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# SITUATION ANALYSIS OF SCHOOL ACCESS AND ATTENDANCE BY CHILDREN UNDER INTERNATIONAL AND TEMPORARY PROTECTION IN TURKEY

Community Based Migration Programmes, 2019

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Turkish Red Crescent Community Based Migration Programmes

Protection Programme

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## ABOUT THE TURKISH RED CRESCENT COMMUNITY CENTERS

The overall goal of the community centers which are run as part of the Community Based Migration Programmes is to carry out post-crisis relief, recovery and development activities by improving the psychological, social and economic well-being of all vulnerable groups across the society, building social resilience and promoting a culture of harmonious coexistence with the host community through the community centers and other means of response that have been developed.

With strict adherence to the fundamental principle of non-discrimination, Turkish Red Crescent community centers offer services to each individual in need and all vulnerable groups living in its jurisdiction, regardless of their religious faith, language and race. Due to the Syrian migration crisis, the main group of service recipients of the community centers currently consists of Syrians under temporary protection in Turkey, migrants of other nationalities and members of vulnerable host communities.

Turkish Red Crescent established the first community center in Şanlıurfa on January 20, 2015, to maintain its auxiliary role in humanitarian aid policies of the government in migration area as well. At present, 16 community centers located in 15 provinces namely Şanlıurfa, İstanbul (both sides), Konya, Ankara, Kilis, Bursa, İzmir, Adana, Mersin, Gaziantep, Hatay, Kahramanmaraş, Mardin, and Kayseri are implementing various programmes to meet the needs of their target groups. Community centers host a series of activities in the fields of protection, health and psychosocial support, livelihood development and social cohesion.

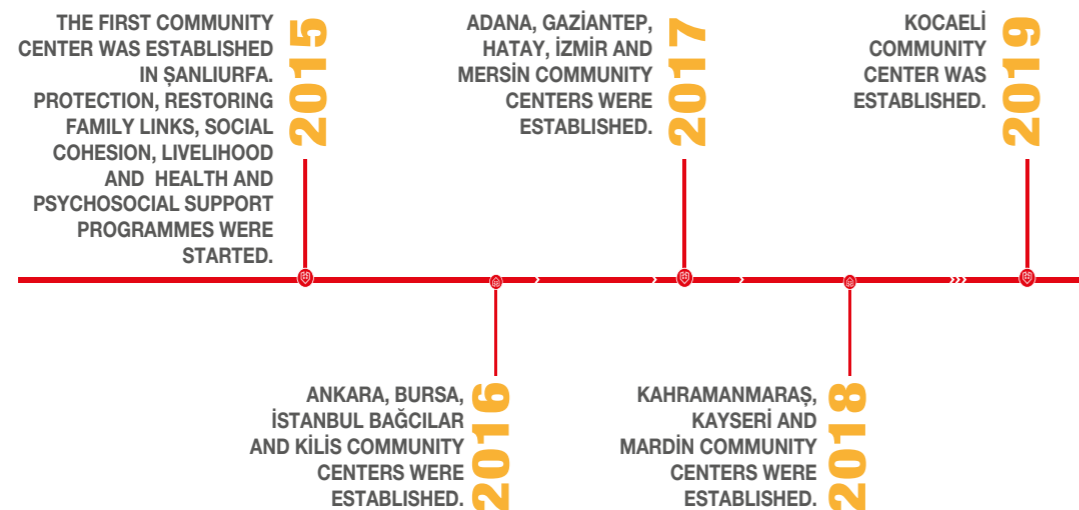


Figure 1: Establishment date of community centers

## TURKISH RED CRESCENT PROTECTION PROGRAMME

The Protection Programme is designed to prevent, mitigate or eliminate the risks, threats and consequences which are associated with violence, exploitation or abuse faced by vulnerable individuals, groups and communities including Turkish Nationals and people who seek asylum in Turkey -particularly Syrians- after having been displaced due to conflict or humanitarian crises.

Within the scope of the program, **individual supports** are provided; **legal counseling** is provided with specialist lawyers; **in-kind assistances** are provided in order to eliminate or reduce the protection risks; **information dissemination** and **awareness-raising sessions** are conducted; **advocacy activities** are carried out with government agencies, local governments, non-governmental organizations and donors, and **capacity building activities** are provided for mukhtars, teachers, imams, school administration, staff of the international/national/local non-governmental organizations etc. who have responsibilities in national protection mechanisms.

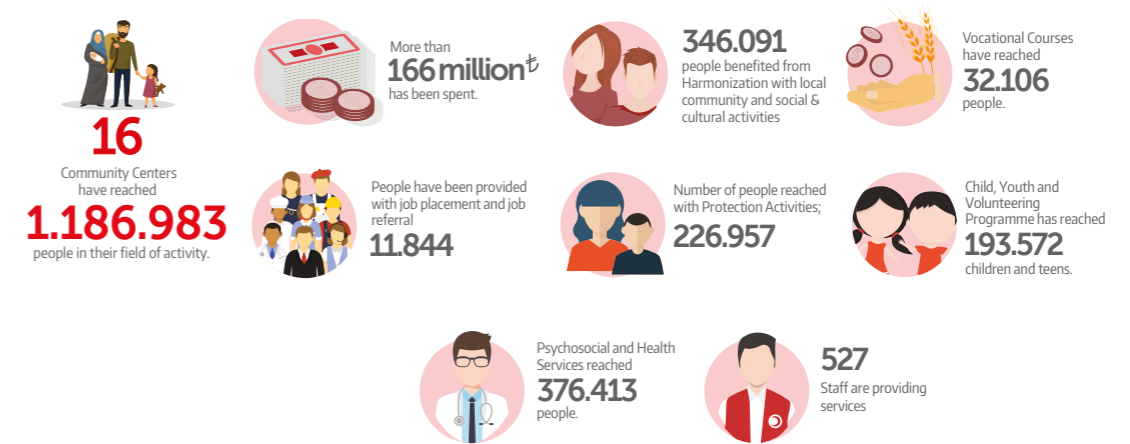


Figure 2: Community centers by numbers (December 2019)

## PROTECTION PROGRAMME ACTIVITIES

### ACCESS TO FUNDAMENTAL RIGHTS AND BASIC SERVICES

There are specialized public enterprises that offer protection services to migrants in Turkey. Protection Programme aims to ease accessing of 5 million people who live under temporary protection or international protection to services like health, education or shelter. As part of the programme, the information to displaced persons who have come to Turkey about their fundamental rights and responsibilities as well as available services to which they may access based on these rights, such as education, health care, registration, marriage/divorce, and legal assistance is offered; in addition, it is offered that the individual support to those who experience difficulties in accessing these services is offered. The individual support includes referral to other relevant agencies, making arrangements for direct contact with an agency, accompanying the person or offering interpretation services.

