the most widely ratified refugee treaty, and

to the *Convention Relating to the Status of Refugees* has not been lifted by the Got to the present moment and there is no indication that it will.

#### 1.4. The Law on Foreigners and International Protection

In April, 2014 a new law entered into force. According to the OECD country notes on Turkey, this law provides “... a single legislative framework governing foreigners law, with safeguards for the rights of migrants and refugees in line with EU and international standards.”(OECD 2013, 302) Despite what's been said regarding the update of Turkey's legal framework, her efforts are not nearly enough, once these citizens find themselves without the due protection that would be guaranteed to them, had they been granted refugee status. Surprisingly though, despite the international criticism, the geographical restriction to the Refugee convention was not lifted.



Image 1.2 :The European and Turkish flags

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*remains central also to the protection activities of the United Nations High Commissioner for Refugees (UNHCR)”.in . Goodwin-Gill, G. (2008).*

The recent updates on Turkey's asylum framework, however, are deeply related to Turkey's accession to the EU and the Syrian crisis. The reforms in the Turkish asylum framework have been ad hoc, which reflects Turkey's tendency regarding the updating of its asylum system is one more of late response than of preparedness.

Different actors such as the UNHCR, the ECtHR, the EU have all had considerable influence in the reforms which have been taking place in the country's asylum system. The Syrian crisis has been the illustration of those reforms. In 2005, the GoT adopted an Action Plan on Asylum and Migration, which laid out the:

- development of a national status determination system;
- lift of the geographical limitation and
- adoption of EU directives on asylum and migration.

However, The GoT is conscious that it has to take on very costly decisions both financially and politically. The lift of the geographic restriction by the Turkish authorities could be considered as a reward of membership<sup>19</sup> and a guarantee of stronger burden sharing mechanisms on behalf of the EU. In this way, as Kirişçi notes, the lifting of the geographical limitation “...seems unlikely to happen unless the prospects of EU membership for Turkey become credible.” (Kirişçi 2013, 80).

## **1.5. Syrian asylum seekers in Turkey**

### **1.5.1. Guests instead of Refugees: history repeats itself**

*“Migration represents both an opportunity and a challenge. While well-managed migration may foster progress and welfare in origin- as well as destination countries, its mismanagement may put social cohesion, security and national sovereignty at risk.”*(Özden 2013).

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<sup>19</sup> “EU-Turkish relations have reached a point where on the Turkish side the expectation of eventual membership occurring is low.” In (Kirişçi 2013, 80).

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

This sub-chapter concentrates on the current legal situation of Syrian refugees in Turkey. It argues that the temporary protection regime set out by the GoT has created a precarious situation for millions of refugees and that the most durable, humanitarian solution would be to provide them with the refugee status. Many consider, mistakenly, that the word *guest* denotes a choice to have them as a hospitality gesture. Legally however, such status leaves them much more vulnerable and with no long-term prospects. As Şenay Özden puts it:

*“...the Turkish state has not carried out a policy towards Syrians based on a discourse of rights, but rather one based on “generosity.””* (Özden 2013).

Turkey has temporarily accepted Syrian citizens into its territory on humanitarian grounds, and not as refugees. A signatory state has concrete obligations under the Refugee Convention, that have no effect towards *guests*.

The same happened during the 1988 Iraqi Kurdish and 1989 Bulgarian refugee flows to Turkey, where the Iraqi kurds and Bulgarian refugees were denied refugee status, which led the Parliamentary Assembly of the Council of Europe to issue in 1991 its “Recommendation 1151 on the Reception and Settlement of refugees in Turkey” (Council of Europe Parliamentary Assembly 1991). The Iraqi Kurds and Bulgarian citizens were also called *guests*. The Recommendation criticized then the treatment given to the refugees by the GoT and asked the Turkish Republic to lift the geographical limitation.

Not very long after, following the outbreak of war in Chechnya in 1999, millions of Chechens sought refuge in the neighbouring Turkish Republic. However, and according to Amnesty International, they were too considered as guests by the GoT and not one of them had access to asylum procedures, even though they were fleeing from a country within Europe. In regard to this subject, Amnesty International further notes that:

*“Instead they have been granted by the MOI a legally ambiguous status as ‘guests’. Such status, while granting them temporary permission to remain in the country, does not consider their protection needs as persons fleeing human rights violations or the individual circumstances of their claims.”* (Amnesty International 2010, 12)

Like the Iraqi Kurds, the Bulgarians and the Chechens, Syrians have been hosted as *guests*,

*and thus*, local integration within Turkey is not an option<sup>20</sup>. Against the possibility of being integrated in the country and without being given the legal protection provided by the Refugee Convention, what options are they left with?

### **1.5.2. The Temporary Protection Status:**

*from refugee protection to containment and from durable to temporary solutions.\**

\*(Ihlamur-Öner 2013, 199)

*“The sad realization that the Syrian refugee crisis is unlikely to go away within the next few months, and that increasingly long-term solutions for refugees need to be put in place calls for an open discussion that needs to be taken seriously both in the EU and in Turkey.”* (Tolay 2014).

In April 2011, a month after the Syrian unrest began, a Temporary Protection Regime (TPR) was formally established by the GoT, making Turkey the first country in the sub-region to respond to the rising influx of Syrian citizens.

The TPR is underpinned on three core principles:

- an open-door policy, that is to say, no rejection at the entry;
- non-refoulement, i.e. no forcible returns and
- access to support and assistance, where basic needs are met.

As the name indicates, such status is only temporary and denies Syrian guests the permanent protection they might deserve. The current regime may afford fewer rights in the specific case of Syrian citizens, since they are fleeing the SAR on a well founded fear of persecution and are not being legally recognized accordingly. Moreover, to be under the Temporary Protection Regime means that the host state may terminate such status at any time, without the legal safeguards provisioned in the refugee convention. According to the UNHCR there are three main durable solutions for refugees – repatriation, absorption into the host country, resettlement

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<sup>20</sup> Integration is only an option for persons of Turkish descent or culture.

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

in a third country.

The first and second solution are excluded, for reasons already stated and the third option is not available, because Syrians don't have a refugee status. They find themselves in a complex legal situation, without International Protection.

UNHCR acts as advisor of the Turkish Government regarding the protection needs of individual non-European asylum seekers. The Ministry of Interior (MOI) is body responsible for status determination. However, it is UNHCR who's responsible for conducting RSD for all non-European asylum seekers, in the condition that it finds resettlement opportunities abroad for those who qualify as refugees.

It was during the field research I conducted in Istanbul, Turkey, that I informally learned from a legal expert on refugee law that UNHCR had stopped conducting individual RSD, for lack of capacity, regarding the new arrivals of Syrians crossing the border. I then confronted it with other sources of information, namely a joint publication by the *Southern Refugee Legal Advocacy Network* member-agency in Turkey and the *Helsinki Citizens Assembly–Refugee Advocacy and Support Program*, which supported the statement. The piece of information reads as follows:

*“UNHCR does not register the newly arrived Syrians and essentially ‘froze’ the processing of previously registered Syrian asylum seekers—in much the same way UNHCR dealt with Iraqi asylum seekers in the 2003–2006 period following the fall of the Saddam regime.”* (Fahamu Refugee Legal Aid Newsletter 2012).

A country may establish a Temporary Protection Regime when the numbers of individualised asylum claims overwhelm the State's capacity, as in the specific case of the Syrian diaspora. However *“[t]here is no provision in the Refugee Convention that permits suspending the obligation to conduct refugee status determinations under any circumstances, even under conditions of mass influx.”* (M. Akram and Rempel, T. 2004, 14).

This fact leaves all Syrian asylum seekers in Turkey in a limbo situation, since they can't settle in the Turkish Republic and are being denied the only main durable solution existent for refugees, which is resettlement in a third country.

We could say we are before a tendency which represents a retrocess in the International Protection panorama. Turkey is now acting as a buffer zone for the mass influx occurring in her

territory. The international community has mainly reacted instead of acting and seeking long term solutions and it reflects instead a tendency which privileges containment and short-term solutions.

## 1.6. Responsibility-sharing

Appeals have been made to the international community on the responsibility of contributing and investing on the efforts of assisting the people affected by this crisis. The gap in Turkey's funding requirements (a gap of 91%, as of April 2014), shows that this responsibility has so far relied mostly in Turkey and the other countries in the sub-region.

Regarding the resettlement of Syrian refugees in the countries within the European Union<sup>21</sup> “...the EU numbers indeed pale in comparison to the number of Syrians received by Lebanon, Jordan or Turkey.” (Tolay 2014, 4). To make it to the EU, refugees from Syria have to breach “Fortress Europe” since it is nearly impossible for refugees or asylum-seekers to reach Europe lawfully. (Amnesty International Briefing 2013). The international community is failing despite the constant appeals.<sup>22</sup>

What consequences does this system have on education? In what way does it protect or hinder the children seeking asylum and their families, educationwise?

It should be highlighted that the Refugee Convention is grounded in article 14 of the Universal Declaration of Human Rights (UDHR). This is to say that, apart from the Refugee Convention, Turkey is still bound through UDHR to educate children regardless their country of origin, and is committed to the provision of free and compulsory education under the Children's Convention and ICESCR. To conclude, despite the provision of education not

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21 “Unlike the EU's *de facto* closed-door policy for many Syrian refugees, Turkey has applied so far an open-door policy towards Syrian citizens seeking refuge at its southern borders, welcoming more than 600,000 since June 2011.” IN (Tolay 2014, 4).

22 “Government ministers and senior representatives from Lebanon, Jordan, Turkey, Iraq and Egypt together with UNHCR today appealed to the international community to boost solidarity with countries in the region that are hosting the majority of refugees fleeing the conflict in Syria. (...)The appeal came in a joint statement released during a tour of the Harran-Kökenli refugee camp in south-eastern Turkey, which currently provides shelter to 14,000 Syrian refugees.” . IN (UNHCR 2014).

## **Education in Emergencies - the Syrian Children under temporary protection in Turkey.**

being directly affected on a legal perspective, since its provision is guaranteed through other instruments, the deficient way in which Turkey has dealt with migration movements and the needs of asylum seekers is contributing to the precarious state in which Syrian refugees live and having serious concrete implications on the livelihoods of families and school-aged children.

## II. Humanitarian assistance by Turkey

Because education in emergencies (EiE) integrates humanitarian response, it is important to find out which principles guide Turkish humanitarian assistance and how this concept articulates itself with other aspects of Turkish reality. The main features of humanitarian assistance will be outlined throughout this chapter. Yet, it should be noted that this concept is not static and that it evolves in an urge to respond to the complex challenges crises pose. This study will also refer to what it means to be an emerging donor of aid within the present context, focusing on the Turkish case. These are all determinant factors in the Turkish response to the current crisis occurring within its borders.

### 1.1. Defining Humanitarian Assistance

According to the Global Humanitarian Assistance (GHA) website, humanitarian assistance is “...aid and action designed to save lives, alleviate suffering and maintain and protect human dignity during and in the aftermath of emergencies.”<sup>23</sup>

It then goes on, adding that it is meant to be “short-term in nature”. In practical terms, however, determining when such aid should stop and other types of assistance – such as development assistance – begin, is a far more complex exercise.

Regarding the same subject, AFAD, the Disaster and Emergency Management Presidency, responsible for the coordination of the humanitarian assistance within the country, states that:

*“Turkey, indiscriminate of race, religion, language and gender, strives to rapidly channel humanitarian assistance to those countries in dire straits and supports the international efforts to this end.”*

This definition is pursuant to that present in the UN General Assembly Resolution 46/182 (1991), which states that humanitarian assistance “...must be provided in accordance with the

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<sup>23</sup> Global Humanitarian Assistance. (2014). *Defining Humanitarian Aid*. [Online]. Available at <<http://www.globalhumanitarianassistance.org/data-guides/defining-humanitarian-aid>>. [Accessed on 06/2/2014].

*principles of humanity, neutrality and impartiality.*"<sup>24</sup>

Humanity, one of the seven fundamental principles guiding humanitarian aid, is, according to the International Federation of the Red Cross (IFRC), "...born of a desire to bring assistance without discrimination to the wounded on the battlefield and seeks to prevent and alleviate human suffering wherever it may be found(...) to protect life and health and to ensure respect for the human being"<sup>25</sup>

Both UN, AFAD and the IFRC convey a notion of humanitarian aid which is neutral and apolitical in the sense that it provides relief regardless gender, religious beliefs or political choice. It is also conveyed that this type of assistance is provided in order to suppress immediate and basic needs such as health care, shelter, water and food, with the aim of keeping the dignity of those who, by different reasons, find themselves in a vulnerable condition.

To depend on humanitarian assistance and short-term early recovery aid in a context of acute and prolonged crisis however, means that no pathway to sustainable livelihoods is being built. Such efforts tend to be relegated to a later phase and that's where development assistance usually comes in.

Development assistance can be regarded as a foreign policy instrument whose main goal is improving livelihoods and reducing poverty in less developed countries (LDC) or in the aftermath of a crisis. It is important to highlight that the political nature of development assistance (as distinct from humanitarian and relief assistance) is worthwhile during times of complex emergency.

The protracted nature of a non-international armed conflict, on the other hand, questions whether this distinction makes sense and should be there at all. People living in prolonged emergency situations are in a vulnerable situation and need basic services, however they also deserve a chance of investing in their future and require long-term perspectives, which immediate assistance can't offer. This is a longstanding debate which illustrates the paradoxical nature of humanitarian assistance. Where should then education be?

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24 UN. (No date available). *Strengthening of the coordination of humanitarian emergency assistance of the United Nations*. Annex. I(2). [Online]. Available at <<http://www.un.org/documents/ga/res/46/a46r182.htm>>. [Accessed on 26/4/2014].

25 IFRC. (No date available). *The seven Fundamental Principles*. [Online]. Available at <<http://www.ifrc.org/en/who-we-are/vision-and-mission/the-seven-fundamental-principles/#sthash.UeMALLe8.dpuf>>. [Accessed on 1/2/2014].

Interestingly enough, as an integral component of humanitarian assistance, EiE transforms and updates this concept, said to be short term by nature, making it sustainable, with powerful long - term implications.

It is worth highlighting, still in regard to this matter, that the definition of humanitarian assistance by Turkey appears on the website of the Ministry of Foreign Affairs (MFA) and that such definition makes no clear distinction between humanitarian assistance and development. It reads as follows:

*“Learning from its own painful experiences, Turkey is an ardent advocate of international solidarity and partnership with a view to building a safer world, saving human lives and protecting the environment. Turkey further believes that a comprehensive development can only be achieved through a sustainable and collective strategy.”*<sup>26</sup>

We have, therefore, on one side, the value of solidarity, the aspiration to save lives and on the other *comprehensive development*, a notion that doesn't fit under the immediate and short-term nature of humanitarian assistance. This fact leads me to conclude that, according to the MFA, the Turkish notion does not contemplate the short-term character of humanitarian aid and, unlike the norm includes comprehensive development under its definition. Humanitarian action by the Government of Turkey (GoT) may lack the short-term character usually under its wing and include other activities usually found under the development tag. When this line becomes blurred the chances that humanitarian assistance is being used as a diplomatic and foreign policy instrument to further agendas, other than the humanitarian one, become higher.

## **2. Turkey, an emerging donor country**

As stated in the Global Humanitarian Assistance Report of 2013, Turkey has been considered an *emerging donor of aid* (Development Initiatives 2013, 36). This concept not only includes the Republic of Turkey, but other countries such as India, China and Brazil, all of which have

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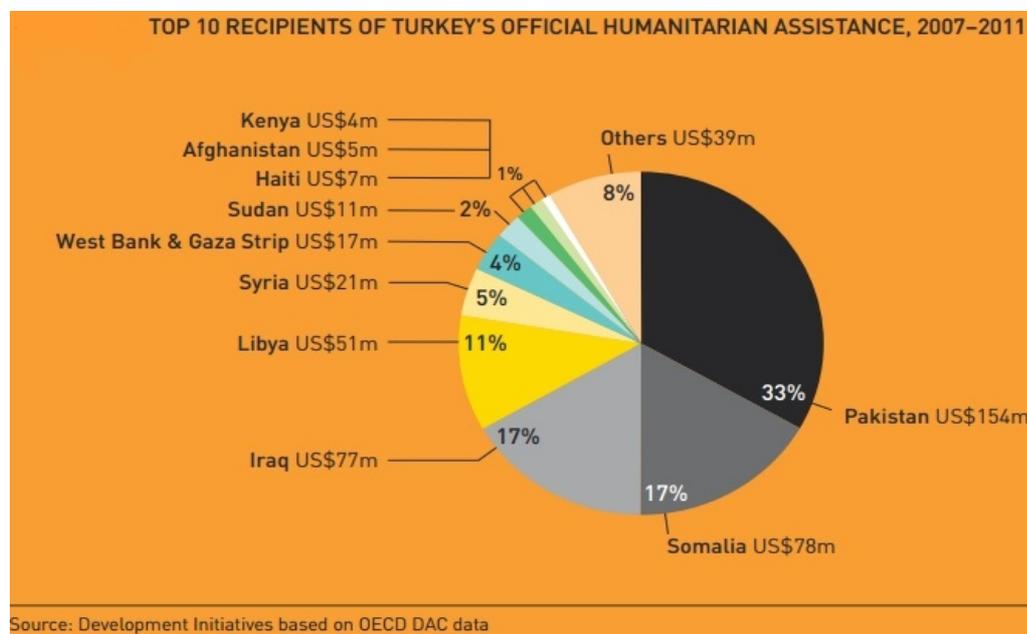
<sup>26</sup> Ministry of Foreign Affairs. (2011). *Humanitarian Assistance by Turkey*. [Online]. Available at <<http://www.mfa.gov.tr/humanitarian-assistance-by-turkey.en.mfa>>. [Accessed on 23/2/2014].

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

had, in past years, a *noticeable impact in the global development picture* (Cave, 2012).

What distinguishes these donor countries from the traditional ones though, is not just the fact that they are developing and emerging economies. Besides the humanitarian purposes, aid provision from these non-traditional donors is guided by geostrategic factors, commercial interests and expectations of regional stabilisation. As Chandy, L. notes:

*“The recent growth of emerging donors cannot be disassociated from the broader global trend of economic weight shifting away from advanced to developing countries, and the growing role of regional economic powers.”* (Chandy 2012).



**Pie chart 1.1: Top 10 recipients of Turkey's humanitarian assistance, 2007-2012**

Turkey has been taking part in various humanitarian assistance operations. In the African continent, the country has been playing an increasing role in Somalia<sup>27</sup> as an aid provider, which has steered certain organizations in the international arena to refer to Turkey as an “emerging donor country”.

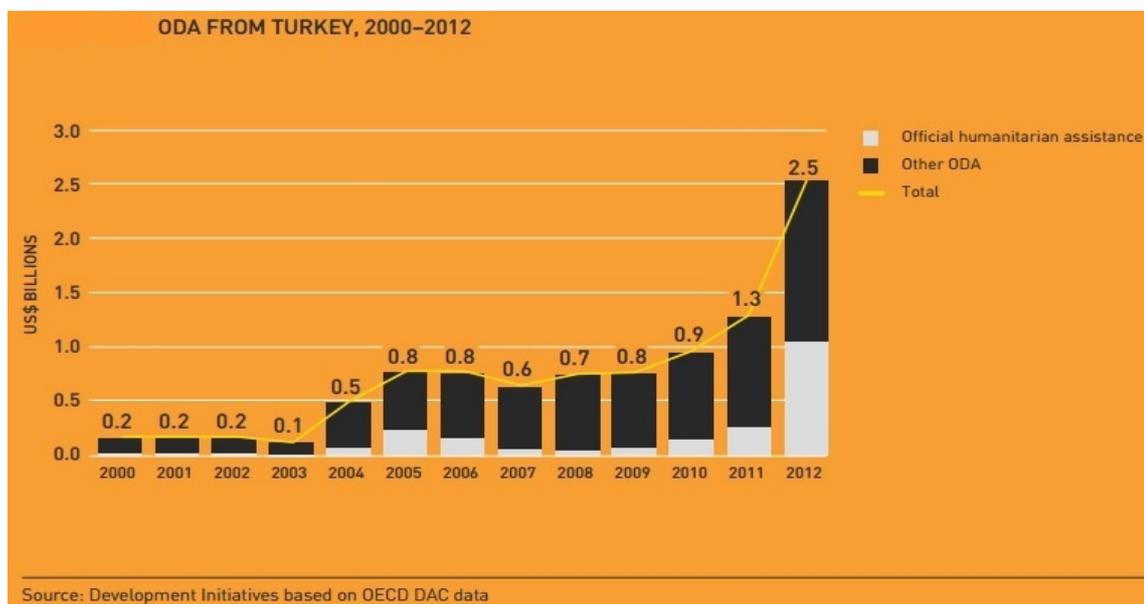
It is interesting to see that the most significant aid recipients from Turkey at the present time

<sup>27</sup> “Turkey has launched a bilateral support for Somali by providing aid in critical sectors like health, education, roads, garbage storage facilities, sanitary system, airports ...” in Al Jazeera Center for Studies Report. (2012).

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

have either shared a common history under the rulling of the Otomman empire (Syria), are regional neighbours (Iraq) or share the same religion – Islam (Somalia).

According to the AFAD Prime Ministry website, Turkey is “*assuming leading roles in the solution of international problems, delivering aid instead of receiving and regarded as an example in the region.*”<sup>28</sup> The country has, in fact, been considered the 4<sup>th</sup> largest donor in 2012, by the GHA 2013 Report (Development Initiatives, 2013). However, the country is also an aid recipient. According to GHA data, in 2010 Turkey received 0,35% of its gross national income (GNI) as aid, against an aid donation in its favour of 0,17% of its GNI, in 2011.