### **CHILD PROTECTION AND ACCESS TO EDUCATION**

The child protection efforts undertaken as part of the programme focuses on children who are faced with protection risks such as child labor, neglect abuse and early marriage, and unaccompanied or separated children. Following the identification and assessment of at-risk-children, it is aimed to mitigate, prevent or eliminate the risks facing these children in partnership with relevant organizations and institutions, particularly the Ministry of Family, Labor and Social Services (MoFLSS).

A significant portion of child protection efforts consist of activities for out-of-school children or children at risk of dropping out. By talking to children without access to education, children who are unable to attend school regularly, or children who are at risk of losing access to education soon despite regularly attending school and their families, it is tried to spot and eliminate the underlying reasons for these problems.

### **PREVENTION OF HUMAN TRAFFICKING AND SUPPORTING SURVIVORS OF HUMAN TRAFFICKING**

In the context of human trafficking which is one of the worst form of exploitation, besides identification and referral activities; Protection Programme also supports shelters of human trafficking's survivors that is carried out by Directorate General of Migration Management (DGMM). Within the scope of this programme; social services and psycho-social supports are provided to women and children who stay in aforementioned shelters.

### **PREVENTING AND ELIMINATING VIOLENCE**

These efforts are aimed at preventing all forms of violence including physical, psychological and emotional violence; identifying individuals who have suffered from any form of violence; delivering interventions in partnership with relevant organizations and institutions, improving the capacities of survivors by connecting them to their rights and the support they need.

These efforts particularly focus on eliminating violence against women.



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## EXECUTIVE SUMMARY

Involving a group of 252 people, the first mass movement from Syria to Turkey took place on April 29, 2011. With this number growing over the years, Turkey now hosts the largest number of Syrians under temporary protection, holders of other types of protection and migrants who do not hold any protection status.

Data released by the Ministry of Interior Directorate General of Migration Management suggest that, as of 10 October 2019, there were 3.674.588 people “under temporary protection” who have been living in temporary accommodation centers and in host communities after arriving from Syria.

Having offered help with basic needs, shelter and access to services since the onset of the mass migration, the Turkish Red Crescent has established a series of community centers in 15 provinces that host the largest number of people under international and temporary protection in an effort to respond to the emerging needs, considering the number of Syrians living in non-camp settings was significantly higher than those living in temporary accommodation centers.

Integrated activities are carried out at the Turkish Red Crescent community centers as part of Protection, Health and Psychosocial Support, Social Cohesion and Livelihoods Programmes. The Protection Programme as key programme run by the community centers incorporates a number of sub-programmes and activities that are aimed at responding to the needs of people and raising awareness by addressing the cases of violence, coercion and abuse involving individuals/groups affected by humanitarian crises, within the framework of humanitarian principles, impartiality, neutrality as well as international law and particularly, universal human rights. With a view to “promoting access and attendance to education by migrant children” as part of the Protection Programme, case workers and social workers working for the programme perform a preliminary assessment of at-risk-children and their families, and subsequently offer information, referral and case management services to prevent, mitigate or eliminate the protection risks they have identified.

The schooling efforts aimed at improving access to education took start with the kick-off meeting of July 17-18, 2018 and in partnership with the focal points selected from among the members of Protection Programme teams, a timeline was agreed for the schooling efforts to be undertaken in 14 provinces<sup>1</sup> [Ankara, Adana, Bursa, Gaziantep, Hatay, İstanbul (European and Anatolian Sides), İzmir, Kayseri, Kahramanmaraş, Konya, Kilis, Mersin, Mardin, Şanlıurfa] where the community centers were located. Data on the fieldwork that enabled the implementation of the Protection Programme projects, and on children “who had never enrolled” and “who had dropped out” identified upon direct application or through referral from other organizations/institutions were analyzed and a series of efforts were undertaken to ensure these children’s “enrollment” and “attendance” to school.

Having continued intensively up until November 2018, these efforts offer a great number of indicators about access and attendance to school by children under temporary or international protection and children without documentation. In the lights of all indicators, a comprehensive workshop was held on November 26, 2019 to develop solutions and policy recommendations. In this context, the foregoing report can be described as an advocacy document, which dwells on the issues identified by the protection programme staff working to ensure that children who had to migrate to Turkey have access to their right to education, and which offers a series of recommended solutions to address these issues.

<sup>1</sup> Kocaeli Community Center was opened in July 2019; therefore, it was not included in 2018-2019 academic year activities.

## ACRONYMS

<b>ALP</b>	: Accelerated Learning Programme
<b>CBMP</b>	: Community Based Migration Programmes
<b>CCTE</b>	: Conditional Cash Transfer for Education
<b>DGMM</b>	: Directorate General of Migration Management
<b>ESSN</b>	: Emergency Social Safety Net
<b>GRC</b>	: Guidance and Research Center
<b>IP</b>	: International Protection
<b>MoNE</b>	: Ministry of National Education
<b>MoFLSS</b>	: Ministry of Family, Labor and Social Services
<b>NGO</b>	: Non-governmental Organization
<b>PEC</b>	: Public Education Center
<b>SASF</b>	: Social Assistance and Solidarity Foundations
<b>SSC</b>	: Social Service Center
<b>TEC</b>	: Temporary Education Center
<b>TP</b>	: Temporary Protection
<b>VEC</b>	: Vocational Education Center

## INTRODUCTION

As set out in the Universal Declaration of Human Rights under Article 26 on the right to education:

- Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- Parents have a prior right to choose the kind of education that shall be given to their children.

As laid down in the Convention on the Rights of the Child to which Turkey is also a party, States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- Make primary education compulsory and available free to all;
- 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;
- Make higher education accessible to all on the basis of capacity by every appropriate means;
- Make educational and vocational information and guidance available and accessible to all children;
- Take measures to encourage regular attendance at schools and the reduction of drop-out rates;
- 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;
- States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

The Basic Law on National Education of Turkey prescribes that, without discrimination, all children living in the country shall enjoy their right to education. In addition, the legislation on international protection (IP) and temporary protection (TP) also set forth that right to education of migrant children in Turkey has been guaranteed by the state.

In light of all these binding provisions, the Government of Turkey promotes access to the right to education by all Turkish citizens as well as persons under international or temporary protection in the country.