Graphic 1.1: Official Development Assistance from Turkey, 200-2012

In an article entitled *New in Town: A Look at the Role of Emerging Donors in an Evolving Aid System*, Chandy addresses a particular tendence of the emerging donor contries in neglecting the development and growth needs of their own populations:

“...the decision by some aid recipients to devote money to supporting development overseas is perceived as betraying a lack of seriousness about their own development needs.” (Chandy

28 AFAD. (2013). *Message From the Director General | We are working to become an exemplary country in disaster management!* [Online]. Available at <<https://www.afad.gov.tr/EN/IcerikDetay.aspx?ID=2&IcerikID=568>>. [Accessed on 09/11/2013].

2012). It should be stressed that, despite its ascendance as a regional power, Turkey is a developing country with serious needs and disparities, aggravated by recent social tensions. In 2009, the National poverty rate was of 18,1% and suffered an increase of 1% in relation to the previous year, according to the World Bank most recent estimates. This means that out of the Turkish population, ca. 18 out of hundred people were living below the national poverty line.

## 2.2. Turkish foreign policy: aid as a public diplomacy tool

*“Turkey is not only trying to establish herself as a humanitarian assistance provider, but also as a mediator in regional conflicts by operating with regional partners and gradually building trust through local partners. One can argue that Turkey is providing an example of niche diplomacy through humanitarian value-based policies”.* (USC Center on Public Diplomacy 2013).

Turkish foreign policy and diplomacy is underpinned by Mustafa K. Atatürk's famous quote *Peace at home, peace in the world*. The principle set in the phrase pronounced by the father of the Turkish Republic was recently called into question by the non-international armed conflict ravaging neighbouring Syria. The last events brought to earth the *zero problems with our neighbours* motto, which took a toll with Turkey's early stand against Assad.



Image 1.3.: Gezi Park protests in Istanbul, 2013.

## **Education in Emergencies - the Syrian Children under temporary protection in Turkey.**

With the social conflicts witnessed during the Gezi park protests and latest corruption scandals, to ensure peace and stability within its borders should be a sine qua non condition to the success of Turkey's engagement and foreign policy.

The use of Humanitarian action as a governmental public diplomacy tool to further political agendas may be costly in a long-term.

A question remains on weather the country will be able to sustain its current level of humanitarian assistance and pursue its engagement as a donor in a long term, since the Syrian refugees have no prospects of going back any time soon.

## IV. Education in Emergencies

*“UNICEF considers education an integral part of any humanitarian response to an emergency, equally important as food, shelter, water, sanitation, and health care.”*<sup>29</sup>

In this chapter I introduce the concept of education in emergencies (EiE). The paragraphs that follow will, in this way, draw attention to the fact that the importance of education, despite being considered a fundamental right, has slowly, and fairly recently, started to be recognized and integrated by the international community in the emergency response.

This chapter also aims to outline the benefits EiE brings to the lives of refugee and conflict-affected children and the importance of addressing and closing this gap.

The figures estimated of children with no access to education are alarming. In regard to this matter, the INEE website informs that:

*“Approximately 75 million children are out of school worldwide; more than half of these children are living in conflict-affected states.”*<sup>30</sup>

I will then, move on to the main object of this study – the educational services available to the Syrian refugee children residing in the Turkish Republic. The analysis of Turkey's response strategy from an educational perspective will cover the period between the arrival of the first syrian refugees to the country and the present time.

### 1.1. Background

The first part of this chapter argues that there is still a lot to be done in terms of concrete measures in order for EiE to become a reality for many children and youngsters in crisis situations. Different strategies and initiatives will be mentioned and highlighted, with the intent to demonstrate a shift in a rather historical tendence of considering education from a

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29 UNICEF (2014). *Education in Emergencies*. [Online]. Available at <[http://www.unicef.org/esaro/5481\\_education\\_in\\_emergency.html](http://www.unicef.org/esaro/5481_education_in_emergency.html)>. [Accessed on 15-04-2014].

30 INEE (No date available). *Education in Emergencies*. [Online]. Available at <<http://www.ineesite.org/en/education-in-emergencies>>. [Accessed on 30/12/2013].

solely long-term, developmental perspective. In regard to this matter, the Women Refugees Commission refers that:

*“Education for refugees and the displaced is often neglected. Traditionally, education has been seen as a long-term development activity, not a priority in humanitarian emergencies, and has generally not been funded during refugee crises.”* (Women's Refugee Commission 2014).

Despite the fact that education is considered a fundamental human right<sup>31</sup> and of the growing awareness that it should acquire special importance and significance in emergency situations<sup>32</sup>, the international and donor's communities have shown themselves much too slow and reluctant in making EiE a priority in their policies and agendas within a reasonable time frame and in an effective way that translates into concrete measures. As UN Special Envoy for Global Education and former British Prime Minister Gordon Brown notes:

*“We must make an intentional and deliberate turn from past policy responses to humanitarian crises where education has typically been underfunded.”* (UN News Centre 2013).

It should be noted that the donor community has also neglected education during emergency periods, preferably investing in sectors whose returns will more likely be seen within a short-term period. It has in fact been proven, as it will be demonstrated ahead, that in protracted conflict situations the interest of the donor community falls. The case, actually, is that only 2% of all humanitarian aid goes to the education field, according to the website of the *Global Partnership for Education* (GPE). (Global Partnership for Education 2012).

The Syrian civil unrest and unprecedented humanitarian emergency, which has caused millions of IDPs and a massive influx of refugees into neighbouring countries, provides a blatant example of how millions of children and young people can become deprived of a quality education or be left with no education at all during a humanitarian crisis.

In July, 2013 the Reuters Agency informed that *“...international aid for Syria has tailed off sharply in recent months with the conflict apparently slipping from people's minds even as the*

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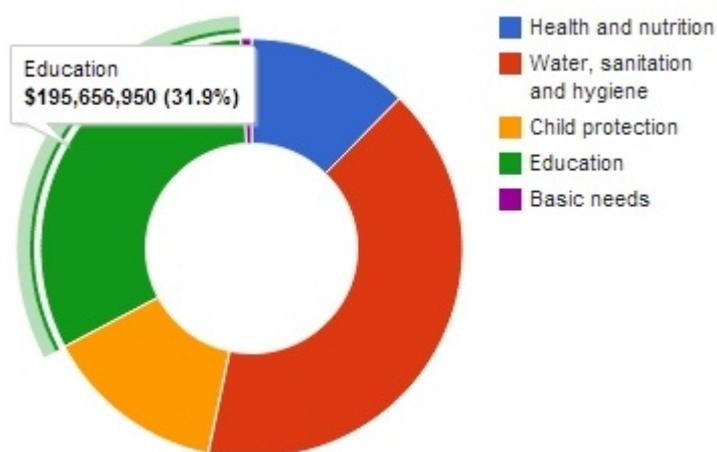
31 Universal Declaration of Human Rights (1948) (Article 26); Convention on the Rights of the Child (1989) (Articles 2, 22, 28, 29, 30, 38, 39); Convention Relating to the Status of Refugees (1951) and the 1967 Protocols; Covenant on Economic, Social and Cultural Rights (1966); Geneva Conventions.

32 United Nations General Assembly Resolution on the Right to Education in Emergency Situations (2010)

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

*humanitarian crisis deepen...*". (Ece Toksabay 2013).

Education, according to a pie chart shown in a UNICEF report is the sector which needs more funding right after sanitation. This chart shows, in my opinion, the current reality of EiE.



**Pie-chart 1.2: UNICEF's financial requirements, 2014.**<sup>33</sup>

On one hand it shows that education is considered an essential, basic human right alongside having access to water and proper sanitation. On the other hand, it shows the sharply unmet and unfunded needs in this area. This leads me to conclude that if education is a priority in the book, many stakeholders still don't take concrete and coherent measures about it.

The fact that initiatives such as the UN Secretary General's *Education First* and the GPE have arisen in the last few years, shows that there is a joint commitment by the international community towards improving the access to education in emergencies.

However, it also proves that the field of education has, in the past, been overlooked at the expense of millions of children and young people and thus, it urgently needs to catch up in order to become a reality and live up to minimum standards of quality. In relation to this subject, United Nations Secretary – General Ban Ki-moon adds that:

<sup>33</sup> In UNICEF. (2014) *Humanitarian action for children – Syrian Refugees*. [Online]. Available at <<http://www.unicef.org/appeals/syrianrefugees.html>>. [Accessed on 13/1/2014].

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

*“Despite the urgent need for investments in education and their clear returns, progress on this front has stalled in recent years. The cost of leaving millions of children and young people on the margins of society is far greater than the funds required to jump-start efforts to reach international goals for education, which had shown considerable promise.”* (Global Education First 2012).

To counter this tendency, the global initiative *Out-of-School Children* (OOSCI) was launched in 2010 by the UN agencies, UNICEF and UNESCO, as a joint effort towards the realisation of the second Millennium Development Goal (MDG) - reaching Universal Primary Education - adopted by the UN General Assembly in 2001.

Even so, according to the MDG 2013 Fact Sheet, *“...international aid to basic education in 2011 fell for the first time since 2002...”* (UN Department of Public Information 2013), stalling the progress made until then, in reducing the number of children, who find themselves out of school.

This fact plays a detrimental role in keeping the second goal of all the eight *Millennium Development Goals and beyond 2015* from being achieved.

Since all of them find themselves intrinsically correlated<sup>34</sup> the stalling in the education field is clearly jeopardizing the viability of the other goals.

### 1.2. Defining Education in Emergencies

Education in Emergencies, as defined by the International Network for Education in Emergencies (INEE), amounts to *“... quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocation, higher and adult education.”*<sup>35</sup>

It should be noted, in addition, that EiE is a vast field, which includes the provision of education to, not only refugees, but also internally displaced persons (IDP's), people living in

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<sup>34</sup> “Education has a clear multiplier effect; with education comes increased health, economic growth and food security”. In USAID (2014). *Education*. [Online]. Available at <<http://www.usaid.gov/education>>. [Accessed on 2/1/2014].

<sup>35</sup> INEE. (2014).

fragile and conflict settings and people who have been affected by natural disasters.

In this research, my analysis will be solely focusing on the field of refugee education, specifically on the education of children refugee, from five to seventeen years old.

Due to the fact that most of these children have, in different ways, suffered the consequences of war before reaching their host country, I acknowledge the practical benefits education can bring to the lives of these uprooted children, which are valuable and worth addressing.

**The practical justifications for an educational response in emergencies and for refugees include<sup>36</sup>:**

**(1) Education helps meet the psychosocial needs of children and adolescents affected by conflict or disasters that have disrupted their lives, studies and social networks.**

**(2) Education is a tool for protecting children in emergencies.**

**(3) Education provides a channel for conveying health and survival messages and for teaching new skills and values, such as peace, tolerance, conflict resolution, democracy, human rights, environmental conservation....**

**(4) Education for All is a tool for social cohesion, whereas educational discrepancies lead to poverty for the uneducated and fuel civil conflict.**

**(5) Education is vital to reconstruction for the economic basis of family, local and national life and for sustainable development and peace building.**

**Table 1.3: Practical justifications for EiE.**

### **1.2.1. Refugee education**

Since its creation in 1945, UNESCO has led the global mandate for education. However, in 1967, as agreed in the Memorandum of Understanding between UNESCO and UNHCR, the UN High Commissioner for Refugees took the lead in refugee education while relying on the experience and support of UNESCO. In 1996 UNHCR then developed a Memorandum of

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<sup>36</sup> INEE (no date available).

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

Understanding (MoU) with UNICEF. As noted by UNHCR Policy Development and Evaluation Service:

*“While UNICEF has its origins in serving “children in emergency,” refugee children have been outside of its education mandate. The MoU, however, outlined the contribution of expertise by UNICEF to UNHCR in assessing and analysing the needs of refugee, returnee, IDP, and local host children, emphasising the shared mandate to assist national governments vis-à-vis the well-being of children...”*<sup>37</sup>

Refugee education is subsumed to the larger field of EiE. Though it shares similar features with educational needs of the other groups, it holds important specificities and risks.

Considering his experience with children as a conventional teacher and as an education expert in MoNe, I asked Selman what were, in his opinion, the most significant features of refugee education in Turkey, at the moment:

*“First, students, due to the trauma they've experienced. Secondly, finding teachers that can qualify to work in EiE. Third, the language barrier, since it can have a detrimental effect on children's psychosocial stability, as there aren't enough people who are able to speak arabic.”*

<sup>38</sup>

## 2. The INEE and the Minimum Standards for Education in Emergencies

INEE, which stands for *International Network for Education in Emergencies*, was created in 2004 thanks to the efforts of many practitioners and policy-makers, who work together in order to achieve one main goal – make sure that all persons in emergency situations (natural or man-made disasters or armed conflict) have access to quality education.

They share knowledge among themselves and communicate good practices through a platform, which is updated on a regular basis. With the purpose of helping practitioners from all over the world to deliver a quality education<sup>39</sup>, a booklet was created entitled *The Minimum Standards for Education in Emergencies (MSEE)*. The minimum standards are qualitative in

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<sup>37</sup> UNHCR <http://www.unhcr.org/4fe317589.pdf>

<sup>38</sup> See Annex. I

<sup>39</sup> As stated in the INEE Minimum Standards Handbook, 'quality education' is education that is available, accessible, acceptable and adaptable. p.7

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

nature and are underpinned by important instruments all of which are rights-based and foresee the provision of EiE. In this way “[a]s the INEE Minimum Standards are based on the right to education, as codified in many legal instruments and international agreements, the guidance within the handbook cannot be set below these rights.” (INEE 2012,17).

The INEE Minimum Standards may feel, for practitioners in the field, somewhat out of reach, depending on the circumstances and resources available. However, it is important to keep in mind that each situation is unique and for that end, a context-oriented approach is decisive in order to these standards to be accomplished.

The figure below represents the five main domains. In accordance with the cross-cutting, foundational domain, workers from the field recognise the importance of a community – based approach, which should be assessed, monitored and analysed throughout the different phases of a crisis and applied to the other four domains. All four domains *Access and Learning environment*, *Teaching and Learning*, *Education Policy* and *Teachers and other Education Personnel* are inter – related and require equal effort from practioners to ensure a quality education in the different phases of a crisis: preparedness, response and recovery.

The minimum standards, which are qualitative in nature are included in the different domains.

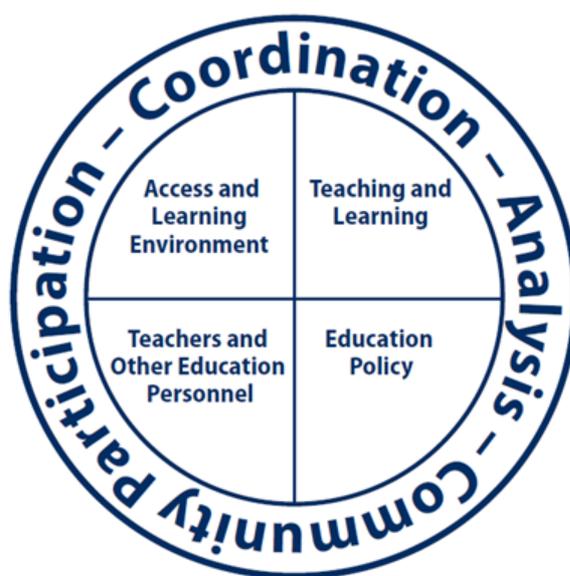


Image 1.4: The MSEE.

## **Education in Emergencies - the Syrian Children under temporary protection in Turkey.**

*Access and Learning Environment* covers basic requirements that are able to provide the beneficiaries with protected environment, where they can learn in safety. It is, therefore, also linked to a practical logistical side, as water and sanitation ought not to be neglected in a learning space. In this way it foresees the provision of infrastructure - a safe place to teach and to learn. This first domain also contemplates the physical and psychosocial wellbeing of both the educational staff and the students. Should this circle be a pyramid, this standard would be at the bottom since, in my view, quality education simply cannot occur if such basic needs aren't met.

The *Teaching and Learning Domain* focuses on resources deemed critical for any educational work. The standards within this domain include the training, professional development and support of the teachers, the curriculum as well as the instruction and learning processes and the assessment of learning outcomes. Teachers should be provided with the opportunities to further their training and the students should have access to fair and equal evaluation methods. As stated in the INEE Minimum Standards Handbook, the *Education Policy* domain focuses on policy formulation and enactment, planning and implementation. In order for this standard to be achieved, several entities, such as the government of the country in question and other ministries, must cooperate.

*Teachers and Other Education Personnel Domain* includes the management of human resources in the field of education and it covers the recruitment and selection of qualified teachers and other education personnel, as well as support and supervision of their activities.

### **3. No Country is an Island – the Syrian humanitarian crisis.**

*"The system is at breaking point. There is limited capacity to take many more. Where are the people going to flee? Into the sea?" (Chulov 2013).*

UN High Commissioner for Refugees António Guterres in interview

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## Education in Emergencies - the Syrian Children under temporary protection in Turkey.



**Map 1.1: The Sub-region.**

The Syrian humanitarian crisis has proven to be a heavy burden on its bordering countries and, against the first expectations<sup>40 41</sup>, what was meant to be a short-term crisis has dragged on and it is imposing serious social and economical consequences upon the whole region.

On a visit to Kilis, Turkish prime minister Recep Tayyip Erdogan brought attention to the dire humanitarian crisis taking place in the SAR, "...as well as the economic wound that Turkey has sustained because of the Syrian crisis. Caring for 40,000 refugees is costly, trade with Syria has ended, and Turkish commercial trucks can no longer reach the Gulf through Syria..."(Al-Monitor2012).

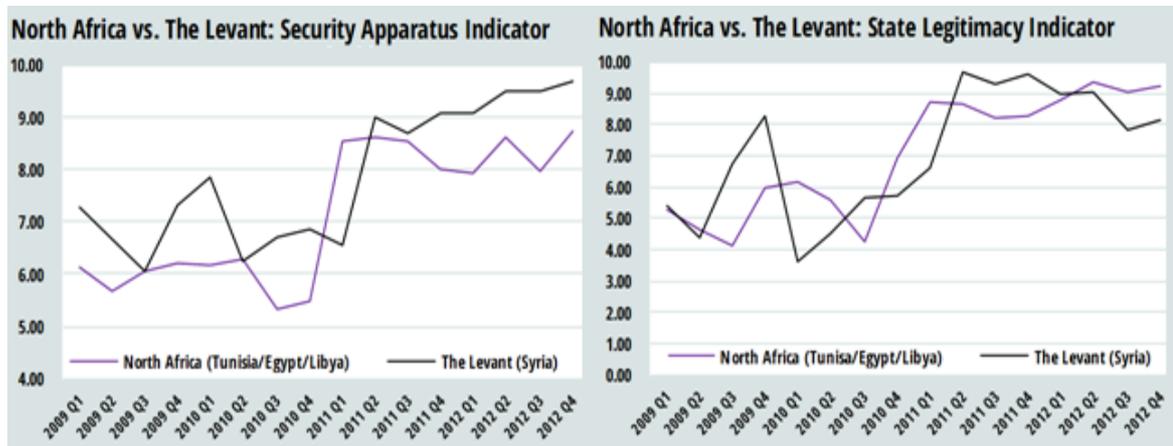
In March 2011, what began as a peaceful and legitimate demonstration against the current Syrian president Bashar al-Assad, the representant of the Baath Socialist Party, rapidly escalated to a violent confrontation as the paramilitary militias, the Shabiha, started to use indiscriminated force against the protesters.

40 "The original expectation was that this was going to be a short wave of people that would quickly recede, said the EU's humanitarian commissioner, Kristalina Georgieva." in (Chulov, M. and Rice-Oxley M. 2013).

41 "The authorities first stressed that all the Syrians were only waiting there for the situation in Syria to improve and that they wanted to return home." In (Council of Europe 2011, 7).

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

The uprising began in the context of the Arab Spring, however, of all the North African countries to have experience some kind of civil unrest to some extent, Syria's has proven to be the most violent and most complex.



Graphic 1.2: Security Apparatus and State Legitimacy Indicators.

These two graphics, produced by the Fund for Peace CAST software, establish a comparison between the North African countries, Tunisia, Egypt and Lybia, and Syria, in the Levant region. In my interpetation, by relating these different regions, the two graphics intent to show the Arab Spring as common denominator. They also show the temporal gap between the uprisings that took place in each region, which has a relation with its geographic proximity.

In regard to the legitimacy indicator shown above, the Syrian state became the most close to ilegitimacy, in the second quarter of 2011, when the government started reacting to the demonstrations with extreme brutality, going against every human right and Syria coming closer of becoming a failed state.

### 3.1. A Failed State

Even though there is no consensus on what a failed state is, I consider that there are minimum requirements a country should be capable, or willing, to fulfill in order to be considered legitimate. The results presented on this table are guided by social, economic and political indicators. The one highlihted in red refers to the Syrian Arab Republic in the year 2013. The

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

categories featuring in the table can be somewhat subjective, however, they are also a helpful means of indicating fragilities and tendencies.

The Syrian Arab Republic, which in 2011 occupied the 48<sup>th</sup> position, soared to the 23<sup>rd</sup> position in 2012, finding itself, as shown below on the 2013 table, in the 21<sup>st</sup> place.

A country should be the provider of basic services to its population such as security and education, however, there are various reasons why a state may not be capable of providing such services.

Therefore, I find that each case must be analysed carefully, taking into consideration its background and context. In regard to the syrian non-international armed conflict, it is important to highlight that domestic institutions are, in this specific case, as much to blame as the external entities and countries who fuel sectarianism and further violence in pursue of their own interests.

Failed States Index 2013		Total	Demographic Pressures	Refugees and IDPs	Group Grievance	Human Flight	Uneven Development	Poverty and Economic Decline	Legitimacy of the State	Public Services	Human Rights	Security Apparatus	Factionalized Elites	External Intervention
18	Niger	99.0	9.8	7.9	7.8	6.3	7.9	8.4	8.1	9.5	7.6	8.3	8.9	8.5
19	Ethiopia	98.9	9.7	8.7	8.6	6.7	7.6	7.7	7.3	8.7	8.7	8.4	8.7	8.1
20	Burundi	97.6	8.3	8.8	8.1	6.2	7.6	9.1	8.4	8.3	7.9	7.7	7.9	8.7
21	Syria	97.4	5.6	9.5	9.3	6.2	7.2	6.4	9.6	7.0	9.5	9.8	9.2	8.1
22	Uganda	96.6	9.1	8.4	8.0	6.7	7.8	7.4	8.1	8.3	7.9	8.2	8.6	8.2
= 23	North Korea	95.1	8.0	5.0	6.6	4.4	8.3	9.3	9.8	9.5	9.7	8.4	7.7	8.4
= 23	Liberia	95.1	8.8	9.2	6.5	7.0	8.0	8.3	6.8	9.1	6.4	7.1	8.3	9.8

Table 1.4: Failed States Index – Syria, 2013.

One of the highest scores registered on this table refer to the legitimacy of the state. The atrocities committed are well shown in the Human Rights index. The group grievance, as well as the number of refugees and IDPs, are a direct consequence of the violations committed and of the state's failure to protect its own citizens.

As of January 2014, the Syrian civil war has caused an unprecedented humanitarian crisis causing the UN to ask for its highest funding appeal ever. (Sherlock 2013).

### 3.2. The Turkish refugee camps

*“There is a tragedy in the plight of Syrian refugees, but let us not forget that they would have no place to go without the generosity of the neighbouring countries...”*

António Guterres, the High Commissioner for Refugees

As of 31<sup>st</sup> March, 2014, 800.000 Syrians<sup>42</sup> have sought asylum in Turkey, according to UNHCR estimates. These numbers make the Republic of Turkey the second country, after Lebanon, to have the highest number of refugees within its territory.

Of the 800.000 Syrian refugees, around 200.000<sup>43</sup> are now known to be living in the refugee camps located in the southern regions of Turkey.



Map 1.2: Location of the Turkish refugee camps.

42 The number of Syrians entering the Turkish Republic is expected to reach one million by the end of 2014.

43 According to the most recent information made available by AFAD, in September, 2013.

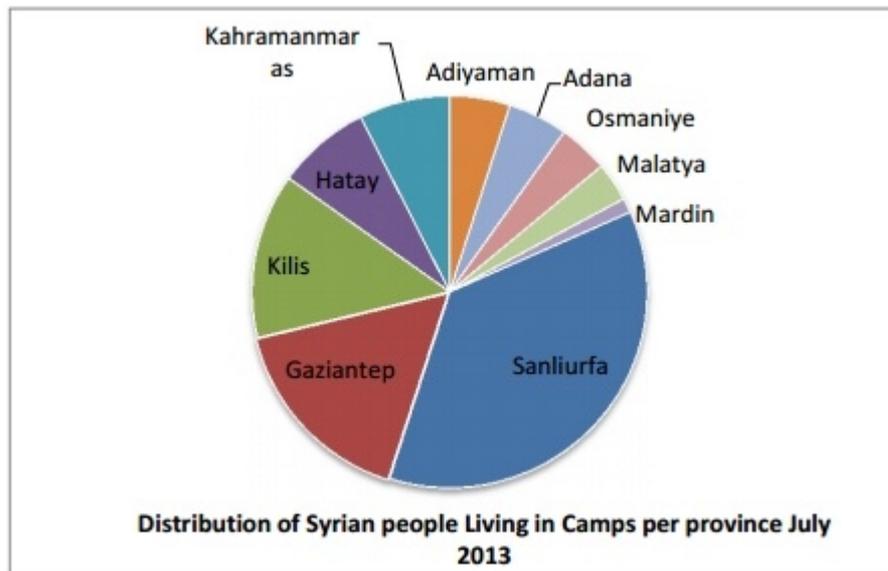
## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

Turkey began to build the first camps in mid 2011. To the present moment, 22 refugee camps have been set up in 10 provinces, located in the south of Turkey: Şanlıurfa, Gaziantep, Kilis, Osmaniye, Adana, Mardin, Malatya, Adıyaman and Kahramanmaraş.

The daily humanitarian needs of the 224, 316 refugees living in the camps are being addressed under the coordination of AFAD, the Disaster and Emergency Management Presidency.

As of 26 September 2013, in the province of Hatay two tent cities were set up both in Altınözü and Yayladağı, and in Apaydın one container city was erected. The province of Şanlıurfa, which accommodates, to this date, the highest number of refugees has one tent city both in Ceylanpınar and Akçakale and one container city in Harran. In the province of Kilis there are two container cities in Öncüpınar and Elbeyli Beşiriye, and one tent city in Kahramanmaraş. In Mardin there is one tent city and in Malatya 1 container city in the locality of Beydağı. Osmaniye has one tent city both in Cevdetiye, and Adıyaman.

As for Gaziantep there is one tent city in both localities of İslahiye and Karkamış. Nizip, which also belongs to Gaziantep, accomodates one tent city and one container city. Finally, in the provinces of Adana and Mardin have one tent city each, in Sarıçam and Midyat, by this order. Kilis, Sanliurfa, Gaziantep and Hatay continue to be the provinces that host the highest numbers of refugees both in camp and non-camp settings.



Pie-chart 1.3: Distribution of Syrian population in camp settings.

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

The conditions of the turkish refugee camps have been praised by the international community and regarded as an example in the whole region. As stated in the Council of Europe Ad Hoc Sub-Committee's report on the visit to Turkey:

*“The Syrian refugees unanimously expressed their gratitude to the Turkish authorities and the Turkish Red Crescent for having received them in such satisfactory conditions. Nobody complained of the material conditions inside the camps – quite the reverse.”* (Council of Europe 2011).

Through a personal interview, I was informed that every tent and container city have a mosque, a school, a playground, a center of trade, a police station, a health unit, a press room, a grocery, a dry-cleaner, a television room and a power distribution unit. In addition, as of late September 2013, more than seven hundred classrooms had been established in the refugee camps, set in all the ten turkish provinces.

### 3.2.1. The refugee camp as a *non-space*<sup>44</sup>

Even though the conditions of Turkish camps are said to be better than those set out by other governments or agencies, a refugee camp is a culturally sterile place in the sense it is a standard universal pack model, which can be exported to any location in the world. The refugee camp, or *accomodation center*, as called by the turkish authorities, is usually a state-sactioned space, dependent on the financial capacities of the host government, in this specific case, the Republic of Turkey.

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<sup>44</sup> Augé, M. (1995). *Non-Places. Introduction to an Anthropology of Supermodernity.* (transl.) John Howe. New York: Verso.



**Image 1.5: Turkish accommodation center in Kilis.**<sup>45</sup>

*“...the refugee camp is “a unique social- political artefact of this century...””*<sup>46</sup>

Government staff, humanitarian workers, local people and refugees cohabit in this same setting, all with different status and for different reasons.

If cultural identity comes from the sense of belonging to somewhere, what happens then when someone is forced to leave their cultural landscape and is accommodated in a strange place with no immediate history associated to it?

The camp constitutes a place of acculturation. The cultural practices of people living in camp settings will suffer the influence of the context, reflected in new routines and new ways of organising. In the same way, there will be a configuration and appropriation of the space , product of the daily and continuous relation between its users.

Despite the praising made by the international community to the facilities in the Turkish refugee camps, *“Syrian refugees in Turkey often choose the harsher conditions outside over the restrictions imposed on them by the camps, where they have to adhere to a curfew and are not allowed to work.”* (Afanasieva 2014).

Complaints have been made regarding the quality of food, delay in medical supplies and translations services at the camp and corruption amongst the Turkish authorities. In the winter, when it rains, tents get flooded because they are not suitable for harsher weather conditions. A camp resident has voiced his criticism stating that:

<sup>45</sup> Source: The Guardian 2013.

<sup>46</sup> Chan Kwok Bun in (de Alwis, M. date not available).

*“The camp conditions are great if you don’t mind living like animals, but if you want to live like a human, the conditions are unacceptable.”* (Migration Policy Center 2013, 6).

Women and children comprise a large part of the population living in non-camp settings and as a group with specific protection needs they become dangerously vulnerable. Still, as the numbers show, they choose to take that risk.

### **3.3. Host communities and Urban Refugees**

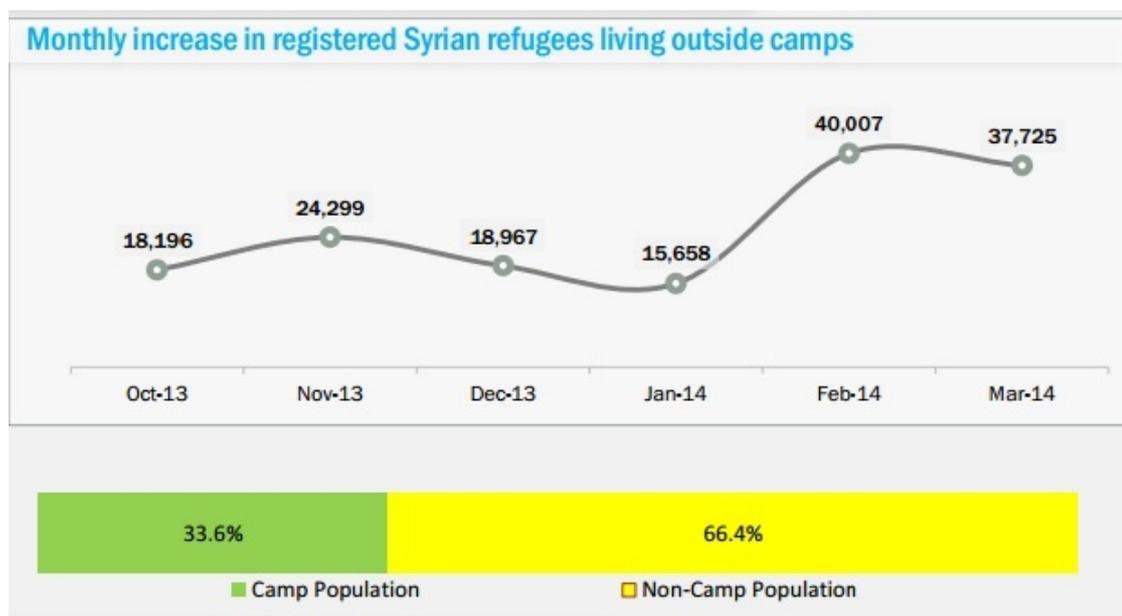
The majority of Syrian citizens is now living outside the camps, in urban centres, confirming a trend that, according to the UNHCR, has accelerated since the 1950's.

This not-so-recent phenomenon originates on the perception that in urban centres, the odds of finding job opportunities are higher and, consequently, the chances of building a better future are better.

Although there is truth to these facts, there are also risks awaiting those who come to urban centres. While before, the majority of urban refugees was comprised of young men, today women and children are increasingly becoming a part of this trend. They become exposed to all kinds of abuse, violence, such as sex and gender based violence (SGBV), exploitation and are dependents on other people's good will or on the help of local NGOs.

The graphic below, released by UNHCR in March, 31<sup>st</sup>, shows an unprecedented rise in the number of registered refugees settling in non-camp locations. To be more precise, there was a 27 % increase of the population outside the camps since the beginning of this year.

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.



Graphic 1.3: Monthly increase in registered Syrians living outside camps, 2013-2014.

As shown in the graphic above, the most significant rise in the number of Syrians registered in non-camp settings happened very recently, since the beginning of this year. According to UNHCR sources, this increase is due to the rapid registration that's been going outside camp locations, facilitated by the mobile registration centers, which have been deployed in the field. Out of the 12 existent mobile registration centers, 8 units became fully operational by the end of March. This means that many Syrian refugees may have already been living in urban centers and only now had access to the registration procedures.

In an interview with a MoNE education expert, he stressed the challenge non-camp refugees represented in terms of access to education:

*“What is different about this crisis?”*

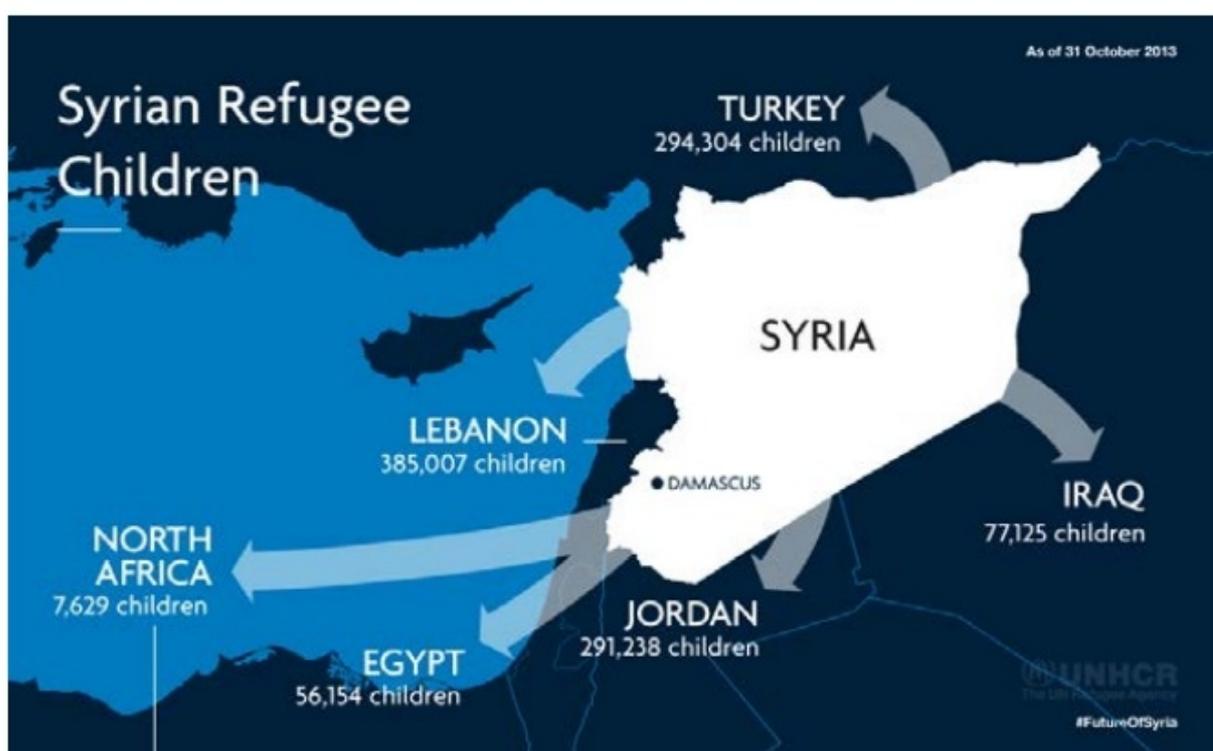
*Every crisis is different. MoNE and the Turkish government, through AFAD, have worked in other crisis contexts before. (...) However, at the present moment, we are facing something unprecedented as it has become very hard to keep track of all the Syrians coming into Turkey. If we don't know where they are, how can we provide them with assistance? A big personal concern right now are the refugees who are scattered throughout the whole country, across sixty provinces in host communities.”<sup>47</sup>*

<sup>47</sup> See Annex I.

#### 4. The education status of the Syrian children in Turkey

*“Syrians represent the largest population of forcibly displaced people in the world. And there are more uprooted children from Syria than from any other country (...). They need and deserve to be protected, healed and educated.”*<sup>48</sup>

António Guterres, the UN High Commissioner for Refugees



Map 1.3: Syrian refugee children in the sub-region, 2013.

According to the United Nations (UN) Refugee Agency Turkey Representative, Carol Batchelor, *“...76 percent of the current 2.3 million Syrian refugees fleeing “a horrific and tragic situation” in the country are women and children.”*<sup>49</sup> As a consequence of the Syrian civil war, the number of refugee children in the sub-region, registered and unregistered, amounts to 1.214.226 million, as of January, the 26<sup>th</sup>, 2014. The Minimum Standards for

48 António Guterres in UNICEF (2014). *Joint Press Release - Three years of Syria conflict have devastated lives of millions of children*. [Online]. Available at <[http://www.unicef.org/media/media\\_72871.html](http://www.unicef.org/media/media_72871.html)>. [Accessed on 17/4/2014].

49 UNHCR. (2014). *Syria Regional Refugee Response. Turkey. 76% of Syrian refugees women, children: UNHCR*. [Online]. Available at <<http://data.unhcr.org/syrianrefugees/country.php?id=224>>. [Accessed on 4/1/2014].

Education in Emergencies (MSEE) will be used in order to address and analyse the educational response strategy towards the Syrian refugee children under temporary protection in the Republic of Turkey. Given the scarce amount of data available, the Community Participation Standard will be slightly covered in the sub-section Access and Learning Environment.

#### 4.1. Foundational Standards

##### 4.1.1.a) Coordination Standard: the Turkish Government's role in the Formal Education of Syrian refugee children.

The Ministry of National Education is, under the direct coordination of AFAD, contributing with its expertise to the refugees' crisis in Turkey, in the area of education in emergencies (EiE). Whether the Ministry of National Education wishes to introduce a new project and/or ask for funding, it officially must consult the Deputy of Prime Minister, currently represented by Beşir Atalay. The Deputy of Prime Minister then communicates with AFAD, which in turn is responsible for allocating the funding, as well as coordinating the operations. It might be the case, however, that MoNE contacts AFAD directly, for feedback or due to the urgency of the matter, as shown in the image below.

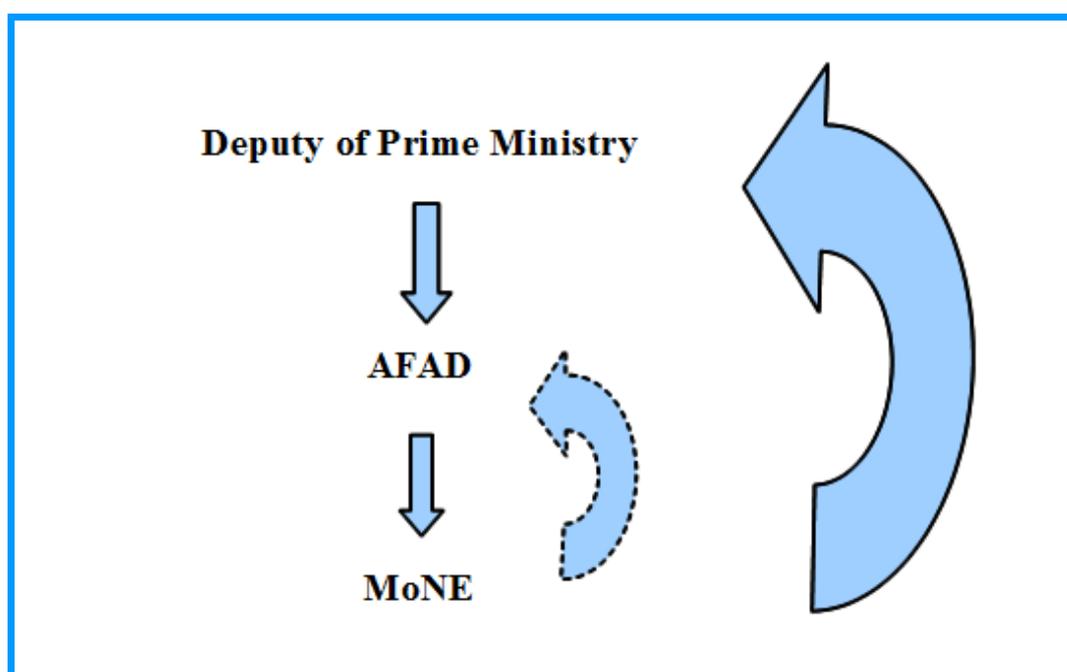


Image 1.5: Coordination and funding procedure.

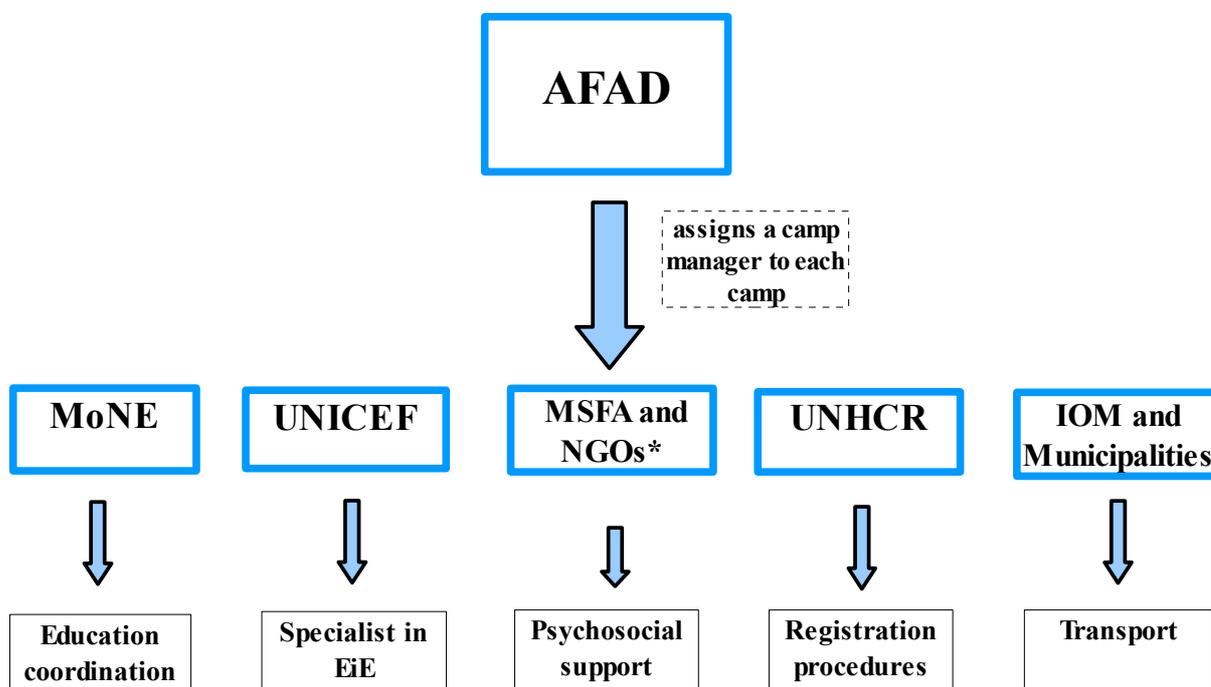
#### 4.1.1.b) UNICEF and UNHCR's role in the Turkish educational emergency response.