1.156.005<sup>2</sup> of the Syrians under temporary protection living in Turkey are children between the ages of 5 to 18 years. In other words, children constitute more than 30 percent of Syrians living in Turkey. Working to help the Syrians who sought asylum in Turkey thanks to the open-door policy implemented since the first year of mass migration, public agencies, non-governmental organizations and the Turkish Red Crescent -from the very beginning of the crisis- did their best to respond to their basic needs, particularly shelter, health care and food. Subsequently, Temporary Education Centers (TEC) were established as the first course of action by the relevant line ministries to ensure that children have access to education, and finally, enrollment of Syrian children to Turkish public schools was encouraged with a growing focus on social integration efforts that marked the following years. Thanks to these efforts, the schooling rate rose from around 30 percent in the academic year of 2014-2015 to around 60 percent in 2018-2019 period. However, in view of the entire school age population, it is safe to say that there are still more than 400.000 Syrian children who are out of school<sup>3</sup>. In this context, a set of common results have been achieved from the efforts carried out for facilitating access to education by children who had been out of school or unable to attend school as identified by the outreach teams of Turkish Red Crescent Protection Programme; however, some of these results involved differences depending on the dynamics of each region. Moreover, the aim of the foregoing report is to build a holistic approach to schooling and attendance by providing a generic observation on the risk of dropping out children faced who have already been enrolled. The qualitative research results presented in this report, which are also supported by quantitative data, offer practicable methods for all partners who are involved in the efforts for promoting the access of children under IP and TP to their right to education.

2 DGMM. Temporary protection. Retrieved on February 15, 2019 from [http://www.goc.gov.tr/icerik6/gecici-koruma\\_363\\_378\\_4713\\_icerik](http://www.goc.gov.tr/icerik6/gecici-koruma_363_378_4713_icerik).

3 UNICEF. (2019). UNICEF Turkey humanitarian situation report. Retrieved on October 15, 2019 from [https://www.unicef.org/appeals/files/UNICEF\\_Turkey\\_Humanitarian\\_Situation\\_Report\\_MidYear\\_2019.pdf](https://www.unicef.org/appeals/files/UNICEF_Turkey_Humanitarian_Situation_Report_MidYear_2019.pdf).





## 1.1. EDUCATION AS AN ASPECT OF TURKEY'S MIGRATION HISTORY

*Since Turkey's previous experience with migration, i.e. prior to the Syrian crisis, did not involve such a great number of people, no major challenges were experienced in connection with the access to education by migrants who sought asylum in Turkey. However, considering a great majority of the Syrian migrants was composed of children, it became imperative to take reformative steps in the field of education.*

At certain intervals over the years, Turkey opened its doors to and hosted people of various nationalities who had to flee their countries. In its history of migration, compared to the figures on Syrians, Turkey hosted the second largest number of migrants from the Balkans.<sup>4</sup>

As laid down in the 1951 Convention relating to the Status of Refugees, application requests are received from persons who come to Turkey to seek asylum. It was in 1961 when Turkey became a party to the Geneva Convention<sup>5</sup>, and in 1968, it adopted the 1967 New York Protocol which broadened the scope of the Convention. However, when signing the Convention, Turkey endorsed the clause on geographical limitation which it has maintained up until present day. This limitation means that Turkey grants the status of refugee only to people coming from Europe whereas nationals of other countries are given international protection status. Since people arriving from Syria came as part of a mass influx, which made it impossible to carry out individual procedures, they have been given the status of temporary protection which is indeed a form of international protection.<sup>6</sup>

The regulation on granting the status of temporary protection to Syrians who seek asylum in Turkey based on Article 91 of the Law on Foreigners and International Protection (LFIP) took effect in 2014. Under Article 28, Temporary Protection Regulation assigns the Ministry of National Education (MoNE) as the body responsible for the preschool education services for children under temporary protection who are aged 36 to 66 months by giving priority to children aged 54 to 66 months, and for education activities to be provided to children at the age of primary and secondary education, thereby guaranteeing the right to education of these people as long as they live in Turkey. "Applicants or international protection beneficiaries and family members shall benefit from primary and secondary education services using their identification cards. In the same vein, foreigners under temporary protection shall also have access to education services using their "Temporary Protection Identity Documents" issued in their names. Principles and procedures for accessing education services by these foreigners are laid down in the Ministry of National Education Circular No 2014/21."<sup>7</sup>

In this sense, great importance was placed on making sure that Syrian children enjoyed their right to education through the establishment of TECs in 2014 in the aftermath of the mass influx of migrants from Syria, and subsequent efforts to promote their enrollment in Turkish public schools. It is safe to say that these efforts paid off as there has been a significant increase in the number of children enrolled in schools. MoNE plans to shut down all TECs by the start of the academic year in 2020, and get all Syrian children enrolled in public schools.

<sup>4</sup> DGMM. Migration history. Retrieved on February 20, 2019 from [http://www.goc.gov.tr/icerik/goc-tarihi\\_363\\_380](http://www.goc.gov.tr/icerik/goc-tarihi_363_380).

<sup>5</sup> Cenevre'de 28 Temmuz 1951 tarihinde imzalanmış olan Mültecilerin Hukuki Durumuna dair Sözleşmenin onaylanması hakkında Kanun.(1961). T.C. Resmi Gazete. 359, 29 Ağustos 1961.

<sup>6</sup> According to the United Nations Executive Committee Conclusion No. 100 (2004), mass influx situations may, inter alia, have some or all of the following characteristics: considerable numbers of people arriving over an international border; a rapid rate of arrival; inadequate absorption or response capacity in host States to carry out individual asylum procedures. Where the mass influx continues, states would provide temporary protection.

<sup>7</sup> DGMM. Rights and responsibilities. Retrieved on February 20, 2019 from [http://www.goc.gov.tr/icerik6/hak-ve-yukumlulukler\\_409\\_546\\_554\\_icerik](http://www.goc.gov.tr/icerik6/hak-ve-yukumlulukler_409_546_554_icerik).

## 1. BACKGROUND

## 1.2. ABOUT THE SYRIAN EDUCATION

Up until 2002, primary and secondary education was divided into 3 phases: 6 years of primary school, and 3 years of general secondary education, where the first 6 years were compulsory. After 2002, basic education was made compulsory for all students aged 6 to 15 years. At the end of 9 years, students take an exam to get a Basic Education Certificate, and proceed to general or vocational secondary education. 9-year compulsory education does not include preschool or kindergarten education.<sup>8</sup>

In 1961, when it officially declared independence, the Syrian Arab Republic had a population of around 5 million people. Latest World Bank data on population trends are from 2016.



Figure 3: Syria population by years

Located in the Middle East and North Africa region, Syrian Arab Republic's education system was centrally managed by the Ministry of Education. Available data suggest that only a small portion of children were included in kindergarten/preschool education in Syria and according to the data from 2013, this rate was as low as 5 percent.<sup>9</sup> From 1971 to 2010, primary school enrollment rate rose from 72 percent to 98 percent, whereas it dropped to 67 percent in 2013 due to the conflict that had broken out in the country.<sup>10</sup> Similarly, while the schooling rate for lower-secondary education was 26,2 percent in 1971, it increased to 70,6 percent in 2012 and declined to 45,5 percent in 2013 due to the crisis.