As external agencies, UNICEF and UNHCR, by order of influence, are currently contributing with its expertise to the educational response strategy in the Turkish Republic under coordination of AFAD. However, this wasn't always the case. As stated in the UNICEF Annual Report for Turkey:

*“For most of 2012, UNICEF was unable even to monitor the needs of Syrians fleeing violence accommodated in camps in South and Southeast Turkey”.*<sup>50</sup> The cooperation between AFAD and UNICEF, initiated in March of 2013, represents a positive step in this direction, if somewhat late, and with all the consequences it has had to millions of children who have already lost two years of school.

#### 4.1.2. Analysis Standard: Assessment, Response Strategies, Monitoring and Evaluation

During 2011 and most 2012 almost no delegation, national or international, was given permission to enter the camps' facilities, let alone collaborate.



\*The Ministry of Social and Family Affairs provides psychological support within camp settings. In host communities, local or international NGOs provide the psychosocial services to the Syrian refugees.

Image 1.6: The educational response strategy.

50 UNICEF (2012). *Annual Report. Turkey*. [Online]. Available at [http://www.unicef.org/about/annualreport/files/Turkey\\_COAR\\_2012.pdf](http://www.unicef.org/about/annualreport/files/Turkey_COAR_2012.pdf). [Accessed on 2/4/2014].

## **Education in Emergencies - the Syrian Children under temporary protection in Turkey.**

According to the (Council of Europe 2011), neither UNHCR nor IOM were granted access in order to pursue the processing and registration of new arrivals of Syrian refugees or take part in the coordination of the refugee camps.

Without the presence of independent agencies to monitor or even contribute with its expertise to the operations in the field for over more than a year, obvious concerns were raised regarding the status of the education amongst syrian children as well as eventual human rights' violations taking place inside the camps. When inquired about the reason why they didn't allow the agencies to enter the camps turkish authorities pointed out the privacy and safety of the Syrian guests.

It should be noted that, in spite of not allowing any monitoring activity in the beginning, for whatever reasons, the GoT supported the accomodation of Syrian refugees for a long period solely with its resources and with no financial support from the UN or the international community.

Unlike in Jordan, published information regarding the current situation of the Syrian refugee children's education status in Turkey is scarce. According to a report by UNESCO: “... *there is no published information about the number of pupils attending schools, nor about the quality of the educational services provided...*” (UNESCO 2013).

For any education response to be inclusive, a clear description of the contexts and all the obstacles to the right of education must be taken into account, in order for progress to be achieved in these gap areas and the evolving needs of the affected population to be carried out. At the date of these findings, in end 2013, Unicef's action was based six-month long plans; i.e. every six months a new project had to be proposed, in order for the educational response to continue and the funding to be allocated. A possible explanation for this might be that the UN is still in practice approaching this crisis based on a short-term strategy.

### **4.2. Access and Learning environment**

#### **4.2.1. Standard 1 and 2: Equal Access / Protection and Well being**

*“(...) the global averages for refugee school participation mask large differences between camp and urban settings, across regions, between operations in the same national context,*

*and by gender.*” (UNHCR 2011, 26).

Access to education in contexts of mass displacement is strongly dependent on the refugee governance structures and asylum policies of the host country. Regarding the legal framework devoted to the education of refugee children in Turkey, Amnesty International states that “[t]he Turkish authorities are obliged under the ICESCR and the Children’s Convention to ensure the right to education for all children under their jurisdiction. This includes, in particular, ensuring the provision of free and compulsory primary education to all children in Turkey without discrimination on the basis of their status as refugees or asylum-seekers...” (Amnesty International 2009, 21).

In fact, on December 9<sup>th</sup>, 1994 the Turkish Republic ratified the Convention on the Rights of the Child recognising the right of the child to education, in particular:

<b>“....Make primary education compulsory and available free to all;</b>
<b>(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;</b>
<b>(c) Make higher education accessible to all on the basis of capacity by every appropriate means;</b>
<b>(d) Make educational and vocational information and guidance available and accessible to all children;</b>
<b>(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.</b>
<b>2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention...”<sup>51</sup></b>

Table 1.5: Convention on the Right of the Child 1989, Art. 28.

Other legal instruments foresee the protection of the child and their right to education within the Republic of Turkey. The Conventions against Child Labor (Conventions No. 138 and 182) as well as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and its Optional Protocol (with regard to the girl child) are legal instruments, of

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51 Office of the High Commissioner for Human Rights. (2012). *Convention on the Right of the Child*, Article 28. [Online]. Available at <<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>>. [Accessed on 20/4/2014].

**Education in Emergencies - the Syrian Children under temporary protection in Turkey.**

which The Turkish Republic is a signatory. Turkey is, therefore, legally bound to provide access to quality and relevant education opportunities to all the children within its territory.

According to UNHCR, there are 185,149 school age children Syrian refugee children in Turkey, with no significant differences between girls and boys. In the age range from 5-11, i.e. the age group corresponding roughly to kindergarten and primary education level, there are 112,699 children, which accounts for 21% of the total population of Syrian refugees in Turkey. As for the adolescents, persons of the age group 12-17, corresponding to intermediate and secondary education levels, there are 72,450, which accounts for 13.5% of the total population of these refugees.

Total number of registered refugees and pending registration: 565,444 (UNHCR, 9 January 2014)			
Registered Refugees	Total	Male	Female
Total Affected Population	565,444	282,722	282,722
Child Refugees (Under 18)	310,994	160,586	150,408
Child Refugees (Under 5)	121,570	64,461	57,110

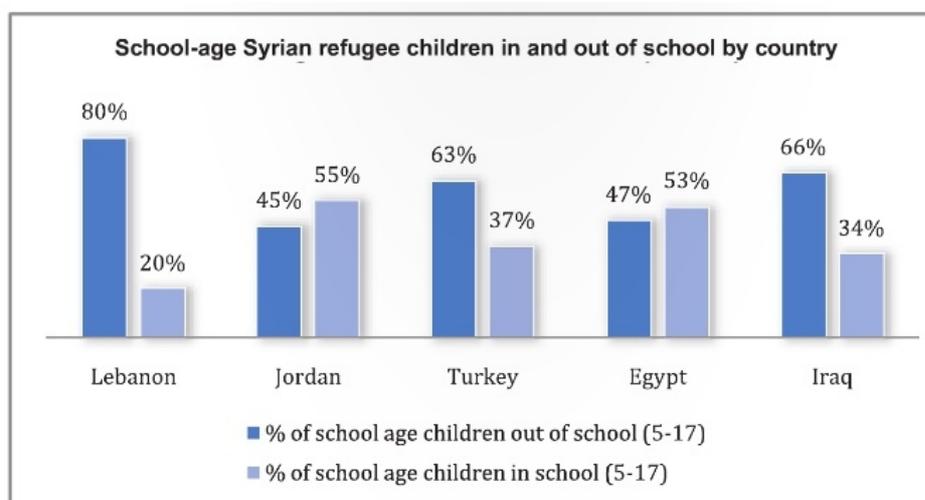
**Table 1.6: Syrian children seeking asylum in Turkey, 2014.**

According to UNICEF's *No Lost Generation Strategic Overview*<sup>52</sup>, there are approximately 300,000 registered children refugees currently living in Turkey, and this number is expected to double, and reach more than 750,000 refugee children by the end 2014. As of December 2013, Turkey was educating one third of registered refugee children.<sup>53</sup> UNICEF's target for the Republic of Turkey is that 238,500 children access education by the end of 2014<sup>54</sup>.

52 UNICEF (2014). *No Lost Generation Strategic Overview*. [Online]. Available at <[http://www.unicef.org/appeals/files/No\\_Lost\\_Generation\\_Strategic\\_Overview\\_January\\_2014.pdf](http://www.unicef.org/appeals/files/No_Lost_Generation_Strategic_Overview_January_2014.pdf)>. [Accessed on 11/3/2014].

53 UNICEF. (2013). *Syria Crisis: Education Interrupted. Global action to rescue the schooling of a generation*. Available at <[http://issuu.com/unicef.mena/docs/education\\_interrupted\\_dec\\_2013?e=9148433/5998376#search](http://issuu.com/unicef.mena/docs/education_interrupted_dec_2013?e=9148433/5998376#search)>. [Accessed on 8/1/2014].

54 UNICEF (2014). *Appeals. Syrian Refugees*. [Online]. Available at



Graphic 1.4: School-age Syrian refugee children in the sub-region.<sup>55</sup>

#### 4.2.1.a) School-aged children living in non-camp settings

In host communities, it is hard to keep track of refugees as many of them have no form of identification or, due to lack of information, do not register with authorities by fear of being deported. Against this backdrop AFAD has provided registration units to go around Istanbul and other populated urban centers in border line areas to pursue the registration of all the Syrians whose whereabouts are unknown.

The number of schools outside the camps is not known. This situation arises obvious concerns, since there is no information on who runs the schools or on what is being taught. With no access to this information, it is not possible to know whether these education facilities promote the safety and well-being of learners. Misconducted education may exacerbate conflict and another important concern arises from this fact: the risk of recruitment by armed forces and armed groups.

<sup>55</sup> In UNICEF (2014). *Syria regional crisis – humanitarian situation report*. [Online] Available at <http://www.unicef.org/appeals/syrianrefugees.html#sthash.1tjyvWXx.dpuf>. [Accessed on 15/4/2014].  
<sup>55</sup> In UNICEF (2014). *Syria regional crisis – humanitarian situation report*. [Online] Available at <http://childrenofsyria.info/wp-content/uploads/2014/01/UNICEF-Syria-Regional-Crisis-Humanitarian-SitRep-Syria-Jordan-Lebanon-Iraq-Turkey-Egypt-9Jan20141.pdf>. [Accessed on 12/3/2014].

## **Education in Emergencies - the Syrian Children under temporary protection in Turkey.**

For education facilities to acquire formal status and for the education to be certifiable, they are dependent on three elements:

- a curriculum, which is recognised by the Turkish authorities;
- education buildings in Turkish standards and
- the decision of the Turkish Council of Ministers.

It is frequent that in such contexts, against the impossibility of their children accessing school, many parents end up taking measures by their own hands. It has been reported that unofficial schools were set up, through the initiative of Syrian teachers. The support and resources given, though are very limited and usually come from Syrian expatriates, wealthy individuals or other sources. Some of these schools fees are expensive and only accept student who can afford to pay. Whether intentional or unintentional, this constitutes a discriminatory practice, which does not support the participation of learners.

MoNE, under the coordination of AFAD is working with the aim of establishing education areas to accommodate the school age children who live outside the camps. Many refugees go out to cities such as Istanbul, Izmir, Bursa in search for job opportunities. Because many of these places are already overpopulated urban centres, there is no physical capacity to build more schools. The Ministry of Education is allocating school buildings and restoring existing ones with the collaboration of governorates and municipalities to respond to their educational needs. This is an example of community participation and involvement, where provinces mobilise additional resources to facilitate access to education. Transport to school represents a major obstacle on children's education provision. Some children are not able to go to school, because the facilities are too far away and security is not guaranteed. Some local communities are joining efforts to arrange transportation for Syrian children to go to school.



Image 1.7: Fundraising for the Syrian people at Üsküdar, Istanbul 2013 – 2.<sup>56</sup>

By the end of 2013, however there weren't enough areas to accommodate all the school age children living in non-camp settings. In order to meet the education needs of the syrian students, different solutions are being pursued. The schools, which are recognised by the GoT are supported both by the turkish authorities and the Syrian National Coalition and are usually free, however most schools are overcrowded. In some cases, schools are functioning in double shifts, taking turkish students during mornings and syrian students by night.

With overcrowded schools, many of them working in double shifts, a question arises concerning the quality of the education being provided to Syrian students.

#### 4.2.2.b) School age Syrian refugee children living in Camps

At the time of their visit, the Ad Hoc Sub - Committee on Migration, Refugees and Population stated that turkish authorities had taken steps to provide schooling for children in the camps. According to a press release dated 30 October 2011, a few months after the first Syrian refugees started to arrive in Turkey, “...2,448 children had thus been provided with nursery,

<sup>56</sup> Picture taken by the author.

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

*primary and secondary education. Sixty-seven classrooms were available and 127 streams had been established.*” (Council of Europe 2011).

When the first migration influx to Turkey started, AFAD established “tent cities” and schools within those areas. As the number of asylum seekers increased, the Prime Ministry started establishing container cities and building prefabric schools. Due to the increasing students numbers, education areas in tents have become unresponsive and thus prefabric or container school buildings have been built.

As stated in the report of the first workshop of a series entitled “*Provision of Periodic, Relevant and Structured Trainings for 1500 School Teachers and other Personnel According to Needs and Circumstances*” conducted in eight turkish refugee camps, Syrian refugee children are facing difficulties in accessing school. Some of the reasons stated include the long distances between school and the tent/container they live in. The sand wind, the hot weather and the muddy ways also consitute obstacles. Some parents don't send their children to school based on the curriculum issue. Despite of not being raised often, the gender issue also consitutes an obstacle to accessing school. Some parents refuse to send their girls to school, because the teacher is a man, or even because there are boys in the class. Children with disability also face constraints in accessing school.

As important as attendance rates are, it should be noted that school access does not mean success. Factors such as the psychosocial support are decisive in a child's school performance and influences their results.



**Image 1.8: Children at school. (UNICEF 2013).**

### 4.2.3. Standard 3: Facilities and services

Concerning the resources needed for teaching and learning, it has been pointed out in the report of workshop “*Provision of Periodic, Relevant and Structured Trainings for 1500 School Teachers and other Personnel According to Needs and Circumstances*”, the lack of supportive training equipment and stationary.

In the camps, some school are in tents, which lack appropriate isolation and thus become too hot in the summer, too cold in the winter, besides letting in noise from outside.

#### 4.2.3.a) Psychosocial Support

Graça Machel's report entitled “*The Impact of Armed Conflict on Children*”, published in 1996 contributed to raise awareness on the importance of education in the psychological recovery of conflict affected children.

According to my interviewee Selman Isik<sup>57</sup>, psychosocial support is being provided in every camp. A project entitled ‘*Increasing Resilience of Syrian Children under Temporary Protection in Turkey*’, part of UNICEF's emergency programme in cooperation with the Turkish Red Crescent (TRC) is being implemented in partnership with AFAD, MoNE, MFA, the Ministry of Family and Social Policy and the Ministry of Health. The initiative *Increasing the resilience of Syrian children under temporary protection in turkey* living in camps in Turkey, which is a project financed in more than €5 million, is being implemented through the European Union Instrument for stability, together with UNICEF and Turkish Red Crescent.

This is a project targeted at children between 4 and 15 years old. So far, it is being implemented in 17 camps equipped with child-friendly spaces where children can relax and socialize. Psychosocial activities are being carried out by 30 child and youth facilitators.

According to an emergency appeal update of the International Federation of the Red Cross and Red Crescent Societies, the programme expects to increase its staff in the following months, in order to reach up to the 22 existent camps. (IFRC 2014).

UNICEF's aim is that 103,500 children benefit from psychosocial support by the end of 2014.

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<sup>57</sup> See Annex I

### 4.3. Teaching and Learning

#### 4.3.1. Standard 1: Curricula

If education is considered a basic human right alongside health care, food and shelter provision, it raises some important questions that surpass the mere logistic aspect of the latter. Assuming refugees as a product of politics, i.e. the product of a struggle over power and authority (LeBlanc and Waters 2005) there is a high possibility that the humanitarian character of education provision becomes compromised. A curriculum is a plan of action aimed at improving the learners' knowledge and skills, yet it is a political statement. Regarding this matter, a human rights consultant notes:

*“ I think it is one of the main loci of contestation – it’s one of the main areas where people fight out political battles.” It wasn’t surprising (...) that one of the first things the rebels did after taking over territories was to set up parallel education systems.”* (Syria Direct 2013).

It is not by chance that the curriculum formally recognised by the Turkish authorities was prepared by the Syrian National Coalition of Syrian Revolution and Opposition Forces, in line with Turkey's early stand against Assad.

The curriculum recognised by the GoT was prepared in cooperation with the Office of the National Higher Commission for Learning and Higher Education under the supervision of MoNe. Modifications to the previous curriculum being taught in the Syrian Arab Republic have been made under the supervision of Turkish directors and the assistance of Turkish teachers. In this way, mentions to the government have been omitted, as well as some political statements concerning Turkey's geography and common history with the SAR. According, mentions to the Arab Baath Socialist Party hasn't been the only part to be removed. Philosophy disappeared from the books to give place to and Islam has been added.

However, this is not the only curriculum being used both in camp and non-camp settings. In the Kilis camp, the curriculum of the Turkish Ministry of Education has been adopted in primary and secondary schools, as stated in the Migration Policy Center's report on Syrian refugee in Turkey.

According to a report of the workshop, part of a series entitled *“Provision of Periodic, Relevant and Structured Trainings for 1500 School Teachers and other Personnel According*

to Needs and Circumstances”, different curricula have been used in the refugee camps, which means that there isn't a standard curriculum. Some teachers don't even have access to a curriculum, and resort to their own memories in order to teach. In the same report, the curricula was said not to be suitable for the different ages and development stages of Syrian children.

#### 4.3.1.a) Language

*“Since Turkish is the language of instruction in Turkey’s schools and the fact that Syrian refugee children do not master this language, there is no case for regulating the education of Syrian refugee children within the context of the Turkish education system.”*<sup>58</sup>

The Turkish example constitutes a unique case in the whole sub-region, in the context of the Syrian humanitarian crisis. Unlike in the other Arab-speaking countries, Turkey's formal education system official language is Turkish, which constitutes an obstacle to the access of Syrian students, whose mother language is Arabic, to the Turkish education system. The language barrier poses a major problem regarding the access of Syrian refugee children to education services. According to UNICEF, though, Turkey has opened up its school providing free education for Syrian refugees alongside their Turkish peers. However, many parents demonstrate their intention of going back to Syria once the war is over and therefore, are reluctant to send their kids to a Turkish school, to learn from the Turkish curriculum. For now, the solution found has been the setting-up of a parallel education system. The INEE MSEE handbook states, regarding the language issue that: *“In situations of extended displacement, opportunities should be provided for learners to learn the language of the host community or country. This enables them to function within the host community and to continue to access education and opportunities...”*

In June, 2013 the *Information and Education Center for Syrian Guests*, was the first school supported by UNICEF to be fully dedicated to host communities. The school, with Arab-speaking teachers was inaugurated in this date in Urfa, Turkey.

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58 UNESCO. (2013). *Syrian Refugees Education. Country Profile. Turkey*. [Online]. Available at <[http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/images/Turkey\\_Country\\_Profile.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/images/Turkey_Country_Profile.pdf)>. [Accessed on 2/4/2014].

#### 4.3.2. Standard 2: Training, Professional Development and Support

Teachers should have access to regular training opportunities that address their needs, allowing their professional development and support. After all, it is of the utmost importance that teachers are motivated and carry out classes with learner-focused teaching methodologies, in order to assure a quality education.

As a consequence of this specific crisis many Syrian teachers and other education personnel, who are filling the gaps, need to be trained in their skills, in order to convey learning effectively to students. The teachers, like the students, are also suffering from psychological distress and need help and concrete guide lines to carry out their task.

Against this background, Zeynep Türkman, an independent social worker and EiE consultant has carried out in July 2013, through UNICEF, the first workshop of a series entitled “*Provision of Periodic, Relevant and Structured Trainings for 1500 School Teachers and other Personnel According to Needs and Circumstances*”.

The report<sup>59</sup>, which summarises the workshop content, includes a strategic road map for the capacity building of Syrian teachers and other education personnel concerning the provision of quality, inclusive education.

The workshop, developed within the initiative *Increasing the Resilience of Syrian Children Under Temporary Protection in Turkey*, includes a summary of these first training activities. Only the Syrian refugee population living in refugee camps was contemplated. The workshop has been carried out, so far, in eight camps, across three provinces – Iskenderum, Gaziantep and Sanliurfa – to 1332 Syrian teachers and other education personnel.

This report is of the utmost importance for the evolution of the education response strategy concerning Syrian refugee children in Turkey. Besides providing the teachers training on the INEE MSEE, it facilitated a rapid situation analysis of the education status of the Syrian refugee children in the camps and allowed the analysis of the teachers' current emotional-cognitive readiness level, as well as the evaluation of their psychosocial support needs.

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59 See Annex II.

#### **4.4. Teachers and other Education Personnel**

##### **4.4.1. Standard 1: Recruitment and Selection**

As of the beginning of 2013, MoNE has been able to count with the support of Unicef in the training of education personnel. As of 2013 the number of teachers working in the camps was close to 2.500; 400 Turkish and more than 2.000 Syrian. Unicef and MoNE, in a joint effort are supporting voluntary syrian teachers who work in the camps through training and providing them a symbolic amount of money. They are the entities responsible for selecting approving who conduct the training sessions. Many syrian citizens among the refugee population, like engineers and university students, have offered their services in a voluntary basis to suppress this gap, in spite of having no training to teach.

##### **4.4.2. Standard 2: Conditions of work**

From information I have gathered, teachers in refugee camps, who attend training sessions are payed 150 US dollars every two months, yet other solutions are being thought through.

Teacher's payment is becoming a serious issue, as many qualified teachers are starting to leave the camps in search for better work opportunities that will allow them to live a dignified life and hope for a better future, away from a refugee camp.

USD\$150 million was the amount spent by Turkey, as of the end of 2012. To this date no significant financial aid was given to Turkey by the international community or the UN.

As for specific data regarding education funding:

*“Of the US\$470.65 million UNICEF requires for response in the Syrian Arabic Republic and neighbouring countries, education remains the most underfunded sector, with over 63 per cent of needs unmet.”* (Taylor, K 2013).

The table bellow shows the funding gap in the education sector in Turkey, which amounts to a total of 90%.