8 Nuffic. (2015). Education system Syria described and compared with the Dutch system

9 World Bank. Syrian Arab Republic education. Retrieved on February 20, 2019 from <http://datatopics.worldbank.org/education/country/syrian-arab-republic>.

10 World Bank. Syrian Arab Republic country. Retrieved on February 20, 2019 from <https://data.worldbank.org/country/syrian-arab-republic>.

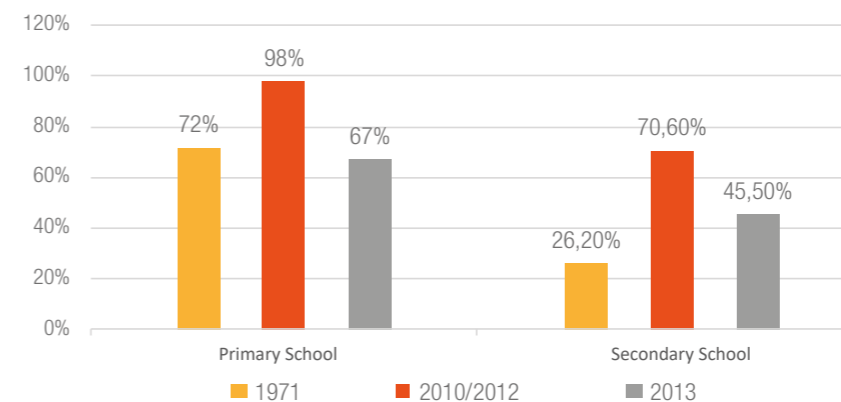


Figure 4: Schooling rates in primary and lower-secondary education in Syria

A comparison of boys and girls with access to education in 1971 suggests that 90,9 percent of boys were in primary school whereas this figure was 54,5 among girls. Although the schooling rate of boys presented a consistent trend over the years, it dropped to 64 percent in 2013, and while this figure went up as high as 91% for girls in 2009, it declined to 62 percent in 2013. In lower-secondary education, this figure started as 14,5 percent for girls and 37,7 percent for boys and had climbed to 70% for all children before the crises broke out, it descended to 45 percent in 2013.

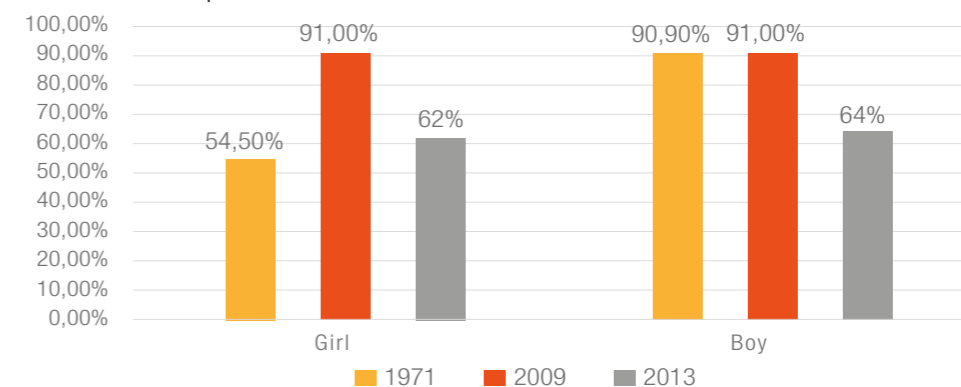


Figure 5: Schooling rates of girls and boys in Syria

Another striking piece of information about the quality of the Syrian education system is about the average number of students per teacher. According to 2002 data, the average number of students per teacher was 25; yet there are no available data about the following years.<sup>11</sup>

**In light of all these data, it became clear that although participation in education was initially fairly low, schooling rates had grown steadily over the years, which is an indication of the great efforts put in promoting access to education in Syria.** In the same vein, even though the schooling rates of boys were almost twice as much as those of girls, girls' schooling rates also showed a significant surge in the following years. Nevertheless, the changing conditions driven by the conflict that broke out in 2011 have undeniably disrupted the academic lives of children.

11 World Bank. Syrian Arab Republic education. Retrieved on February 20, 2019 from <http://datatopics.worldbank.org/education/country/syrian-arab-republic>.

### 1.3. AN OVERVIEW OF TURKISH EDUCATION SYSTEM

The Government of Turkey introduced a reform for the system of compulsory education in the academic year of 2012-2013, granting the 12-year compulsory education a gradual nature.

In this context, the first phase of compulsory education was defined as 4-year primary education (Grades 1, 2, 3 and 4), the second phase as 4-year lower-secondary education (Grades 5, 6, 7 and 8), and the third phase as 4-year upper-secondary education (Grades 9, 10, 11 and 12).<sup>12</sup>

World Bank statistics<sup>13</sup> suggest that, according to the earliest data which were captured in 1974, the schooling rate in primary education was recorded as 84,9 percent, and it climbed to 94,3 percent in 2016. Furthermore, the schooling rate in primary education was 76,4 percent for girls and 93,5 percent for boys in 1974. In lower-secondary education, this figure was 24 percent for all children while it was recorded as 85,5 percent in 2016. Although the schooling rate in lower-secondary education was 14,9 percent for girls and 33,7 percent for boys in 1974, these figures were captured as 84,9 percent and 86 percent in 2016 for girls and boys, respectively. Finally, the average number of students per teacher was 18 in 2015.<sup>14</sup>

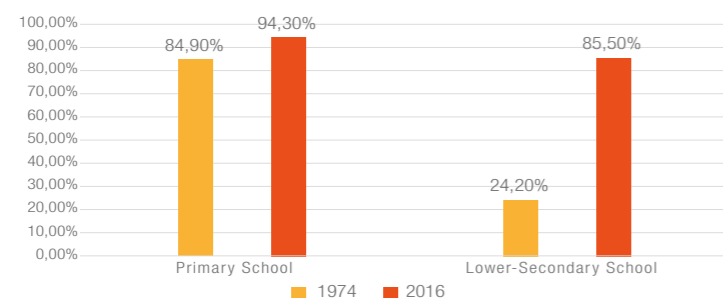


Figure 6: Schooling rates in primary and lower-secondary education in Turkey

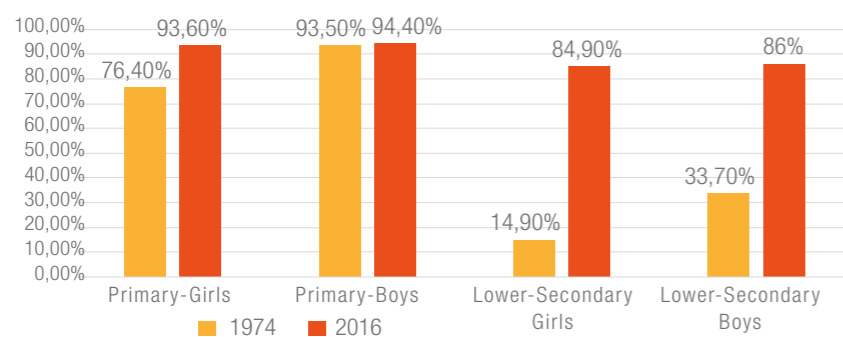


Figure 7: Schooling rates of girls and boys in primary and lower-secondary education in Turkey

In particular, when interpreting the figure on the average number of students per teacher, one should remember that this ratio had went up due to the number of Syrian children who came to Turkey.

In an effort to keep pace with the changing trends around the world, Turkey launched a series

<sup>12</sup> MoNE. Turkish education system. Retrieved on March 25, 2019 from [http://sgb.meb.gov.tr/eurydice/kitaplar/Turk\\_Egitim\\_Sistemi\\_2018/TES\\_2018.pdf](http://sgb.meb.gov.tr/eurydice/kitaplar/Turk_Egitim_Sistemi_2018/TES_2018.pdf).

<sup>13</sup> World Bank. Turkey country. Retrieved on March 25, 2019 from <https://data.worldbank.org/country/turkey>.

<sup>14</sup> Although preschool education is not compulsory, the gross schooling rate was captured as 30.3 percent in 2016.

of reforms to promote access to education and improve the quality and content of education. Thanks to the support provided through the Conditional Cash Transfer for Education (CCTE) in 2003, Turkey set out to fight poverty as a major barrier preventing children from attending school regularly, and implemented the Girls' Education Campaign from 2001 to 2005 to promote equal opportunities in education across 53 provinces where the schooling rate of girls was lowest with a view to eliminating the gender gap in primary school enrollment by the end of 2005.<sup>15</sup> The primary purpose of the project, which was launched in 2011 and carried out in 15 pilot provinces in Eastern and Southeastern Anatolia; to ensure that children, particularly girls who were enrolled but cannot attend school due to various reasons, can continue their education."<sup>16</sup>

In the meantime, the first group of people who migrated to Turkey consisted of a very small number of Syrians. Although there were 14,237 Syrians living in Turkey in 2012, this figure was captured in the statistics as 3.632.622 as of January 2019. Moreover, in 2014-2015, the school age population was composed of around 756.000 children whereas this number climbed to 1.047.536 as of the 2018-2019 academic year. Initially, 82,61 percent of Syrian children were attending TECs which had been established for supporting their education, and 17,39 percent of these children were enrolled in public schools. These statistics from 2014 point out to a schooling rate of 30 percent. Referral of students from TECs to public schools was designed and carried out as a major step aimed at providing lasting solutions in the field of education. In this context, according to the January 2019 data from the Department of Education in Migration and Emergency Education under Directorate General of LifeLong Learning at the Ministry of National Education, the schooling rate was captured as 61,69 percent in the academic year of 2018-2019; and 85,01 percent of enrolled children were in public schools while only 14,99 percent of them were still attending TECs.

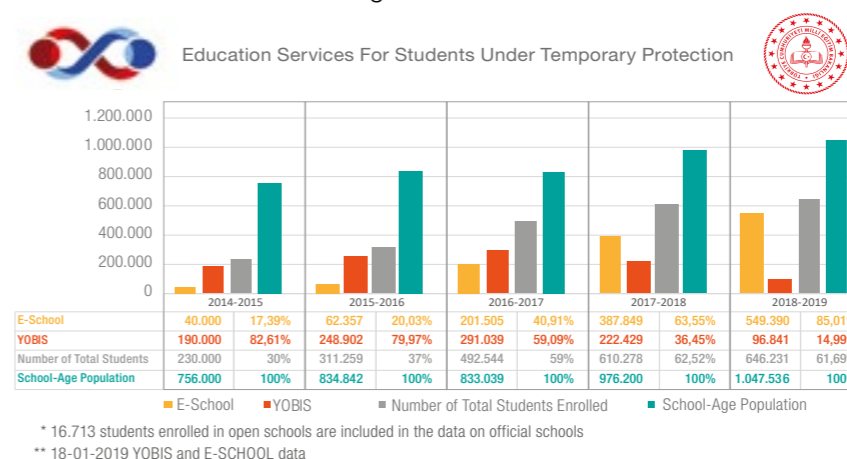


Figure 8: Number of Syrian students connected to education services by year

Although the mass migration from Syria did not uproot the education system of Turkey, it made it imperative to make substantial efforts to ensure Syrian children's integration into the education system. It is safe to say that Turkey has never faced mass migration influxes that required taking transformative actions in the field of education; however, special importance was placed on education in order to avoid creating a lost generation in the aftermath of the migration flows from Syria.

<sup>15</sup> UNICEF. Turkey report. Retrieved on March 25, 2019 from <https://www.unicef.org/turkey/raporlar/haydi-kizlar-okula-kiz-%C3%A7ocuklarin-okullula%C5%9Fmasina-destek-kampanyasi>.

<sup>16</sup> MoNE. Education of girls. Retrieved on March 25, 2019 from <http://kizlarinegitimi.meb.gov.tr/tr/haber/ozellikle-kiz-cocuklarinin-egitimine-des/49>.



## 2. THE TURKISH RED CRESCENT'S SCHOOLING EFFORTS

### 2.1. SCOPE OF THE STUDY

*Going on since the year 2015 when the first community center was opened, the efforts to promote “enrollment and attendance” as part of the Protection Programme were incorporated into a structured programme for the period of 2018-2019 with a focus of schooling-schoolization.*

With a view to fulfilling its responsibility to support governmental agencies in cases of natural disasters or emergencies as a national relief organization, Turkish Red Crescent has established community centers across the country to carry out activities in the fields of protection, health and psychosocial support, livelihoods development and social cohesion for all vulnerable populations within the community, including Syrians.

In this regard, a common agenda was developed at the “Schooling Workshop” held on July 17-18, 2018 in Ankara, which hosted one protection team member from each community center.