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

Sector	Funding requirements	Received to date	Unmet requirements	% Unfunded
Child Protection	6,000,000	1,310,000	4,690,000	78%
Education	6,500,000	0	6,500,000	100%
<b>TOTAL</b>	<b>12,500,000</b>	<b>1,310,000</b>	<b>11,190,000</b>	<b>90%</b>

\* until June 2013

Table 1.6: UNICEF's funding requirements for the Turkish education response, 2013.

*“Considering his experience with children as a conventional teacher and as an education expert in MoNe, I asked Selman what distinguishes, in his opinion, education in emergencies? First, students, due to the trauma they've experienced. Secondly, finding teachers that can qualify to work in EiE. Third, the language barrier, since it can have a detrimental effect on children's psychosocial stability, as there aren't enough people who are able to speak arabic.”*

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## 4.5. Education Policy

### 4.5.1. Standard 1: Law and Policy Formulation

There are gaps concerning the law and policy formulation needed to work with the Syrian National Coalition. According to the report of the workshop report entitled *“Provision of Periodic, Relevant and Structured Trainings for 1500 School Teachers and other Personnel According to Needs and Circumstances”*, as of July 2013, there wasn't an assigned team or steering committee, responsible for the policy formulation in the field of education and its follow up.

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60 See annex I

#### **4.5.2. Standard 2: Planning and Implementation**

The current Syrian government does not recognise the curriculum that is currently being taught in Turkey, neither does the international community. As a result, obvious concerns arise in the heads of many syrians students regarding their future and, based on this fact, many parents refuse to send their children to school. According to Abdul Rahman Haj, the advisor for education affairs of the Syrian interim government - the alternative government for Syria, which has been formed by the opposition - is working to expand the recognition of the high school certificate to most of the Arab countries and countries with the *Friends of Syria* group. In the meantime the Syrian Education Comission, in order to certify syrian children's education in Turkey, took the initiative of examining them through the Lybian standards. For that purpose Lybian authorities allowed intermediate and high school students to take exams, givien in arabic and obtain the Lybian intermediate and high school certificate which is recognised by Turkey and by the international community..

Coursebooks prepared by Syrian academician and delivered by Turkish charity NGOs, in 2012. The coursebooks, which have been delivered by the Syrian National Coalition in 2013 were funded by international NGOs.

### **5. The Five Ecological Paradigms: life as a refugee child in Turkey**

During my field work in Istanbul, Syrian children would come to me asking for money, waiving their passports, while entire families were begging in the streets. I often saw syrian children by the traffic lights selling paper tissues and bottles of water to the passing cars.

With the following sub-chapter, I intend to bring together all the aspects that affect refugee children's livelihoods and to show that education interventions in such contexts become less effective when these environmental problems are not addressed and there isn't a joint commitment and coordinated response from the international community, external agencies and governments.



Image 1.9: Fundraising for the Syrian people at Üsküdar, Istanbul – 1<sup>61</sup>

### 5.1. The Microsystem and the Mesosystem

The Ecological Paradigm's microsystem pays special attention to the interpersonal relations. This system encompasses a context where the child interacts face to face, be it with her/his parents, other members of the family, friends, etc...

From an interview I conducted with a psychologist working on a Turkish refugee camp I was informed that a major part of the refugee population inside the camp presented signs of PTSD.<sup>62</sup> A child, who has witnessed conflict becomes extremely vulnerable and fragile. In some cases, the parents have died or disappeared, as did the child's main structures of support.

The mesosystem can be defined as a two way communication and participation between two settings. For instance, the relation established between teachers and parents. “*In other words, a mesosystem is a system of microsystems.*” (Bronfenbrenner 1994, 40).

61 Picture taken by the author.

62 See Annex I.

## **Education in Emergencies - the Syrian Children under temporary protection in Turkey.**

Many teachers who are currently teaching Syrian children haven't been trained to work with refugee children suffering from psychological distress. Sometimes, even the teachers suffer from the same symptoms and present high rates of absence. Besides, the rising influx of refugee students into Turkey is taking a toll on the capacity of the teachers which obviously affects the quality of education offered. Usually the father is taking part in the hostilities or had an injury that left them invalid. As a direct or indirect consequence, many parents don't take an interest in their children's school life. When they do go to school, many of these children show aggressive behaviour, confusion and lack of concentration. It has been reported that some teachers have committed some act of physical violence towards children.

It is imperative to address these situations, since the quality of interpersonal relations has massive implications on the child's developmental outcomes.

### **5.2. The Exosystem**

In contrast to the last two systems, which contemplate a very active relation between the child and the other individuals and resources, the exosystem refers to the processes involving two settings, one of which does not include the developmental child in question. The education policies, parental employment (or lack of it), the housing all have and life at home may have a detrimental impact on the child's life. Since most Syrians are not allowed to work, they engage in illegal activities, which most of the times offer no protection. The family's resources are scarce, the boy child has to work to provide income to the household, while the girl child marries off at an early age. This will, naturally have a detrimental impact on the child's behaviour.

### **5.3. The Macrosystem**

As for the macrosystem, it has the potential to hold a very important influence on all of the other systems, micro -, meso - and exosystem. It encompasses the government policies, their rights and responsibilities consists on the resources available, on the culture of the community the child is integrated. As a refugee, living in a foreign country cultural tensions will be

inevitable. A way of would be to invest int he host community's involvement and participation in activities involving migrants and uprooted people with weak support structures can be decisive for their integration.

## 5.5. Chronosystem

Despite its detail and specificity, the image selected to illustrate the Ecological Paradigm in the conceptual background of the introductory chapter ommits the last but not least important system of this paradigm – the Chronosystem. As aptly defined by Urie Bronfenbrenner:

*“A chronosystem encompasses change or consistency over time not only in the characteristics of the person but also of the environment in which that person lives (e.g., changes over the life course in family structure, socioeconomic status, employment, place of residence, or the degree of hecticness and ability in everyday life).”* (Bronfenbrenner 1994, 40).

### 5.5.1. Turkish-Syrian relations

*“We lived for hundreds of years in one state, and before the Ottoman state we lived in an Arab state and other different ages and stages... we were always together.”*<sup>63</sup>

Bashar Al-Assad, October 2010

The decision to adress the current state of Syria and Turkey's relations in this dissertation stems from the fact that Turkey and Syria are two pivotal states in the region (Hinnebusch and Tür 2013) and the recognition of the role it can play on their peoples' present relations. Considering that the relations between these two countries have changed since the beginning of the uprising in early 2011 and have acquired particular importance, given the ever-rising number of syrian refugees entering Turkey.

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63 In President Assad (No date available). *Turkey*. [Online]. Available at <[http://www.presidentassad.net/index.php?option=com\\_content&view=category&id=143&Itemid=470](http://www.presidentassad.net/index.php?option=com_content&view=category&id=143&Itemid=470)>. [Accessed on 6/11/2014].

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.



**Map 1.4: Turkey's border with Syria.**

*“The dramatic recent changes in relations between Syria and Turkey constitute a fairly exceptional phenomenon. In less than a decade the two states went from the brink of war, engaged in a very ‘realist’ power struggle in the late nineties, to amity, even alliance in the 2005–10 period, and then, after 2011, regressed again to enmity.”* (Hinnebusch, R. and Özlem Tür 2013).

As this sentence aptly puts it, the history of Turkish-Syrian relations is one of many inflections. In a time where, especially the bordering towns are suffering the economic effects of the big influx of syrian refugees, one musn't forget the influence that the common history between these two countries might have in their people's relations.

Turkey shares its longest border (approximately 900 km) with the Syrian Arab Republic (SAR), and not so long ago these two territories were part of the Ottoman Empire. The fact that the Syrian mass influx to Turkey has been caused by an armed conflict holds very complex outcomes on these children's education and overall development. The relations between the Turkish Republic and the SAR, especially after the Syrian uprisings are worth reflecting upon. They are also part of a holistic approach which seeks to contribute to a better understanding of this study's findings.

Even though the Syrian Arab Republic borders with Turkey, a sense of distance was expressed

## Education in Emergencies - the Syrian Children under temporary protection in Turkey.

from the Turks towards the Syrians, through many informal conversations I've had with Turks living in Istanbul. In an off-the-record comment, one of them expressed his doubt as to if Syrians show the same generosity towards the Turkish them in a similar situation. One particular comment, which draws on Turkey's geographical and political situation, illustrates very well this perception, when it was said that Turkey was neither a part of the Arab League nor did it belong to the European Union. Some turks also associated syrians with negative connotations, refering to them as thieves.

In addition, since the 2011 uprisings, further occurrences added to a negative perception and reaction to the Syrians stay in Turkey. Shelling and Bombing over the border caused the death of some turkish civilians. The Reyhanli bombings and the tensions between different ethnic groups living in the camps have also destabilisation potential.

There is also concern regarding small host communities, where new comers may more naturally encounter a more conservative attitude towards them and where the competition for resources may be felt more intensely.

*“Despite the insistence on calling Syrian newcomers ‘guests’ rather than ‘refugees’, many Turks resent the money and resources spent on the Syrians. (...) Even guests can outstay their welcome, and with no end in sight to the civil war and no prospect of a return of Syrians to Syria, Turks are beginning to question how long they can sustain their assistance.”* (Nielsen, S. and M. A. Grey. 2013).



Image 1.10: “Syria burns while children freeze.”<sup>64</sup>

The statement above calls out for the importance of adopting a long - term approach in this specific situation. A short-term solution, as the one being sought after the uprisings began, has proven itself to be inefficient. The expected consequences of a sudden migration influx to urban centers such as Istanbul, which already is overpopulated and the fight for resources will affect both the host and the refugee societies, socially and economically. For the growing number of refugees seeking asylum in urban centers, away from the refugee camps, a sensitive, cultural based approach is needed, especially regarding the field of education. The language, as well as the unstable political relations, play a detrimental role in this equation, as they constitute obstacles to stability.

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64 Picture taken by the author.

## V. Conclusion

This study has given an account of the rules and policies that have had a significant impact on the livelihoods and education status of the Syrian refugee children living under temporary protection in Turkey.

Returning to the question posed at the beginning of this dissertation, it is now possible to state that three years after the conflict in the SAR erupted, Syrian refugee children in Turkey still face many challenges and difficulties in order to have access to a quality and inclusive education. A short-term solution, as the one being sought after once the uprisings began, has proven itself to be inefficient when dealing with the provision of a basic, essential human right such as education. While steps have been taken by the Turkish Government and other agencies towards closing the gap in the education of the Syrian children in Turkey, the findings of this study suggest that the educational response is not sustainable.

Despite the enormous effort made by Turkey the system has an improper configuration. The various thrusts of intervention on these issues reveal that the current system is inefficient and has gaps and contradictions that create obstacles

It appears also, in a general way, that the overall manner, in which humanitarian aid is organized is incompatible with the problems that the field poses. The interaction with the population raises additional problems. A country, as an ecosystem has a relative balance. In situations of humanitarian crisis and distress, like this is, all of these issues must be considered and the limits in the responsiveness capacity should be acknowledged. From a sociological point of view, there are limits that should never be surpassed and should be prevented.

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# **ANNEX I**

## **Interview 1**

**Istanbul 7/11/2013**

**Ali\* (fictitious name) holds a Bachelor Degree in Psychology and is currently pursuing a Masters in Counseling. In November 2012, he was recruited against his will by the City Governor to work in Öncüpınar refugee camp located in the Turkish southern province of Kilis. He had no training on refugees whatsoever and has not been provided with it to the date of this interview. Despite his training as a psychologist throughout the 10 months he worked in the camp, he was, by this order, a manager of the social center and laundry house, then a manager of the kindergarden and lastly a psychologist. He also gave training on how to recognise PTSD and on cultural diversities of the refugees.**

Ali conducted a field research with 720 refugees and 620 of them had Post traumatic stress disorder PTSD. They did an experiment which was a pilot study. The therapy they used was effective and it was considered by the UN and WHO a good approach on treating PTSD.

After the research was conducted and the follow up was done with some patients with great outcomes the vice governor sent Ali to work in a different camp interrupting the work he had been developing so far and putting an end to a very promising approach and worst of all to the treatment of these patients. According to him, there are no psychologists in the schools and nobody took his place in the camp after he left.

For more than once, he has asked for a leave from his functions, regarding his own mental health but his request was denied. Ali has now been working for more than two months in another camp called Elbeyli, also in Kilis province.

When he was asked what were the main issues affecting the refugees living in these camps he said:  
*“- There is no coordination. This is an unsustainable approach. The language barrier is an issue, especially because the translators we've been provided with lack experience.”*

\*The name has been changed to protect the interviewee's identity.

## **Interview 2**

**Istanbul 20/12/2013**

**Interview to Cemil Özel, AFAD Assistant Specialist at the Republic of Turkey Disaster and Emergency Management Presidency. This interview was carried out via e-mail for the purpose of an academic research on Syrian Refugees Education in Turkey conducted by Ana Luísa Reina, Masters Student in Humanitarian Action, Cooperation and Development.**

### **1. Is AFAD responsible for the coordination in the field of education of all the camps?**

AFAD has coordinated education activities in all accommodation centers. Ministry of National Education and related governorates which have accommodation center are also responsible for education.

### **2. What is the role of UNICEF and UNHCR and when did they start cooperating with the Turkish government?**

AFAD has been conducting many projects with UNICEF. Producing projects with UNICEF continue.

### **3. What is the primary school participation rate of refugee children at the camps? Is there schooling at the secondary level?**

Besides primary school education, secondary school and high school education have been providing.

### **4. What is the pupil teacher ratio?**

NA

### **6. What curriculum is being used?**

Syria and Turkey curriculum have been performing at the same time.

### **7. Turkey is the only non-arab speaking country sharing borders with Syria. In what language are children being taught and how is the language challenge being overcome? Do students get a certificate? Is it recognized by the Turkish government?**

All the teachers even Turkish teachers know Arabic. Because of this, there is no problem about language.

**8. Is there psychological support at schools?**

Ministry of Family and Social Policies give psychosocial support at schools.

**9. Would you consider Turkey's response to the syrian crisis a short – or a long-term approach?**

NA

**10. What can Turkey learn from humanitarian crisis in the region when dealing with refugees specific needs regarding education?**

NA

**Informal interview with Selman Işık. Selman has worked as a MoNe Expert for the past two years. He has graduated as a primary school teacher and holds a Master Degree in Public Administration.**

**. Taking into account consideration/Considering his experience with children as a conventional teacher and as an education expert in MoNe, I asked Selman what were, in his opinion, the most significant differences between conventional education and education in emergencies.**

First, students, due to the trauma they've experienced. Secondly, finding teachers that can qualify to work in EiE. Third, the language barrier, since it can have a detrimental effect on children's psychosocial stability, as there aren't enough people who are able to speak arabic.

**. What is different about this crisis?**

Every crisis is different. MoNE and the Turkish government, through AFAD, have worked in other crisis contexts before. The earthquake back in 2009 and the big influx of lybian nationals originated in the uprising have all caused humanitarian crisis, man-made and of different order. However, at the present moment, we are facing something unprecedented as it has become very hard to keep track of all the syrians coming into Turkey. If we don't know where they are, how can we provide them with assistance? A big personal concern right now would be the refugees who are scattered throughout the whole country, across sixty provinces in host communities. In order to meet the education needs of the syrian students, different solutions are being pursued. In some cases, schools are working in double shifts, taking turkish students during mornings and syrian students by night. All of this comes, of course, with the rise of the electrical bills, payment of the staff and teachers. NGOs are filling the void, providing psychosocial support to entire families. If you are of syrian citizenship, going to the hospital is free.

## **ANNEX II**

# WORKSHOP REPORT FOR

## "PROVISION OF PERIODIC, RELEVANT AND STRUCTURED TRAINING FOR 1500 SCHOOL TEACHERS AND OTHER EDUCATION PERSONNEL ACCORDING TO NEEDS AND CIRCUMSTANCES" (REF:EM/TURA/2013-C)

JULY 2013



Prepared by Zeynep M. Türkmen Sanduvc, Social worker, MA  
Independent DRR & EiE Consultant



# CONTENT

Executive Summary	4
A. Introduction	5
B. Scope of Work	7
C. Methodology	7
D. Reflections from Working Groups	11
E. Findings & Suggestions	21
F. Evaluation of Workshop(s)	27
G. What's the Next? - Road Map for Next Steps	28

## APPENDIXES

App.1: Distribution of Audiences in Provinces and Camps
App.2: Help the Helpers Skills PPT
App.3: INEE MS for Quality Education PPT
App.4: The Workshop Program
App.5: Rapid Situation Analysis Form for Help the Helpers
App.6: Rapid Situation Analysis Form for INEE MS for Quality Education
App.7: Workshop Evaluation Form
App.8: Hand-out





## EXECUTIVE SUMMARY

UNICEF is funded by the European Union (EU) to implement a programme focusing on: Increasing the Resiliency of Syrian Children Under Temporary Protection in Turkey. The programme focuses on Syrian children living in Turkish camps and one of the main objectives of this programme is to provide quality inclusive education opportunities to all children and youth, including children with disabilities. In order to reach this objective, periodic, relevant and structured training for all school teachers and other education personnel should be provided according to the needs and circumstances. This report is a summary of the first training activity under the programme and details the training provided to 1.332 teachers and other education personnel in 3 provinces in 7 days in June and July 2013.

This report is also a summary of the workshop content workshops content and process. Moreover, the report covers the strategic advice/road map for capacity building for Syrian teachers and other personnel in terms of the quality inclusive education in the camps.

Providing quality education to all is primarily the responsibility of national authorities, delegated to ministries of education and local education authorities. In emergencies, other stakeholders – multilateral organizations such as the United Nations (UN), national and international NGOs and community-based organizations – also undertake education activities.

‘Quality education’ is education that is available, accessible, and acceptable and adaptable.

The single most important factor in assuring the quality of learning is the regular availability of well-trained, motivated teachers who know the content of their courses and engage their classes with learner –focused teaching methodologies.

The report has seven sections: A. Introduction, B. Scope of Work, C. Methodology, D. Reflections from Working Groups, E. Findings & Suggestions, F. What’s Next & Evaluation of Workshop(s), G. What’s the Next Strategy? - Road Map for Next Steps.

In terms of the scope of work, Methodology section provides an overview on the in-service training, the curricula/ training materials, and the workshop and workshop flow.

The Reflections from Working Groups section provides group reflections on the thematic sessions; Help the Helpers: Psycho-social Support and Inter-agency Network for Education in Emergencies (INEE), Minimum Standards (MS) for Quality Education The Findings & Suggestions session provides the findings based on mostly reflections of workshop groups. The findings were classified and summarized in terms of INEE MS 5 Domains with the strategy and the suggested action points. The Evaluation of Workshop(s) session provides the audiences feedbacks on how this program may continue with Syrian teachers and other education personnel. Moreover, this section covers the audiences’ feedbacks on Evaluation of Workshop; almost all of teachers respondents emphasised that they wanted the INEE MS Training program in their camp for learning more about it and applying the standards in their camp. The What’s? - Road Map for Next Steps section provides a clear road map for related line stakeholders (UNICEF Turkey, AFAD, TR MoNE, etc.). The Road Map also provides the five-phase methodology with corresponding practices, inputs, outputs, and roles and duties as assigned to each stakeholder’s in the quality education process in camps.

Since the beginning of the unrest in Syria, Turkish Government (GoT) has formally decelerated and maintained an open-border policy. With the current continued influx, the UN and GoT announced that in the first half year of 2013, there would be an approximately total of 380.000 registered refugees in Turkey, 97.000 school aged children out of them will be targeted through the support of EU. The condition has a severe impact on physical and psychological well being of children.

In order to address these problems, it is needed to increase the resilience of Syrian children and youth living in those camps.

As indicated in INEE MS Handbook, until recently, humanitarian relief entailed the provision of food, shelter, water and sanitation and health care needs. Education was considered as part of longer-term development work rather than as a necessary response to emergencies. However, education’s life-sustaining and life-saving role has been recognized and the inclusion of education within humanitarian responses has been considered critical.

## A. INTRODUCTION

Since the beginning of the unrest in Syria, Turkish Government (GoT) has formally decelerated and maintained an open-border policy. With the current continued influx, the UN and GoT announced that in the first half year of 2013, there would be an approximately total of 380.000 registered refugees in Turkey, 97.000 school aged children out of them will be targeted through the support of EU. The condition has a severe impact on physical and psychological well being of children.

In order to address these problems, it is needed to increase the resilience of Syrian children and youth living in those camps. As indicated in INEE MS Handbook, until recently, humanitarian relief entailed the provision of food, shelter, water and sanitation and health care needs. Education was considered as part of longer-term development work rather than as a necessary response to emergencies.

However, education's life-sustaining and life-saving role has been recognized and the inclusion of education within humanitarian responses has been considered critical. Providing quality education to all is primarily the responsibility of national authorities, delegated to ministries of education and local education authorities. In emergencies, other stakeholders – multilateral organizations such as the United Nations (UN), national and international NGOs and community-based organizations – also undertake education activities.

'Quality education' is education that is available, accessible, and acceptable and adaptable. The single most important factor in assuring the quality of learning is the regular availability of well-trained, motivated teachers who know the content of their courses and engage their classes with learner –focused teaching methodologies. The Inter-agency Network for Education in Emergencies (INEE), Minimum Standards (MS) for Education: Preparedness, Response, Recovery Handbook's 5 domains are addressed in quality inclusive education. UNICEF is implementing a new initiative through European Union Instrument for stability aimed at increasing the resilience of Syrian children living

in camps in Turkey: Increasing Resilience of Syrian Children Under Temporary Protection in Turkey.

In terms of this initiative, the series workshops, which called 'the Provision of Periodic, Relevant and Structured Trainings for 1500 School Teachers and Other Education Personnel According to Needs and Circumstances' were conducted in 3 different provinces within 7 days in July 2013 (Ref:Em/Tura/2013-C).

This report is a summary and consolidation of the workshops content and process. The report also covers the strategic advice/road map for capacity building for Syrian teachers and other personnel in terms of the quality inclusive education.