As part of the aforementioned agenda:

- In the week of July 23, each community center would collect the latest data on people under international/temporary protection and the schooling rate of school aged children under international/temporary protection living in their respective provinces. Moreover, it was decided that districts which required more intensive schooling efforts would be identified.
- It was agreed that, in the week of July 30, an assessment would be carried out based on the data about the household visits (as part of the project) by the outreach teams of the community centers Protection Programme, referrals received from other organizations, institutions and Non-governmental Organizations (NGOs) as well as children who were identified upon their visit to the community center, who need to be enrolled or attend school.
- Interviews would be scheduled for August 6-17, 2018 with the stakeholders involved in the schooling efforts of the community centers; and in this context, officials from District/ Provincial Directorates of National Education and Provincial Directorates of Family, Labor and Social Services as well as school principals and guidance counsellors, representatives from Social Services Centers (SSC), Guidance and Research Centers (GRC), NGOs, Governor’s Offices, Mufti’s Offices, Public Education Centers (PEC) and mukhtars would be interviewed to find out about any potential or actual problems the project might face in the provinces and talk about any ongoing or future partnerships.
- From 3 to 17 September, seminars, workshops and briefings would be organized for parents, teachers and students as part of the Protection Programme as well as the Health and Psychosocial Support Programme, and awareness raising activities would be carried out to promote the education system in Turkey, dwell on the importance of education and child rights, and provide insight on subjects parents should know about child development.
- As of September 17, active efforts for enrollment, and interventions to bring dropout children back to school would be launched.

- In parallel with this process which would start in July 2019, sanitation and stationary supplies as well as learning materials and sports equipment would be sent to schools located in regions densely populated by children under international/temporary protection and vulnerable groups. In the meantime, children under international/temporary protection and local children who couldn't afford school supplies and materials due to the low socioeconomic status of their families would be provided with stationary supplies, school bags, uniforms, sports outfits, coats and boots, which would help them attend school.

Schooling activities prepared for the 2018-2019 academic year have been carried out in accordance with this calendar and the outputs were shared with the relevant public and non-governmental organizations through the workshop held on 26 November 2019; group works on solution and policy suggestions were carried out with all participants and added as one of the most important parts of this report.

## 2.2. METHOD & METHODOLOGY

The foregoing report is a cross-sectional study designed as a synthesis of qualitative and quantitative data. This research was conducted based on research sample consisting of out-of-school children included in the schoolization efforts undertaken by the community centers.

One of the key objectives of this report is to offer a series of recommended methods to all actors who would take part in improving the schoolization rates by spotting the barriers that prevent children from enjoying their right to education, with a focus on children under international and temporary protection and children without documentation.

The quantitative data provided in the foregoing report include information about the province, district, age, gender, nationality, disability status, migration status and protection needs of school-aged children as well as the number of interviews conducted with the stakeholders involved in the schoolization efforts.

The qualitative data on the schoolization efforts, on the other hand, pertain to the interviews with relevant organizations/institutions, interviews with out-of-school children and their families and the observations of fieldworkers.

This cross-sectional study presents data on the schoolization efforts carried out throughout the academic year of 2018-2019 for the out-of-school children identified from December 2017 to September 2018; however, the foregoing report does not offer latest updates on the current situation based on the follow-up of these children.

In this context, the research sample for the schoolization efforts undertaken at 15 community centers located in 14 provinces consisted of 5.304 children. Since it is unable to reach out to 386 of these children, no interventions could be delivered for them. Nevertheless, in an effort to also include the problem of "failure to reach out to some children" which has been identified as a challenge affecting the process of intervention, we have also incorporated these data into the report.

### 2.2.1. CONCEPTS

The term **"without access to education"** listed in the codes of protection need refers to children who have not been included in the system of education despite being a part of the

school-age population, or children who have just become a part of it.

The term **"at risk of dropping out"** listed in the codes of protection need refers to children who have been included in the system of education after migrating to Turkey; yet, are faced with the risk of quitting school due to the risks and threats affecting them.<sup>17</sup>

The terms **"schooling"** and **"schoolization"** used in the intervention plans developed for the research sample, which have been followed up throughout the process represent the intended results of these actions. In other words;

Inclusion in education/enrollment of children under temporary/international protection, who have never had any access to education since their arrival in Turkey has been defined as **"schooling"**.

However, of the children under temporary/international protection, some had been enrolled in a public school or TEC after migrating Turkey, and therefore somehow became included in education, but had to drop out of school due to any reason. In this regard, ensuring that these children resume their education has been defined as **"schoolization"** for the purposes of this report.

Children in the age group of 5 to 17 years, who are supposed to attend formal education are referred to as **"school-age population/school-aged children"**.

Children in the age group of 5 to 17 years, who are not included in the available system of education are referred to as **"out-of-school children"**.

### 2.2.2. RESEARCH ETHICS

Research sources and findings were prepared according to the principle of honesty and reality, and based on the consent of relevant people. It was prepared observing the principle of no-harm to children and families involved in the research and according to the required research stages, with accurate and proper use of sources, without any plagiarism.

The research was reported unbiasedly and with the effort to give no social harm to individuals, groups, and the community.

### 2.2.3. LIMITATIONS OF THE STUDY

Follow-ups which took place after November 2019 were not included due to the population density, and the time limitation and challenges of the schoolization process.

There was data which could not be used in the research as well as cases where the end result of the schoolization process could not be identified, due to incorrect/missing information provided by some families during the intervention process, their abstaining and unwilling attitude, the frequent change in contact details, and the failure to contact people in follow-up calls, leading to the narrowing-down of the sample population.

It was observed that the protection needs identified during the research were sometimes intertwined since they were connected and correlated, and this is explained in the findings section.

All these are among the limitations of the present research.

<sup>17</sup> In this report, in order to emphasize the importance of attendance to school, the children who are at risk of dropping out are specifically included in the analysis.

## 2.3. LOCATIONS OF THE STUDY

*Approximately 90% of Syrians under temporary protection in Turkey lives in 14 provinces, where community centers located.*

Districts densely populated by children under international or temporary protection living in those provinces where schoolization efforts are also carried out were determined as locations of the study. Information obtained by fieldwork, referrals, and individual applications as well as province-specific information identified by literature screening are provided below. Data regarding the locations of the study were compiled based on the year 2017 since schoolization efforts took place based on data identified during 2017-2018.

### Adana

Schoolization efforts were carried out in the districts of Ceyhan, Karataş, Seyhan, and Yüreğir which are densely populated by people under temporary protection.

The province of Adana hosts for about 150.000 Syrians under temporary protection. Regarding the schoolization rate, it can be said that nearly 30% of children of school age are schooled. The TECs in Adana are also still in operation in addition to state schools.

It can be suggested that children under temporary protection who work as seasonal agricultural worker and live in the tent areas located remotely from services are at risk of dropping out of school, which is a challenge identified related to schoolization in Adana.