## B. SCOPE OF WORK

Considering the numbers and circumstance of Syrian children living in the camps, the potential and the position of teachers and education personnel as well as youth workers and facilitators in the camps are highly important. Therefore, in terms of the ToR, the descriptions of the consultant assignments were defined as;

i. to provide in-service training to all Syrian 1500 school teachers and other education personnel within 7 days in 3 different provinces; Hatay- Iskenderun,

ii. to develop and design a tailored training program on INEE MS content.

iii. to prepare an evaluation report on workshop outcomes and findings for focusing on future INEE MS components needs in the camps, - in terms of quality education-

## C. METHODOLOGY

This section provides an overview of the methodology used to provide the greatest possible benefits for Syrian teachers and other education personnel via this program.

### I. THE IN-SERVICE TRAINING:

•**The Fact:** 1332 Syrian teachers and other education personnel were reached in 3 different provinces within 7 days. The average group size was 177 participants. The minimum group size was 111, in Gaziantep, the maximum group size was 253, in Sanliurfa. App.1: Distribution of Workshop Audiences in Provinces and Camps

### II. THE CURRICULA/ TRAINING MODULES- MATERIALS:

- Two training modules were tailored for this in service training program; first one is that 'Help the Helpers for Quality Education'; second one is that 'INEE MS for Quality Education'. App.2: Help the Helpers Skills for Quality Education PPT. App.3: INEE MS for Quality Education PPT.

- The curricula/ training materials were designed as an introductory for both 'Help the Helpers' and INEE MS 5 domains, due to long durations of sessions (2.5 hours for each).

- The distributed INEE MS in Arabic Handbook was used as a main tool for introduction of INEE MS 5 Domains.

- The curricula/ training materials (PPT, hand-outs-forms, posters) were designed as user friendly, which are basic, easy for follow-up, replicable, adaptable, and suitable for ToT.

### III. THE WORKSHOP AND WORKSHOP FLOW:

- The workshop hall was designed in the round table type (1 round table with max 12 seats), so that then facilitators could walk among audiences during the sessions.

- The participatory and interactive method(s) were used along the training- as much as possible due to average group size (177)-

Such as; individual-group art works; guided imagination, small group discussions, reflections from group representatives, gallery walk, filling in exercise forms, constantly walking among the audiences, etc.

• The model workshop consisted of mainly two sessions;

● Help the Helpers: The session content and hand-out exercises' forms were designed for measuring Emotional-Cognitive Readiness level of teachers and other education personnel for teaching. During this session, audiences' both psychosocial support needs and teaching readiness levels were observed and evaluated. This data was analysed in section E. Findings and section F. Suggestions below.

● Introduction of INEE MS: The curricula/ training materials were designed for introducing of overall INEE MS to the audiences. Moreover, especially, the domain # 2: 'teaching and learning standards'; and domain # 3: 'teachers and other education personnel standards' were specifically highlighted for getting audiences' attention as starting points.

[App.4: The Workshop Program](#)

• The model session was designed for covering two functions;

● The INEE MS Content introduction to audiences; introductory ppt presentations, distribution INEE MS Arabic Handbook, hand-outs; poster, map, individual-group art works, guided imagination, etc. techniques were used in order to introduce the "Help the Helpers" and the "INEE MS for Quality Education" content to audiences.

● The Rapid Situation Analysis; the Rapid Situation Analysis Forms, which are open ended-reflection forms were developed based on the Help the Helpers/Psycho-social support and the INEE MS for quality education components.

The Rapid Situation Analysis Form(s) has sections on 'current situation' in the camps and 'needs-suggestions' for improvement of them.

[App 5: Rapid Situation Analysis Form for Help the Helpers Aspects](#)

[App 6 Rapid Situation Analysis Form for INEE MS for Quality Education](#)

The applications of Rapid Situation Analysis Forms: The forms were applied after the content introduction in each session. Each audience thought about the subject and took a note on the hand-out/form

his/her reflections within 5-10 minutes, then, conveyed his/her reflections to the group representative. The group representative consolidated the reflections of group members in one form and presented the summarized reflections within 2-3 minutes on behalf of his/her own group in the plenary.

The group reflections through the Rapid Situation Analysis Forms cover both 'current situation' and 'needs/suggestions' in the camps.

• The entire workshop was designed to emphasize the importance of the single most important factor in assuring that the quality education is the regular availability of well-trained, motivated teachers.

• Workshop Methods: PPT Presentation, Individual-Group Works, Individual-Group Reflections, Guided Imagination, Art Works, Gallery Walks, evaluation form application, etc. were used during the sessions. Additionally, individual discussions, 2-3 person group discussions were organized to get feedbacks from the audiences during the breaks.



## D. REFLECTIONS from GROUP WORKS

The reflections were consolidated based on mostly group representatives' reflections- on behalf of group members- via Rapid Need Analysis Form during the sessions. There were average 80 reflections from different group representatives. It is well noted that the presented each reflection confirmed previous reflections points and contributed some additional points. Taken together, these reflections were classified and summarized below in two main sections as the Help the Helpers and the INEE MS / Quality Education Standards.

- Help the Helpers for Quality Education Mainly, the need of psychosocial support for teachers & students were strongly mentioned by the audiences. The key aspects of the necessary psychosocial support were summarized/classified below as keeping/using the reflection words of group representatives as much as possible. Based on group reflections regarding the Help the Helpers for Quality Education they were summarized below separately, as for teachers and students. The reflections classified under two subtitles as well; the current situation and the needs/suggestions.

### RAPID NEED ANALYSIS FORM for HELP the HELPERS ASPECTS for QUALITY EDUCATION (based on GROUP REFLECTIONS)

	STUDENTS	TEACHERS
CURRENT SITUATION	<p><b>Current Situation for Students (reflections):</b></p> <ul style="list-style-type: none"> <li>- Emotional situation; students' moods are in variety; strong aggression, frustration, confusion, longing fear, alienage, weariness, grief, anger, depression and stress, unwillingness (to go to school), longing to their home &amp; country, etc.</li> <li>- Especially youth population is under strong stress; fear of future, hopelessness, loneliness, etc.</li> <li>- Moreover disabled children is under strong stress; desperation, hopelessness, loneliness, etc.</li> <li>- Behavioral situation; fighting, aggression to teachers and family members (strongly mentioned with all groups), fighting with each other, vandalism, discontinuity to the school, psychical violence against small kids, isolation from the group(s), limited interaction with the family members, enuresis, startling with a sudden sound, concentration disorder, etc.</li> </ul>	<p><b>Current Situation for Teachers (reflections):</b></p> <ul style="list-style-type: none"> <li>- Emotional situation; teachers' moods are in variety; confusion, war anxiety, fear of future, longing fear, sense of alienage, weariness, grief, anger, sadness, gloominess, depression and stress, longing to their home &amp; country, etc.</li> <li>- Thought situation; no showing any respect to teachers, teachers do not help the students properly, unedifying conditions are getting worse, some supports are needed for teachers but some authorities are not interested in properly, refugees/children are experiencing cultural loss, etc.</li> <li>- Behavioral situation; teachers are absent from the school, do not fulfill their own responsibilities, commit psychical violence to own children and students, concentration disorder, isolation from the group(s), etc.</li> </ul>

### NEEDS / SUGGESTIONS

#### Needs/ Suggestions for Students (reflections):

- Students need a hope, they need to feel better, and they need regular support.
- Covering of basic needs of students is needed in terms of psychosocial support; for instance regular health service, access to school, studying at a school building instead of tents, entertainment activities, etc.
- Assignment of few psychologists in the camps for providing psychosocial support to deal with students' and their families strong feelings; such as, anxiety, fear, hopelessness, gloominess, etc.
- Socio - cultural support; socio-cultural activities for kids and young people.
- Socio - cultural support activities are needed to organize in accordance with students' age groups; for instance group games, competitions,
- Some education & entertainment toys, smart game materials, coloring books, etc. materials especially for small kids
- Daily travel opportunities to outside of camps for especially young people (visit the city, other camps, etc.)
- Especially young population (adolescences) needs a special attention; private consultation, group works, social activities, etc.
- Disabled children and their families need a special attention as well; private consultation, group works, social activities, etc.

#### • INEE MS for Quality Education

The key aspects of the quality education were summarized/classified below based on the reflections of group representatives.

The reflections regarding the INEE MS for Quality Education they were classified/summarized below in the table under 5 domains and standards of INEE MS.

#### Needs/ Suggestions for Teachers (reflections):

- Teachers need a hope, they need feeling better, and they need regular support as well.
- Teachers need access to health services (strongly highlighted with all groups), working at a school building instead of tents, providing teacher friendly spaces (a quite, cool/warm working-resting room, which equipped with Internet-pc, books, education materials, stationary, etc.)
- Assignment of few psychologists in the camps for providing psychosocial support to deal with teachers' and their families strong feelings; such as, anxiety, hopelessness, gloominess, war anxiety, fear of future, longing to past/nostalgia, sense of alienage, weariness, grief, anger, sadness etc.
- Psychosocial skills trainings for dealing with students.
- Some adjustment are needed for creating a respectful approach from camps citizens to teachers; for instance, assignment of teachers in their own branch's classes, other education personnel are not well trained, and not qualified for teaching, container or concrete school buildings, one uniform for students, valid exams/diploma opportunities for students, well developed curricula, school management, etc.

They are: Basic Foundations, Access & Learning Environment, Teaching & Learning, Teachers & Other Education Personnel, Education Policy.



## RAPID NEED ANALYSIS for INEE MS for QUALITY EDUCATION CURRENT SITUATION (based on GROUP REFLECTIONS)

	BASIC FOUNDATIONS	ACCESS & LEARNING ENVIROMENT	TEACHING & LEARNING	TEACHERS & OTHER EDUCATION PERSONNELL	EDUCATION POLICY
CURRENT SITUATION	<p><b>Standard 1: Community Participation</b></p> <ul style="list-style-type: none"> <li>● Community participation (parents, youth, children) on education facilities is not available</li> <li>● Parents mostly are not willing for participation on education facilities</li> </ul>	<p><b>Standard 1: Access to School</b></p> <ul style="list-style-type: none"> <li>● Some families do not send children to school (no specific reason)</li> <li>● Some families do not send children to school because diploma/certification situation is not clear</li> <li>● Disabled/ special in needs students do not reach to school properly</li> <li>● There are no early childhood education opportunity in some camps</li> <li>● There is no opportunity for young population to continue on higher education</li> </ul>	<p><b>Standard 1: Curricula</b></p> <ul style="list-style-type: none"> <li>● Curricula is in Arabic language</li> <li>● There is not a standard and common curricula for all camps</li> <li>● Different curricula is being used in different camps</li> <li>● There is not common approach on applying of the curricula among education personnel</li> <li>● Some teachers have not any curricula; they use information in their mind from past</li> <li>● Some new teachers, especially other education personnel need to support for outlining of lessons plan</li> <li>● Text books are not standardized and customized for using</li> <li>● Some textbooks have some photos, text from the current regime in Syria; generally parents and teachers are not happy with this.</li> <li>● The curricula is not suitable for different ages and different developmental level</li> </ul>	<p><b>Standard 1: Recruitment and Selection</b></p> <ul style="list-style-type: none"> <li>● There is not any proper/systematic teachers and other personnel recruitment and selection system; criteria are not defined, transparent, the system is not participatory</li> <li>● There are many non-qualified other education personnel; university students (1.&amp;2. degree)</li> </ul>	<p><b>Standard 1: Law and Policy Formulation</b></p> <ul style="list-style-type: none"> <li>● There are gaps on education law, policy and regulations for education</li> <li>● There are not specific responsible team(s) for follow up law and policy formulation</li> </ul>
	<p><b>Standard 2: Coordination</b></p> <ul style="list-style-type: none"> <li>● No coordination between teachers and camp management</li> </ul>	<p><b>Standard 2: Access &amp; Protection &amp; Well-being</b></p> <ul style="list-style-type: none"> <li>● Some children can not go to school due to school is far away their tent/ container</li> <li>● Some children could not go to school because of 'sand wind', hot weather, muddy ways, etc.</li> <li>● When children do not go to school, some families are not interested in to follow children for sending to school</li> </ul>	<p><b>Standard 2: Training, Professional Development &amp; Support</b></p> <ul style="list-style-type: none"> <li>● Regular in-service trainings for teachers are not available</li> <li>● Some other education personnel work without proper in-service training (even a proper</li> <li>● Some teachers were not assigned in their expertise lesson</li> </ul>	<p><b>Standard 2: Conditions of Work</b></p> <ul style="list-style-type: none"> <li>● There is not any internal regulation to organize and follow up teachers and other education personnel's work</li> <li>● There is not any control, follow up system for absentee teachers and other education personnel (by school administration, camp management)</li> </ul>	<p><b>Standard 2: Planning and Implementation</b></p> <ul style="list-style-type: none"> <li>● There are big gaps on diploma, certificate and school/ class equivalency</li> <li>● There are not specific responsible team(s) for follow up planning and implementation</li> </ul>

BASIC FOUNDATIONS	ACCESS & LEARNING ENVIROMENT	TEACHING & LEARNING	TEACHERS & OTHER EDUCATION PERSONNELL	EDUCATION POLICY
	<ul style="list-style-type: none"> <li>● Some families are not willing to contact with children’ teachers</li> <li>● Some families are quite interested in for children’s school success</li> <li>● Some families are quite willing to contact with children’s teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers and other education personnel do not talk on teaching &amp; learning among themself</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers are volunteer; some teachers do not go to school regularly</li> <li>● There is not any replacement/ back up system for absentee teachers</li> <li>● There is not any payment &amp; acknowledgement system to motivate the teachers</li> </ul>	
	<p><b>Standard 3: Facilities &amp; Services</b></p> <ul style="list-style-type: none"> <li>● Some schools are in tents; not promote learning environment (too hot, too cold, open outside sounds, etc.)</li> <li>● The classes are overcrowded</li> <li>● The students have not a school uniform</li> <li>● There are not supportive training equipment, material, stationary, resources are needed for teaching</li> <li>● There are not any facilities to support young population education in the camps</li> <li>● Education Facilities and Services are not linked to health, psychosocial support and protection</li> </ul>	<p><b>Standard 3: Instruction and Learning Process</b></p> <ul style="list-style-type: none"> <li>● Some teachers and other education personnel are not aware of teaching methods are appropriate to the age, developmental level, capacities and needs of learners</li> <li>● The classes are over crowded, then learner –centered, participatory and inclusive learning process are not being applied</li> <li>● Some students behave very aggressively, then the learning process are not being operated</li> </ul>	<p><b>Standard 3: Support and Supervision</b></p> <ul style="list-style-type: none"> <li>● There is not any senior management, supervision, support system</li> <li>● Teachers &amp; other education personnel have not any opportunity for getting supervision and/learning each other</li> <li>● Teachers and other education personnel have not some teaching &amp; learning resources for self-improvement</li> </ul>	
		<p><b>Standard 4: Assessment of Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● The assessment system is not available in all camps</li> <li>● There is not any common exam and evaluation system for all camps.</li> <li>● There is not any students assessment/ exam/ progress record system.</li> </ul>		



**RAPID NEED ANALYSIS for INEE MS for QUALITY EDUCATION NEEDS/ SUGGESTIONS (based on GROUP REFLECTIONS)**

**NEEDS/ SUGGESTIONS**

BASIC FOUNDATIONS	ACCESS & LEARNING ENVIROMENT	TEACHING & LEARNING	TEACHERS & OTHER EDUCATION PERSONNELL	EDUCATION POLICY
<p><b>FOR ALL STANDARDS</b></p> <ul style="list-style-type: none"> <li>● Camp management is expected to show an interest in providing participation possibilities on education</li> <li>● Camp management - school administration and parents-peer student cooperation is needed for following of absentee students</li> </ul>	<p><b>FOR ALL STANDARDS</b></p> <ul style="list-style-type: none"> <li>● Families need to support for sending children to the school</li> <li>● Families need to encourage for following children's regular attendance to the school</li> <li>● Families &amp; students strongly in need to know about diploma/certification issue</li> <li>● The students needs a common school uniform</li> <li>● There are not supportive training equipment, material, stationary, resources are needed for teaching</li> <li>● Some regulations are needed for disabled students'/ special in need students' and small kids' attendance to the school properly</li> <li>● The follow up system is needed for absentee students</li> <li>● Learning environment is needed some improvements; the school buildings are needed for constructing instead of tents, a/c, ventilator, etc. are needed for more suitable learning environments</li> <li>● Education Facilities and Services are needed to linked with health, psychosocial support and protection</li> <li>● The young population is needed to link with higher education services in very soon</li> </ul>	<p><b>FOR ALL STANDARDS</b></p> <ul style="list-style-type: none"> <li>● The new/ modern curricula is needed; the content and application methods are needed to revision for developing in harmony with the world-international standards -</li> <li>● The quality of curricula is vital; the common, standard curricula is needed</li> <li>● Teachers need in- service training for applying of the curricula properly</li> <li>● The other education personnel need a customized orientation programs on curricula before assign for teaching</li> <li>● The regular meetings is need for teachers and other education personnel for knowledge &amp; experience sharing on teaching &amp; learning (curricula, inclusive education, class management, assessment system, etc.) Teachers - specifically other education personnel need to overcrowded class management, angry management skill</li> <li>● Teachers and other education personnel need for in-service training on student-centered, participatory and inclusive teaching&amp; earning process</li> <li>● Teachers and other education personnel ineed for in-service training on teaching methods, appropriate teaching skills on the age, developmental level, capacities and needs of learners. Disabled students'/ special in need students' and small kids' need special attention for teaching &amp; learning process</li> </ul>	<p><b>FOR ALL STANDARDS</b></p> <ul style="list-style-type: none"> <li>● A proper/ systematic teachers and other personnel recruitment and selection system is needed</li> <li>● Qualified teachers and especially other education personnel is needed a continuous, relevant in service training system</li> <li>● A comprehensive orientation, teaching &amp; learning skills development program is needed especially for other education personnel</li> <li>● An internal regulation(s) is needed to organize and follow up teachers and other education personnel's works (including teaching &amp; learning process, absentee teachers, etc.)</li> <li>● The absentee teacher replacement/ back up system is needed</li> <li>● The support &amp; supervision mechanisms are needed; including quite space for working and sharing experiences; available resources, materials, peer-supervision; dealing with aggressive students, class management, etc.</li> <li>● The payment system is needed for covering the teachers rights and efforts. The payment will be a strong motivation for teachers.</li> </ul>	<p><b>FOR ALL STANDARDS</b></p> <ul style="list-style-type: none"> <li>● Education law, policy and regulations are needed for education</li> <li>● A steering committee and/ or team(s) is needed for taking the responsibility) for follow up law and policy formulation</li> <li>● Education law &amp; policy and regulations is needed to work with National Council in Syria</li> <li>● A steering committee and/ or team(s) is needed for taking the responsibility) for follow up education planning and implementation in the camps</li> <li>● A steering committee and/ or team(s) is needed for taking the responsibility) for follow up diploma, certificate and school/ class equivalency</li> </ul>

## BASIC FOUNDATIONS

## ACCESS &amp; LEARNING ENVIROMENT

## TEACHING &amp; LEARNING

## TEACHERS &amp; OTHER EDUCATION PERSONNELL

## EDUCATION POLICY

- Supportive training equipment, material, stationary, resources are needed for teaching
- Teachers are needed a quite space to work and develop lessons plans, materials, where equipped with Internet, training materials, stationary, resource books, etc.
- Teachers and other education personnel need to regular psychological support. Then, they may deal with students' needs.
- The support& supervision mechanisms are needed; including quite space for working, resources, materials, peer-supervision, dealing with aggressive students, class management, etc.



## E. FINDINGS

The findings were written up based on mostly reflections of workshop groups within 7 days. It is well noted that each reflection that was expressed by workshop groups confirmed previous reflection points and contributed some additional points. The reflections generally have the unity of characteristics of the current situation, needs and suggestions.

These findings are also a strong starting point for the suggestions and a strategic road map sections for further steps in order to provide a quality inclusive education for Syrian children in the camps. Taken together, these findings were classified and summarized in terms of INEE MS 5 Domains (there are some quotations from INEE MS Handbook in this section) with suggestions below.

### ● Coordination, Participation, Assessment

#### Finding(s)

- Teachers (and parents) are not actively involved in any education assessment, planning, monitoring and evaluation activities in the camps.
- There is not any cooperation & coordination mechanism on education among the camp management, teachers and camp community.
- Population with special needs, young population, student representatives are not actively involved in education activities as well.

#### Strategy

- Support the structures to create stronger links between families; community and schools or other learning spaces should be developed in a participatory, inclusive and consultative manner.

#### Suggested actions

- Setting up a 'teacher education' committee' refers to a group, which identifies and addresses the educational needs of all students and teachers and other education personnel in the camp.
- The committee stays in contact with the camp management (and other related stakeholders – if any).

- The committee stays in contact with other camp teacher education committees; for coordination, cooperation on knowledge-experience sharing.

- The committee prioritizes and plans education activities through a participatory planning process (with participation of parents, youths, special in needs group's representatives)

- The committee members define by a participatory and transparent approach.

- The committee may have different working groups according to needs; for instance, the curricula-working group, in-service working group, policy working group, etc.

- In any case, mobilizing of the youth population for different activities; tasks such as distributing supplies or constructing tents, containers. The participation of youth in planning, monitoring and evaluating education facilities, particularly skills and livelihoods training, helps to ensure that these programs meet their current and future needs.

- Spending special efforts to encourage girls and young women to participate to ensure that their voices are heard.

- Staying in contact with the camp management & teacher education committee for coordination, participation and assessment processes of education related activities as UNICEF Turkey.

### ● Access & Learning Environment

#### Finding(s)

- A good starting point for the formal primary education in Arabic language is being provided at 'schools' in camps. At the same time, the qualities of education facilities are being inquired from different aspects by the beneficiaries. These aspects are from 'equal access' to education facilities, 'wellbeing of students, teachers and other education personnel', and 'education facilities and services; for instance linked to health, psychosocial, protection, etc.