### Ankara

Schoolization efforts were carried out in the districts of Altındağ, Keçiören, Mamak, Pursaklar, and Yenimahalle which are densely populated by people under temporary protection.

The province of Ankara hosts about 73.000 Syrians under temporary protection. Regarding the schoolization rate, it can be said that nearly 30% of children of school age are schooled.

Among challenges identified in relation with schoolization in Altındağ (also known as Little Aleppo) which is a district densely populated by Syrians is children who work in the furniture sector. Another one is the Syrian population who live in the urban transformation areas under poor conditions.

### Bursa

Schoolization efforts were carried out in the districts of Yıldırım, Gürsu, Osmangazi, and Kestel which are densely populated by people under temporary protection. The province of Bursa hosts for about 106.000 Syrians under temporary protection. Regarding the schoolization rate, it can be said that nearly 30% of children of school age are schooled. It can be suggested that among challenges identified in relation with schoolization in Bursa is children who work in textile, weaving, and furniture sectors.

### Gaziantep

Schoolization efforts were carried out in the districts of Şahinbey and Şehitkâmil which are densely populated by people under temporary protection. The province of Gaziantep hosts for about 330.000 Syrians under temporary protection. Regarding the schoolization rate, it can be said that nearly 50% of children of school age are schooled. The dense Syrian population present in Gaziantep is a trigger for challenges that can emerge in relation with schoolization. Moreover; existence of different NGOs in the province effects the rate of schoolization positively.

### Hatay

Schoolization efforts were carried out in the districts of Kırkhan, Reyhanlı, and Antakya which are densely populated by people under temporary protection. The province of Hatay hosts for about 385.000 Syrians under temporary protection. Regarding the schoolization rate, it can be said that nearly 50% of children of school age are schooled. Hatay is one of the provinces where the language barrier is less prominent, due to the geographical approximation and similar cultures. Moreover; existence of different NGO's in the province have a positive effect in the rate of schoolization.

### İstanbul - Anatolia & Europe

Schoolization efforts were carried out in the districts of Kartal, Pendik, Ümraniye, Sultanbeyli, Sancaktepe, Zeytinburnu, Eyüp, Başakşehir, Esenler, Arnavutköy, Küçükçekmece, Bağcılar, Güngören, Gaziosmanpaşa, Sultangazi, Esenyurt, and Fatih which are densely populated by people under temporary protection. The province of İstanbul hosts for about 480.000 Syrians under temporary protection. Regarding the schoolization rate, it can be said that nearly 40% of children of school age are schooled. The population density can be suggested as a challenge in relation with schoolization since it also hosts a dense population of local community.

### İzmir

Schoolization efforts were carried out in the districts of Karabağlar, Konak, Bornova, Bayraklı, and Buca Yıldırım, which are densely populated by people under temporary protection. The province of İzmir hosts for about 110.000 Syrians under temporary protection. Regarding the schoolization rate, it can be said that nearly 40% of children of school age are schooled. Since the shoe sector is developed in the province, child labor is seen in that sector.

### Kahramanmaraş

Schoolization efforts were carried out in the districts of Dulkadiroğlu and Onikişubat which are densely populated by people under temporary protection. The province of Kahramanmaraş hosts for about 90.000 Syrians under temporary protection. Regarding the schoolization rate, it can be said that nearly 50% of children of school age are schooled.

### Kayseri

Schoolization efforts were carried out in the districts of Melikgazi and Kocasinan which are densely populated by people under temporary protection. The province of Kayseri hosts for about 59.000 Syrians under temporary protection. Regarding the schoolization rate, it can be said that nearly 30% of children of school age are schooled.

### Kilis

Schoolization efforts were carried out in the district of Merkez which is densely populated by people under temporary protection. The province of Kilis hosts for about 125.000 Syrians under temporary protection. Regarding the schoolization rate, it can be said that nearly 30% of children of school age are schooled. Regarding the schoolization rate, it can be said that nearly 45% of children of school age are schooled. It can be suggested that the percentage of local community in Kilis is almost equal to the percentage of Syrian community.

## Konya

Schoolization efforts were carried out in the district of Karatay, Meram, and Selçuklu which are densely populated by people under temporary protection. The province of Konya hosts for about 74.000 Syrians under temporary protection. Regarding the schoolization rate, it can be said that nearly 40% of children of school age are schooled.

## Mardin

Schoolization efforts were carried out in the district of Artuklu which is densely populated by people under temporary protection. The province of Mardin hosts for about 95.000 Syrians under temporary protection. Regarding the schoolization rate, it can be said that nearly 25% of children of school age are schooled. Having a similar culture and language can provide data regarding schoolization efforts.

## Mersin

Schoolization efforts were carried out in the district of Akdeniz, Toroslar, Yenişehir, Mezitli, and Tarsus which are densely populated by people under temporary protection. The province of Mersin hosts for about 147.000 Syrians under temporary protection. Regarding the schoolization rate, it can be said that nearly 40% of children of school age are schooled. Child labor can be observed in the industrial areas of the province.

## Şanlıurfa

Schoolization efforts were carried out in the district of Haliliye, Eyyübiye, Hilvan, Viranşehir, Karaköprü, Bozova, and Siverek which are densely populated by people under temporary protection. The province of Konya hosts for about 420.000 Syrians under temporary protection. Regarding the schoolization rate, it can be said that nearly 45% of children of school age are schooled.

## 2.4. INTERVENTIONS DELIVERED FOR SCHOOLIZATION EFFORTS

### 2.4.1. INDIVIDUAL SUPPORT – CASE MANAGEMENT, REFERRAL AND IN-KIND ASSISTANCE

Individual interventions were delivered for people previously identified to be in need of protection under the research. In case of personal and unique protection needs, it was aimed to fulfil those needs through individual interventions designed and carried out considering and assessing their vulnerabilities, risks, threats, and capacities in a process involving relevant person. Under schoolization efforts, actions were taken regarding providing company for client, providing translation support, and/or including children into the education system through contacting many institutions such as schools, Directorates of National Education, Public Education Centers etc., as a part of individual intervention efforts. Within the scope of in-kind assistance, uniform and stationery support was provided to the children. In addition, the schools that in need of stationery and other needs are supported. In this context, more than 10.000 children were provided with uniforms, notebooks, books, pens, clothing, and 334 schools of consumables and furnishing support. MoFLSS was informed regarding child labor and child marriage cases identified during the work carried out in 15 community centers. Furthermore, upon identifying drop-out child cases, relevant Directorates of National Education were informed by an official letter and then intervention actions were taken to take necessary educational measures

following the process of convincing the family. In all these processes, Protection Programme personnel (case worker, social worker, and protection officer) followed the case management plan designed based on their first interview with relevant case, and following the assessment of protection need & risks & threats, they carried out the need support processes both for single protection needs and multiple/mixed protection needs.