- Some students have difficulties in regular accessing to school due to different reasons for instance; the school is far away from their tent/container, 'sand wind', hot weather, muddy ways, etc., some families are not interested in education, some families do not send children to school because diploma/certification situation is not clear already, disabled/ students or students with special needs do not go to school properly, early childhood education opportunity in some camps is not available, the higher education link for young population is not available as well.

- There is a lack of education services and facilities; the tent schools are not promoting an appropriate learning environment, they are generally too hot/ too cold, too much disturbing sound coming from outside, classes are overcrowded, students have not a common school uniform, there are not supportive training equipment, material, stationery, resources are needed for teaching, there is not suitable space, equipment, materials/resources, etc. for teachers to develop teaching materials, etc.

#### Strategy

- Provide for all students 'equal access' to education facilities, 'wellbeing of students, teachers and other education personnel', and 'education facilities and services; for instance linked to health, psychosocial, protection, etc.

#### Suggested actions

- Conducting a Joint Education Assessment (JEA) (or focus group discussions) to identify the capacity and gaps in the education response; 'equal access', 'wellbeing of students, teachers and other education personnel', and 'education facilities and services.

- Inclusion of teachers (the camp teacher education committee) in JEA team.

- Adapting/ contextualizing of the Global Education Cluster's Joint Education Needs Assessment Toolkit (or other needs assessment tools agreed on) for the camps in Turkey.

- In terms of accountability, being transparent about information collection, and it is used to inform work planning, including sharing information with beneficiaries and related stakeholders.

- Providing links among education facilities and health, psychosocial support and protection sectors, etc.

## ● Teaching & Learning

### Finding(s)

- A Syrian formal primary education curricula is being applied in Arabic language at 'schools; tent, container, building' in camps.

- This is a quite good beginning; on the other hand, there is a lack of teaching & learning facilities. These are related with curricula, training, professional development & support, Instruction and Learning Process, assessment of learning outcomes.

- The 'current curricula' are not entirely support some quality education requirements, which are available, accessible, acceptable (relevant), adaptable (context).

- The current curricula are not culturally, socially and linguistically relevant for primary school formal education. Moreover, it is not appropriate with the particular context and needs of learners; such as life saving skills, links with diploma, certificate, etc.

- The entire teachers and especially other education personnel are not adequate for applying it effectively.

- Mostly, teachers are not pleased with other untrained education personnel's participation in education facilities.

- The appropriate methods are not available for applying to evaluate (tests, general exams, etc.) and validate (diploma-certificate) learning outcomes.

- There is not a code of conduct for teachers and other education personnel and students (families).

#### Strategy

- Promote and support teaching and learning, including curricula, training and professional development and support, instruction and learning process, and assessment of learning outcomes.

#### Suggested actions

- Conducting a Joint Education Assessment (JEA) (or focus group discussions) to identify the capacity and gaps in the education response; 'curricula, 'training, professional development & support', 'instruction and learning process', 'assessment of learning outcomes'.

- Setting up a 'curricula working group' under the teacher education committee.

- Handling with curricula by a participatory approach - Syrian teachers, TR MoNE, resource person(s) - with different aspects; such as, content development, contextualisation, development of supportive training materials, assessment of learning outcomes, etc.

- Conducting a serious effort for developing curricula and measuring learning outcomes, which ideally acceptable in both in Syria (and or region) and in Turkey. It would be one of the most significant points to facilitate voluntary repatriation, when it is available.

- Engaging in a substantial regional and inter-agency coordination, taking into account, for example, language competencies and recognition of examination results for certification.

- Developing an orientation and in-service training mechanism for teachers and other education personnel.

- They need to learn how to identify needs for specific teaching process based on the curriculum. They also need to learn how to create effective and appropriate teaching process using locally available materials.

### ● Teachers & Other Education Personnel

#### Finding(s)

- There is a lack of current curricula; the common-standardized- contextualized curriculum is absent (content, age groups, etc.), the common understanding is not available among teachers and other education personnel for applying curricula, etc.

- Regular in- service training is not available on orientation of teachers and other education personnel, applying of the curricula properly, on teaching methods, appropriate teaching skills on the age, developmental level, capacities and needs of learners, class management skills; crowded class, aggressive vs. silent students, etc.

- There is a lack of inclusive education for taking student groups with special needs into consideration in teaching & learning process; disabled students, kids, students have not access to school, youth, etc.

- There is a lack of the teachers support &

supervision mechanisms; including quite space for working, resources, materials, peer-supervision, help the helpers; psychosocial support, dealing with aggressive students, class management, etc.

- Any subsidies, honorariums, motivation payments, some advantages, etc. aren't available

#### Strategy

- Promote, support and provide guidelines on administration and management of human resources in the field of education in camps. This includes recruitment and selection, conditions of service, and supervision and support.

#### Suggested action

- Conducting a Joint Education Assessment (JEA) (or focus group discussions) to identify the capacity and gaps in recruitment and selection of teachers and other education personnel, conditions of service, and supervision and support.

- Setting up a 'teachers & other education personnel working group' under the teacher education committee.

- Handling with teachers & education personnel issue by a participatory approach - Syrian teachers, TR MoNE, resource person(s) - with different aspects; such as, recruitment and selection, conditions of service, and supervision and support.

- Conducting a regular Help the Helpers; psychosocial support program for teachers & other education personnel. In terms of the Help the Helpers program, teachers & other education personnel learn to take care of themselves first (including peer- support), then they may take care of students, and their families as a community leaders.

- Conducting the Help the Helper ToT-Formator (lead teacher) program and impending a cascading model. However, providing of a strong monitoring and evaluation system to support and supervise the formators-leader teacher on Help the Helpers is vital for success of the cascading model.

- Providing some subsidies, honorariums; motivation payments, some minor advantages, etc. to teachers and other education personnel. This issue is included in the 'internal regulation' under the 'condition of work' section. The payment issue is based on transparent, participatory recruitment and selection system. Otherwise, 'any payments' may be caused a

confusion and conflict among the community.

### ● Education Policy

#### Finding(s)

- There is a lack of education policy for quality and inclusive education; policy formulation and enactment; mandates, code of conduct, regulations, etc. and also lack of education planning and implementation.

#### Strategy

- Promote, support and provide guidelines on education authorities and other key stakeholders (especially for AFAD) for policy formulation and enactment, planning and implementation.

This strategy is to support and promote education policies and laws that protect against all forms of discrimination in education. This includes discrimination on the basis of sex, religion, ethnicity, language and disability.

#### ● Suggested Actions:

- Conducting a Joint Education Assessment (JEA) (or focus group discussions) to identify the capacity and gaps in policy formulation and enactment, planning and implementation.

- Setting up a 'policy formulation, planning and implantation working group' under the teacher education committee.

- Handling with policy formulation, planning and implementing issue by a participatory approach

- Syrian MoE workers, school principals- before coming to Turkey-, TR MoNE, resource person(s)- with different aspects; such as, educational standards, right to receive education, learning needs and rights, accessing to quality education for everyone, the links with short- medium-long term development of community.

## F. EVALUATION of WORKSHOP(S)

### What's Next

Following of thematic sessions ended, the question that how we may continue with you/ Syrian teachers and other education personnel to work on the quality and inclusive education subject from now on was asked to audiences?

The group feedbacks were gathered through the Form of What's next. About 100 group submitted the What's Next Form in Arabic. The facilitator randomly selected 1-2 What's Next Forms from each workshop, due to lack of Arabic language barrier (including reading Arabic and handwriting barrier), and then about 10 -12 forms were reviewed in total.

Moreover, the verbal evaluations/reflections of participants right after each workshop and during the day with facilitators were included in this section.

The feedbacks from audiences were consolidated and summarized based on the What's Next Form.

- Almost all of groups highlighted their kind & sincere thank you messages and positive feelings to Turkish Government.
- Almost all of groups emphasized their willingness to be part of education in camps.
- Almost all of groups emphasized their sincere expectation for getting some payments for their teaching efforts.
- Almost all of groups emphasized their willingness to get more training and convey the content to others.
- Almost all of groups emphasized the problems are needed to have been seen in camps; they highlighted the camp visits are essential.
- Almost all of groups emphasized the previous reflections mostly about the need of improvement teachers conditions –from different aspects- in camps

### Evaluation of Workshop(s)

Since 1500 School Teachers and Other Education Personnel's Needs and Circumstances Workshop Program ended, an evaluation session was conducted. The evaluation was carried out through Evaluation Form, which was distributed to the audiences for filling in and giving back to the facilitators.

About 1000 audiences submitted an evaluation form in Arabic. The facilitator randomly selected 10 -15 evaluation forms from each workshop, due to lack of Arabic language barrier (including reading Arabic and handwriting barrier), and then about 100 evaluation forms were reviewed in total.

Moreover, the verbal evaluations/reflections of participants right after each session and/ during the day with facilitators were included in this section.

The feedbacks from audiences were respectively consolidated and summarized based on the evaluation criteria in the form.

- All of teacher respondents reported the workshop' content relevant and useful to his/her needs in works.
- All of teacher respondents reported the impact of this workshop is positively high and effective in increasing their understanding of the education in emergencies.
- All of teacher respondents mentioned the INEE MS Handbook in Arabic is pertinent and useful to his/ her work (it is noticed that a few other education personnel reported the INEE MS Handbook is not suitable for his/her work).
- The most of teacher respondents emphasised that they wanted the INEE MS Training program in their camp for learning more about it and applying the standards in their camp.
- The most of teacher respondents emphasised that they wanted the Help the Helpers Program for both themselves and students.

- All of respondent reported the training style and methods were very good; some of mentioned they used 5 trauma-copying channels for their psychological mood and considerably relieved at least during this day.

- All of respondents highlighted nice words for instructors; regarding their training skills and styles, knowledge, friendly manner attitude, etc.

- All of respondents highlighted that this type of facilities were expected in starting from near future periodically.

## G. WHAT'S NEXT? - ROAD MAP for NEXT STEPS

This section provides a road map for related line stakeholders (UNICEF Turkey, AFAD, TR MoNE, etc.). The Road Map also provides the five-phase methodology with corresponding practices, inputs, outputs, and roles and duties as assigned to each stakeholder's n the quality education process in camps.

The Road Map has six steps based on each assumptions.

The steps are;

- Phases
- Assess
- Define
- Select
- Perform & Improve
- Monitor & Evaluate

## THE ROAD MAP for INEE MS APPLICATION in CAMPS

1	2	3	4	5	6	7
Assumption	Phases	Assess	Define	Select	Perform & Improve	Monitor & Evaluate
1.1 _Community Involvement supports the maintenance of education services in the long term.	2.1 _Assessment Activities. Involvement of teachers	3.1 _Select the assessment type/ adapt _Eg. Joint Education Assessment (JEA) or _Focus Group Asses,etc.	4.1 _Integrated Supports& Services _Define the Activities& Supports	5.1 _Priorities the Supports& Services	6.1 _Perform/provide the prior supports&services _Test the perform supports & services _Improve them	7.1 _Plan & Design Performance Management Process
1.2 The single most important factor in assuring the quality of learning is the regular availability of well-trained, motivated teachers	2.2 INEE MS ToT	3.2 _Send the INEE MS ToT announcement letter to all camps _Make sure all teachers have been informed this _Define the requirements for INEE MS ToT candidates - Ask for submitting of an expression of interest letter to UNICEF Turkey	4.2 _Evaluate the Eol letters, and then define the successful Eol as candidate of INEE MS ToT - Ideally, interview with candidates to make sure he/she is fulfilled the responsibilities _According to population of camp(s) define the needed number of ToT group for each camp	5.2 _For Pilot/ Test INEE MS ToT Organize a mix group for INEE MS ToT (max 15 teachers)  _Select, two successful teachers from each camp for Pilot INEE MS ToT	6.2 _Perform the Pilot INEE MS ToT (as a 5 days training) 6.3 _Prepare the evaluation criteria/indicators for improvement of INEE MS ToT 6.4 _Revise the INEE MS ToT program 6.5 _Perform the cascading model; Pilot INEE MS dissemination & application in camp via INEE MS Instructors _Provide regular follow up meetings and friendly supervision system for INEE MS inst.s	7.2 _Prepare the performance indicators for M&E of INEE MS ToT 7.3 _Evaluate the ToT program periodically 7.4 _Define What's Next Strategy? with involvement of Teacher Education Committee and (sub groups) for following of INEE MS Domains applications in camp(s)
1.3 The single most important factor in assuring the dissemination of INEE MS successfully is the volunteer, strong teachers						
1.4 The single most important factor in assuring the cascading model for INEE MS dissemination successfully is the friendly supervision system for INEE MS Instructors						
1.5 Teachers involvement supports the maintenance quality education services in the long term.						
	2.3 _Setting up 'Teacher Education Committee' ( start in one camp, first! )			5.3 _ Set up the 'Teacher Education Committee' (max 12 teachers)	6.6 _Teacher Education Committee start to works _Prepares a Work Principles Document _Starting points are JEA findings, INEE MS 5 Domains _Priorities the works	7.5 __Prepare the performance indicators for Teacher Education Committee 7.6 _Evaluate the Teacher Education Committee
	<b>Milestones (Example)</b>	<b>_ JEA was completed</b>	<b>_ Integrated Supports&amp; Services was defined</b>	<b>_ Supports&amp; Services was selected/prioritised</b>	<b>_ Supports &amp; Services were performed &amp; Tested &amp; Improved</b>	<b>_ Supports &amp; Services Performance' were evaluated.</b>

### GUIDE NOTES of ROAD MAP:

1.1

- o Effective emergency education response is based on active community participation – processes and activities that empower people to take part in decision-making processes and take action on education issues.
- o Community involvement and ownership enhance accountability, strengthen the mobilization of local resources and support the maintenance of education services in the long term. Participation facilitates the identification of education issues particular to the local context and ways to address them.

3.2

- o Send the INEE MS ToT announcement letter to all camps; why/what for the INEE MS TOT
- o Make sure all teachers have been informed on this; including male & female teachers, to all ages teachers.
- o Define the requirements for candidates of ToT in the letter
  - being a teacher
  - being a volunteer
  - having leaders skills
  - speaking TR & English ( preferable)
  - being available for working in flexible hours
  - getting family support ( if necessary deal with this issue for strong candidates)

- o Ask for submitting an expression of interest (Eol) letter to UNICEF Turkey from each candidate.

Expression of interest letter covers below points;

- how she/ he can cover the above requirements
- moreover, she/he can disseminate the INEE MS to whom
- clarification of his/her volunteerism
- what his/her volunteerism
- what is his/her limitation for this work
- why education is important in emergencies

6.1

- o Prepare the performance criteria for
  - the flow of training program
  - the curriculum (modules, handouts, forms, etc.)
  - the implementation of cascading model

6.2

- o Perform the Pilot INEE MS ToT (as a 5 days training)
- Prepare the evaluation criteria/indicators for improvement of INEE MS ToT

6.4

- o Perform the cascading model; Pilot INEE MS dissemination & application in camp via INEE MS Instructors
- Provide regular follow up meetings and friendly supervision system

6.6

- o Teacher Education Committee start to works
- Prepares a Work Principles Document
- Starting points are JEA findings, INEE MS 5 Domains
- Priorities the works/ actions (start from able to conduct works)

7.2

- o Prepare the performance indicators for M&E of INEE MS ToT

## App.1: Distribution of Audiences in Provinces and Camps

### APPENDIXES

App.1: Distribution of Audiences in Provinces and Camps

App.2: Help the Helpers Skills PPT

App.3: INEE MS for Quality Education PPT

App.4: The Workshop Program

App.5: Rapid Situation Analysis Form for Help the Helpers

App.6: Rapid Situation Analysis Form for INEE MS for Quality Education

App.7: Workshop Evaluation Form

App.8: Hand-out

City	Date	Camps	Sub #	Total #
Iskenderun	28.06.2012	Kilis, Oncupinar	144	173
		Yayladagi	29	
Gaziantep	01.07.2013	Adiyaman, Hatay Altinozu 1-2	115	412
	02.07.2013	Islahiye, Nizip cadirkent, Nizip konteyner	159	
	03.07.2013	Kahramanmaras, Karkamis, Osmaniye	138	
Sanliurfa	04.07.2013	Akcakale	267	747
	05.07.2013	Harran	257	
	06.07.2013	Ceylanpinar	223	
TOTAL				1332

1500 SCHOOL TEACHERS and OTHER EDUCATION PERSONNEL  
TRAINING for QUALITY EDUCATION  
(REF-EM/TURA/2013-C)  
TURKEY  
Iskenderun – Gaziantep – Sanliurfa  
June 30 – July 7 2013

MODERATOR – INSTRUCTOR : ZEYNEP M. TURKEM SANDUVAC  
INDEPENDENT DRR & EIE CONSULTANT

HELP THE HELPERS for QUALITY EDUCATION:  
PSYCHO-SOCIAL SUPPORT

Zeynep M. Turkmen Sanduvac  
Social Worker  
DRR & EIE Consultant

Solmaz Havuz  
Instructor

### HELPING THE HELPERS

#### WHY PSYCHOSOCIAL SUPPORT AS PART OF EDUCATION?

- Teachers can provide a stable, affectionate relationship for a child.
- Education staff can be aware of those having special difficulties in coping.
- Time can be dedicated to better understanding the crisis and its impact.
- Successes in learning will increase the self-confidence of a child.
- Local sports and art, such as drama and dance, help children relax, develop, value their cultural identity and build a sense of belonging.
- Schools and structured activities reinforce the social web of community.

Source: Nicole (2002a)

### EMOTIONAL TRAUMA

Mental distress/ explosion situation that;

- breaks down the defense mechanisms of the individual
- prevents the individual from reacting efficiently.

### TABLE OF CONTENT

- Helping the helpers
- Emotional trauma
- Emotion- Thought- Behavior
- Dynamics of coping with trauma
  - What happens in the brain during the trauma
- Ways of coping with Trauma
  - Emotional trauma
  - Bridges: Continuity in Our Lives
  - Coping Channels: Basic Ph
- Exercise: Guided Imagery

### HELPING THE HELPERS

- First CARE YOURSELF!
- Caring for yourself when assisting others

### EMOTIONAL TRAUMA

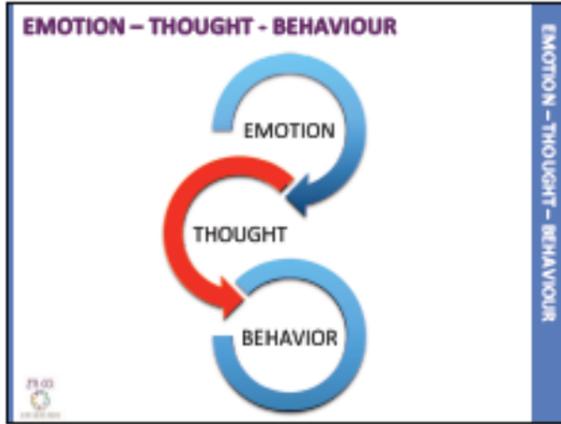
### EMOTIONAL TRAUMA

Can be perceived as a threat to

- Our lives
- Our psychical integrity
- Our beloved ones
- Our self-belief

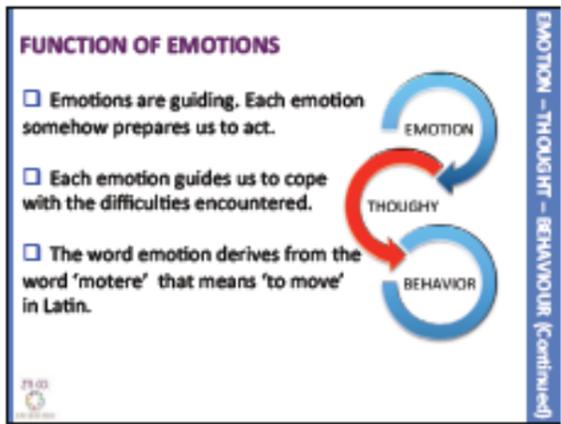
**TABLE OF CONTENT**

- Helping the helpers
- Emotional trauma
- Emotion- Thought- Behavior
- Dynamic of coping with trauma
- Ways of coping



**BASIC EMOTIONS**

<b>Grief</b> Sorrow Pain Loneliness Exclusion Humiliation Despair	<b>Fear</b> Anxiety Doubt Nervousness Worry Astonishment Restlessness Scare Horror	<b>Joy</b> Happiness Enthusiasm Relief Satisfaction Pleasure Enjoyment Pride Excitement Gladness	<b>Love</b> Trust Close attention Loyalty Admiration Romance	<b>Shame</b> Guilt Disappointment Regret Humiliation
Pathological; Major depression	Pathological; Major panic	Pathological; Manic psychological state	Pathological; Extreme passion	Pathological; Hatred and violence with the intent to destroy



**EMOTION**

- " Turmoil or motion of mind, feeling, passion." Oxford English Dictionary
- " A feeling, certain thoughts special to that feeling, psychological and biological states and tendency of a series of actions." Dr. Daniel Goleman Psychologist U.S.A.
- Main emotion groups; fear, anger, grief, shame, disgust, surprise, love, joy

**EMOTION**

- Everybody experiences emotions.
- Emotions are not thoughts.
- Emotions cannot be proved to be true or false.

**FUNCTION OF EMOTIONS**

**NOT** replacing emotions with wisdom but trying to find the healthy balance between the two

□ **Old paradigm:**  
An ideal of wisdom that is independent of the attraction of emotions

**Today's paradigm:**  
Making efforts as to enable the balance of thought and emotion

**REALIZING EMOTIONS**

Emotions that you have not realized **RULES YOU.**

**YOU RULE** the emotions that you have realized.

**EMOTIONS**

- Everybody has emotions.
- Emotions are abstract, they cannot be seen or heard.
- We feel well or bad due to our emotions.
- We do not become a good or bad person depending on our emotions.



EMOTION - THOUGHT - BEHAVIOUR (Continued)

**TABLE OF CONTENT**

- Helping the helpers
- Emotional trauma
- Emotion- Thought- Behavior
- Dynamics of coping with trauma
  - What happens in the brain during the trauma
- Ways of coping with trauma

TABLE OF CONTENT

**COPING WITH TRAUMA**

- This system is stimulated, when our body confronts with a threat.
- The process of the "fight" or the "flight" is triggered.
- More oxygen is pumped to our muscles and brain and the body's energy is burst.
- And the organism is ready to fight



COPING WITH TRAUMA (Continued)

**COPING WITH TRAUMA**

Upon stimulation of this system;

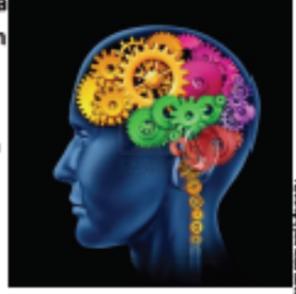
- throb
- rapid breathing
- tonus
- gastric contraction
- dizziness
- sweating
- cooling of hands and feet
- nausea
- head ache

Activating parasympathetic nervous system

COPING WITH TRAUMA (Continued)

**COPING WITH TRAUMA**

- Managing trauma is managing brain chemistry.
- What happens in the brain during the trauma?



COPING WITH TRAUMA

**COPING WITH TRAUMA**

**Sympathetic system:**  
The system that keeps the organs moving.

**Parasympathetic system:**  
The system where the organs rest and stay motionless.



COPING WITH TRAUMA (Continued)

**COPING WITH TRAUMA**

- This system is not self-activated; it waits for the brain's command.
- The individual to have information/help on the trauma managing techniques
- The individual to make efforts to apply those techniques



COPING WITH TRAUMA (Continued)

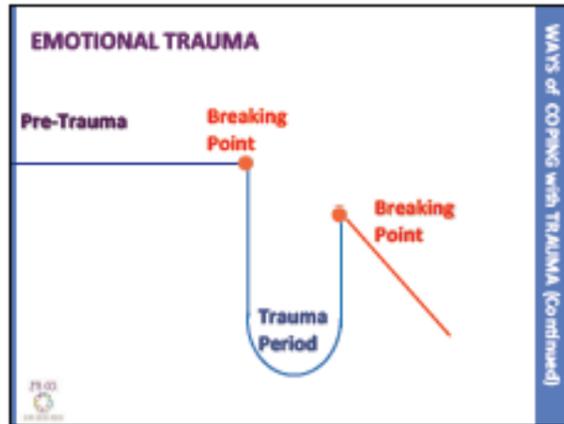
**ACTIVATING THE PARASYMPATHETIC NERVOUS SYSTEM**

- This system is not self-activated; it waits for the brain's command.
- The individual to have information/help on the trauma managing techniques
- The individual to make efforts to apply those techniques
- The individual can continue to live with the event/situation that caused the trauma.
- The individual can fulfill his/her daily responsibilities.
- The individual can prevent or control the negative effects of the trauma on the other organs.
- The individual can help the others.

COPING WITH TRAUMA (Continued)

**TABLE OF CONTENT**

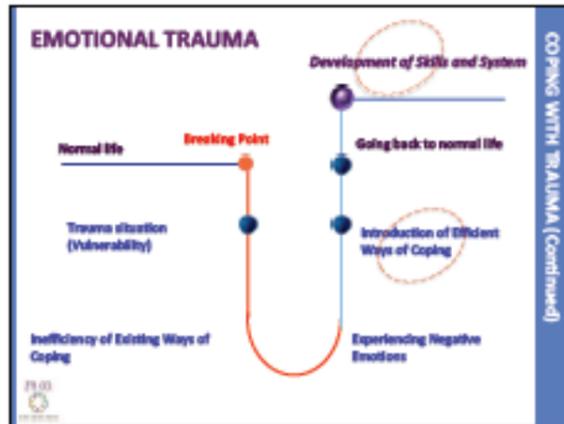
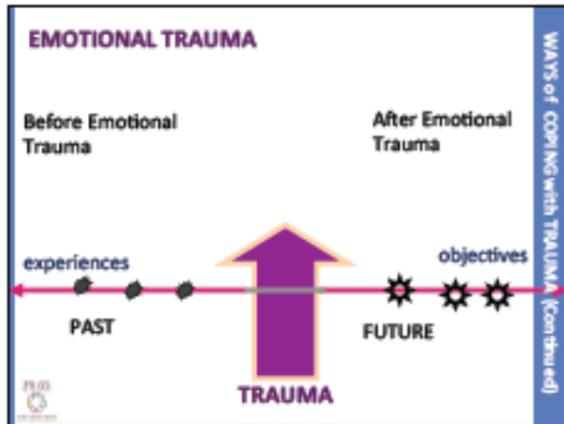
- Helping the helpers
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- Emotion- Thought- Behavior
- Dynamic of coping with trauma
- Ways of coping with Trauma
  - Emotional trauma
  - Bridges: Continuity in Our Lives
  - Coping Channels; Basic Ph



**BRIDGES: CONTINUITY IN OUR LIVES**

<b>COGNITIVE CONTINUITY</b>	Explaining, informing, reframing, telling what it is, asking questions on what it is.
<b>CONTINUITY IN ROLES</b>	Supporting the individual to take new roles, helping the individual be active by giving new roles to him/her, providing permanence of the individual's role.
<b>SOCIAL CONTINUITY</b>	Providing a suitable environment for the individual to meet with new people, build up relations and create a social ties.
<b>PERSONAL CONTINUITY</b>	The question of "What has not changed?" is very important here. Showing that the name, past livings and memories of the individual are still with him/her.

**WAYS OF COPING with TRAUMA** Every individual has its wide range of ways of coping.

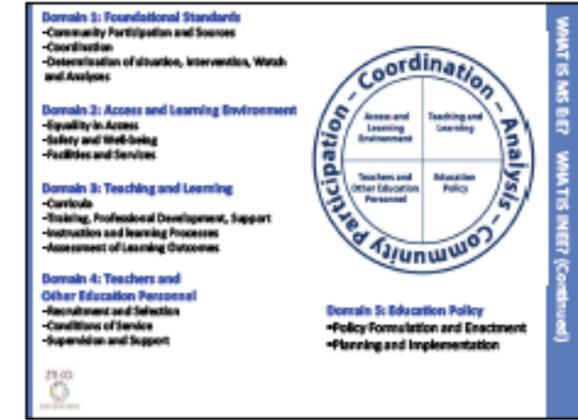
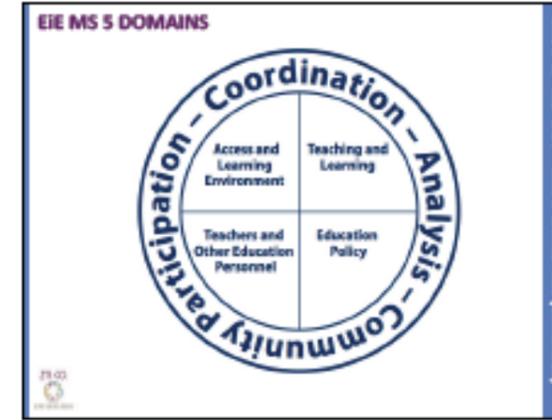


- COPING WITH TRAUMA**  
**BASIC PH MODEL**
- B**elief/Faith /Self-belief
  - A**ffect/ Emotion
  - S**ocial Support
  - I**magination – Humor
  - C**ognitive
  - P**hysical Activity
- 

**EXERCISE**  
GUIDED IMAGERY:  
THE MY SEED – MY TREE – OUR FOREST





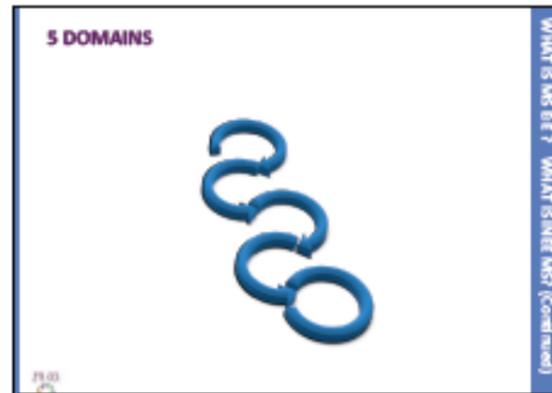


**INEE**

**MINIMUM STANDARDS FOR EDUCATION: Preparedness, Response, Recovery**

**WHAT IS MS BE? WHAT IS INEE MS? (Continued)**

- A global tool that articulates the minimum level of educational quality and access to education in emergencies through to recovery.
- More than 1300 people from 52 countries participated in the updating process.



**CROSS CUTTING ISSUES**

- Conflict Mitigation
- Disaster Risk Reduction
- Early Childhood Development
- Gender
- HIV and AIDS
- Human Rights
- Inclusive Education
- Inter-sectoral Linkage
- Protection
- Psychosocial Support
- Youth

**MS EIE 11 CROSS CUTTING THEMATIC ISSUES**

The members of INEE indicated that the thematic issues are not sufficiently mentioned in the 2004 edition of the book, thus they are added to the 2010 edition.

**MS EIE COVERS**

- Standards** – Those that are wanted to be achieved. They are qualitative in nature and are meant to be universal and applicable in any context.
- Key Actions** – Suggested ways to achieve the standard.
- Guidance Notes** – Cover specific points of good practice to consider when applying the minimum standards and adapting the key actions in different situations.

**STANDARDS, KEY ACTIONS, GUIDANCE NOTES**

**MS EIE COVERS**

Standards – Those that are wanted to be achieved. They are qualitative in nature and are meant to be universal and applicable in any context.



**EXAMPLE**

**Analysis Standard 3: Monitoring**

Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

STANDARDS, KEY ACTIONS, GUIDANCE NOTES

**MS EIE COVERS**

Key Actions – suggested ways to achieve the standard.

**EXAMPLE**

**Key actions** (to be read in conjunction with the guidance notes)

- There are effective systems for regular monitoring of education response activities in emergency situations through to recovery (see guidance note 1).

STANDARDS, KEY ACTIONS, GUIDANCE NOTES

**INEE MAP** Minimum Standards for Education: Preparedness, Response, Recovery

Foundational Standards

Access and Learning Environment	Teaching and Learning	Teachers and Other Education Personnel	Educational Policy
<p><b>Standard 1: Equal Access</b> – All individuals have access to quality and relevant education opportunities.</p> <p><b>Standard 2: Preparedness and Well-being</b> – Learning environments are secure and safe and promote the protection and the psychological, physical, and social well-being of learners, teachers and other education personnel.</p> <p><b>Standard 3: Facilities and Services</b> – Quality facilities and services are available to all learners, teachers and other education personnel and are safe, accessible, and of adequate quality.</p>	<p><b>Standard 1: Content</b> – Quality and relevant content is provided and delivered in a way that is appropriate to the needs and circumstances of learners.</p> <p><b>Standard 2: Teaching, Professional Development and Support</b> – Teachers and other education personnel receive quality, relevant, and ongoing professional development and support.</p> <p><b>Standard 3: Instructional Materials and Learning Resources</b> – Instructional materials and learning resources are available, accessible, and of adequate quality.</p> <p><b>Standard 4: Assessment and Learning Evaluation</b> – Assessment and learning evaluation are available, accessible, and of adequate quality.</p>	<p><b>Standard 1: Recruitment and Selection</b> – Sufficient number of appropriately qualified and trained individuals are recruited and selected in a way that is appropriate to the needs and circumstances of learners.</p> <p><b>Standard 2: Conditions of Work</b> – Teachers and other education personnel receive quality, relevant, and ongoing professional development and support.</p> <p><b>Standard 3: Support and Supervision</b> – Support and supervision are available, accessible, and of adequate quality.</p>	<p><b>Standard 1: General Policy Framework</b> – Quality education policies, strategies, and standards are developed, implemented, and reviewed in a way that is appropriate to the needs and circumstances of learners.</p> <p><b>Standard 2: Planning and Implementation</b> – Quality education policies, strategies, and standards are developed, implemented, and reviewed in a way that is appropriate to the needs and circumstances of learners.</p>

Key Themes & Issues: Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusion, Education for Sustainable Development, Protection, Psychosocial Support and Health

**GROUP WORK**



STANDARDS, KEY ACTIONS, GUIDANCE NOTES

**MS EE COVERS**

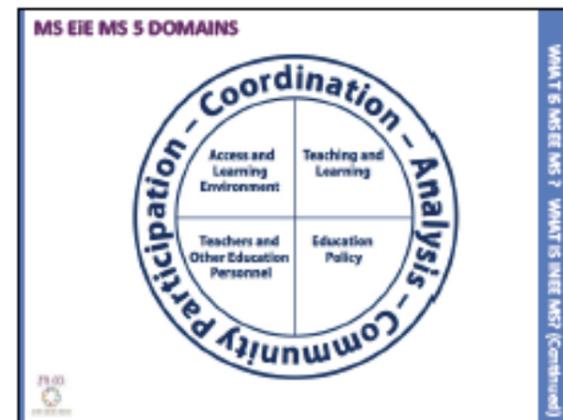
Guidance Notes – Cover specific points of good practice to consider when applying the minimum standards and adapting the key actions in different situations.

**EXAMPLE**

data collection and processing. Many types of information can be collected from schools and other education programmes on a sample basis, giving quick indicators of needs and problems. Such information may include:

- disaggregated data on enrolment and drop-out;
- whether students eat before attending school;
- availability of textbooks and teaching and learning materials.

STANDARDS, KEY ACTIONS, GUIDANCE NOTES



**GROUPS CHOOSE**

- A president
- A secretary
- A Spokesperson



Each group analyses the case with regard to its subject title. Scenerio.

- Title 1: Participation, Coordination, Analyses
- Title 2: Access and Learning Environment
- Title 3: Teaching and Learning
- Title 4: Teachers and Other Educational Personnel
- Title 5: Education Policy

STANDARDS, KEY ACTIONS, GUIDANCE NOTES

**QUESTIONS AND ANSWERS**



STANDARDS, KEY ACTIONS, GUIDANCE NOTES



THANK YOU!

**INEE** International School Foundation in Emergencies  
 Türkiye'deki acil durumlarda eğitim standartları eğitmenleri için uluslararası eğitim standartları  
 International standards for education in disaster/emergencies  
 القواعد العالمية للتعليم في حالات الطوارئ

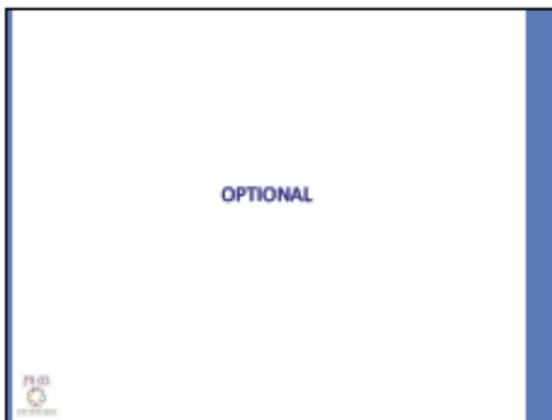
**Zeynep M. Turkmen Sanduvaç**  
 Afet ve Acil Durumlarda Eğitim Standartları Eğitmen  
 INEE MS Instructor  
 zeynepturkmen@zeynepturkmen.com

Quality Education (as defined by UNICEF) includes:

- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge is such areas as gender, health, nutrition, HIV/AIDS prevention and peace;

Quality Education (as defined by UNICEF) includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge is such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities;
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.



Quality Education (as defined by UNICEF) includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;

Quality Education (as defined by UNICEF) includes:

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- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

THANK YOU!

**MINIMUM STANDARDS FOR EDUCATION IN EMERGENCIES**

**INEE** International School Foundation in Emergencies  
 Türkiye'deki acil durumlarda eğitim standartları eğitmenleri için uluslararası eğitim standartları  
 International standards for education in disaster/emergencies  
 القواعد العالمية للتعليم في حالات الطوارئ

**Zeynep M. Turkmen Sanduvaç**  
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## App.4: Workshop Agenda

Agenda for Syrian Teachers in Turkey Workshop  
Türkiye'deki Suriyeli Öğretmenler için Atölye Çalışması  
مشروع جدول أعمال للمعلمين السوريين في تركيا

Specialist / Moderator / متخصص Zeynep M. Türkmen Sanduvac,  
Social Worker / Sosyal Hizmet Uzmanı / عامل اجتماعي

Method: Knowledge/Experience Sharing-Reflections, Group Works  
Yöntem: Bilgi Aktarımı, Bilgi-Deneyim Paylaşımı, Grup Çalışması  
الأسلوب: تبادل المعرفة / التجربة، عمل جماعي

Resource: INEE Standards; Preparedness, Response, Recovery Handbook in Arabic/  
Kaynak: Acil ve Afet Durumlarında Eğitim Sürekliliği Standartları: Hazırlık, Müdahale,  
Toparlanma El Kitabı  
الموارد: معايير الشبكة المشتركة كالتعليم في حالات الطوارئ؛ وكتيب التأهب والاستجابة للغة العربية

10:00-10:30 Opening speeches  
Açılış konuşmaları  
الخطب الافتتاحية

10:30-11:15 Helping the Helpers: Situation Analysis on Emotional-Cognitive Readiness  
Yardım edenlere Yardım: Psiko-Sosyal Destek - Duygu ve Düşünce Durum  
Analizi  
مساعدة للمساعدة: تحليل لوضعنا الجاهزية العاطفية والإدراكية

11:15-11:45 Break/Ara/استراحة

11:45-12:30 Helping the Helpers: Situation Analysis on Emotional-Cognitive Readiness  
Yardım edenlere Yardım: Psiko-Sosyal Destek - Duygu ve Düşünce Durum  
Analizi (devam)  
- مساعدة للمساعدة: تحليل لوضعنا الجاهزية العاطفية والإدراكية استمرار

12:30-13:30 Lunch/Yemek/الغداء

13:30-14:15 INEE-Minimum Standards in Education/Teaching and Learning Component  
And other Relevant Components

Afet ve Acil Durumlarda Eğitim Standartları: Başlık 3: Öğretim ve Öğrenim Başlığı  
ve diğer ilgili Başlıklar  
المعايير الدنيا لعنصر التربية / التعليم والتعلم غير هذا العناصر ذات الصلة

14:15-14:45 Break/Ara/استراحة

14:45-15:30 INEE-Minimum Standards in Education/Teaching and Learning Component  
And other Relevant Components

Afet ve Acil Durumlarda Eğitim Standartları: Başlık 3: Öğretim ve Öğrenim Başlığı  
ve diğer ilgili Başlıklar (devam)  
المعايير الدنيا لعنصر التربية / التعليم والتعلم غير هذا العناصر ذات الصلة استمرار

15:30-16:00 Q&A- Evaluation

Soru ve Yanıtlar- Değerlendirme  
أسئلة وأجوبة تقييم

## App.5: Rapid Need Analysis Form Help The Helpers - Group Reflections

UNICEF\_ WORKSHOP for 1500 SYRIAN TEACHERS & OTHER EDUCATION  
PERSONELL for QUALITY EDUCATION

Table#	RAPID NEED ANALYSIS FORM for HELP the HELPERS ASPECTS for QUALITY EDUCATION	
	TEACHERS	STUDENTS
CURRENT SITUATION		
NEEDS / SUGGESTIONS		

## App.6: Rapid Need Analysis Form Inee MS 5 Domains - Group Reflections

UNICEF\_ WORKSHOP for 1500 SYRIAN TEACHERS & OTHER EDUCATION PERSONELL  
for QUALITY EDUCATION

RAPID NEED ANALYSIS FORM for INEE MS for QUALITY EDUCATION					
Table #	BASIC FOUNDATIONS	ACCESS & LEARNING ENVIROMENT	TEACHERS & EDUCATION PERSON.	TEACHING & LEARNING	EDUCATION POLICY
CURRENT SITUATION					
NEEDS / SUGGESTIONS					

## App.7: Evaluation Form

WORKSHOP FOR 1500 SCHOOL TEACHERS AND OTHER EDUCATION PERSONNEL  
ACCORDING TO NEEDS AND CIRCUMSTANCES

### EVALUATION FORM

PROVINCE:

CAMP NAME:

DATE:

1. Please select the category that best describes your position in Syria, if applicable:

School Principal  Teacher  MoE Manager/Officer  Other Education Personnel

EVALUATION CRITERIA	PLEASE CLARIFY
The content was relevant to my needs/work	
The impact of this workshop to my work	
The INEE MS Handbook is pertinent and useful to my work	
I can use the INEE MS Handbook more effectively if I have been trained on	
The style of training and method in today's workshop	
My opinion about the instructors	
What was the most useful thing that I found in today's workshop?	
What I liked in today's workshop?	
What I suggest to improve this workshop for future needs?	
I have learned in today's workshop	
I have an idea for dealing with these issues in today's workshop	
My other comments or expand on previous responses here	

How do you rate the training overall?

Excellent

Good

Average

Poor

Very poor

Foundational Standards			
Community Participation Standards: Participation and Resources – Coordination Standard: Coordination – Analysis Standards: Assessment, Response Strategies, Monitoring and Evaluation			
Access and Learning Environment	Teaching and Learning	Teachers and Other Education Personnel	Education Policy
<p><b>Standard 1: Equal Access</b> – All individuals have access to quality and relevant education opportunities.</p> <p><b>Standard 2: Protection and Well-being</b> – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.</p> <p><b>Standard 3: Facilities and Services</b> – Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.</p>	<p><b>Standard 1: Curricula</b> – Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.</p> <p><b>Standard 2: Training, Professional Development and Support</b> – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.</p> <p><b>Standard 3: Instruction and Learning Processes</b> – Instruction and learning processes are learner-centred, participatory and inclusive.</p> <p><b>Standard 4: Assessment of Learning Outcomes</b> – Appropriate methods are used to evaluate and validate learning outcomes.</p>	<p><b>Standard 1: Recruitment and Selection</b> – A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.</p> <p><b>Standard 2: Conditions of Work</b> – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.</p> <p><b>Standard 3: Support and Supervision</b> – Support and supervision mechanisms for teachers and other education personnel function effectively.</p>	<p><b>Standard 1: Law and Policy Formulation</b> – Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.</p> <p><b>Standard 2: Planning and Implementation</b> – Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.</p>
<p><b>Key Thematic Issues:</b> Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth</p>			