### 2.4.2. INFORMATION AND AWARENESS RAISING ACTIVITIES

Seminars, information meetings and focus group interviews were conducted under the research with the aim to prevent protection risks that might arise in future and reduce people's dependence on other people/institutions by increasing their knowledge and awareness. In this framework, information and awareness raising activities on various child- and family-support related issues including children's rights, rights and mechanisms to be referred in case of violence against women, human trafficking, importance of education, problems and violation of rights arising from child marriage, rights and duties of those under temporary and international protection status, access to employment, and access to healthcare services were carried out for about 7000 people.

### 2.4.3. ADVOCACY

Under the Protection Programme, documents are created and solution suggestions are produced based on data regarding challenges faced by individuals, groups, and communities, and advocacy activities are carried out with relevant institutions and organizations. In this framework, 15 community centers interviewed principals/assistant principals in case a school refused to enroll a student under local advocacy activities carried out, held meetings on equivalence procedures with District Directorates of National Education to ensure necessary referral mechanisms are established, and advocated for the right to access to education of children involved in the research by conveying their protection needs. Among the main goals of this report is to discuss local advocacy activities at central level and support the access to education.

### 2.4.4. CAPACITY BUILDING

Capacity building seminars and trainings on schoolization processes were held in coordination meetings conducted with people, institutions and organizations who work in the field of protection and/or are involved in protection referral mechanisms, such as international/national/local non-governmental organizations, mukhtars, teachers, imams, school administrations, law enforcement etc.



### 3. FINDINGS OF THE SCHOOLIZATION STUDY AND RECOMMENDED SOLUTIONS

The first part of this section of the report provides data on age, gender and protection needs of children involved in the schoolization efforts. The second part contains protection need-based analyses regarding out-of-school children who constitute the main focus of this report. In this framework, data on children included in education will be kept in the background and children without access to education will be focused on to form the ground to develop solution recommendations.

#### 3.1. DATA ON CHILDREN INCLUDED IN SCHOOLIZATION EFFORTS

This study provides data on schoolization of out-of-school children identified between December 2017 and September 2018 within the academic year of 2018-2019 and suggests findings on 5304 children of school age, which were identified during the study conducted in 14 provinces with the densest Syrian population. The distribution of children included in the study by age and gender is given below.

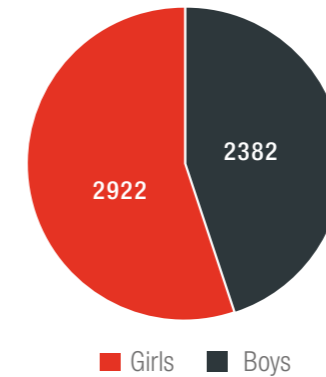


Figure 9: Distribution by gender

Considering the girl-boy balance, it is understood that inclusion of boys in relation with schoolization is higher. As a result, it can be suggested that out-of-school boys / boys who have never had access to school are more disadvantaged compared to girls.

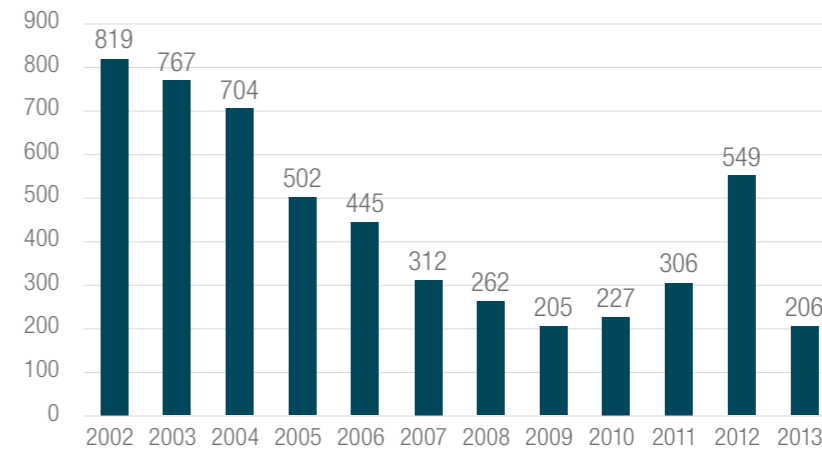


Figure 10: Distribution by date of birth



Considering the age of children involved in the study, it is found that the number of children of preschool education age is lower than the other age groups while the number of children of age 14-17 is high.

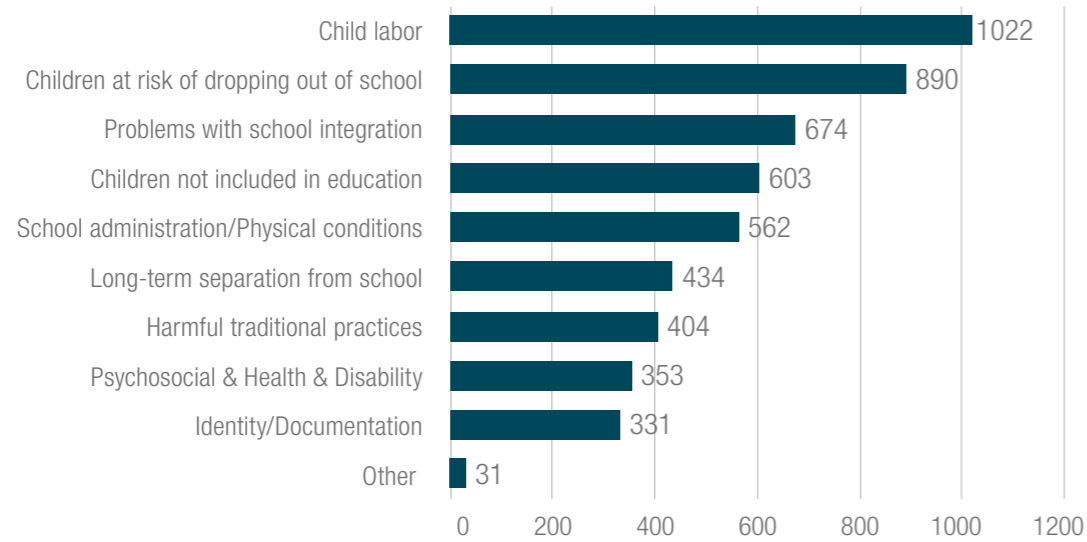


Figure 11: Distribution by protection needs

Considering protection needs of children identified, it can be asserted that one of the main factors affecting access to school or drop-out cases is child labor. It can also be clearly understood from the study that the number of children who have enrolled in school somehow but are under risk of dropping out is higher than children who have never included in education.

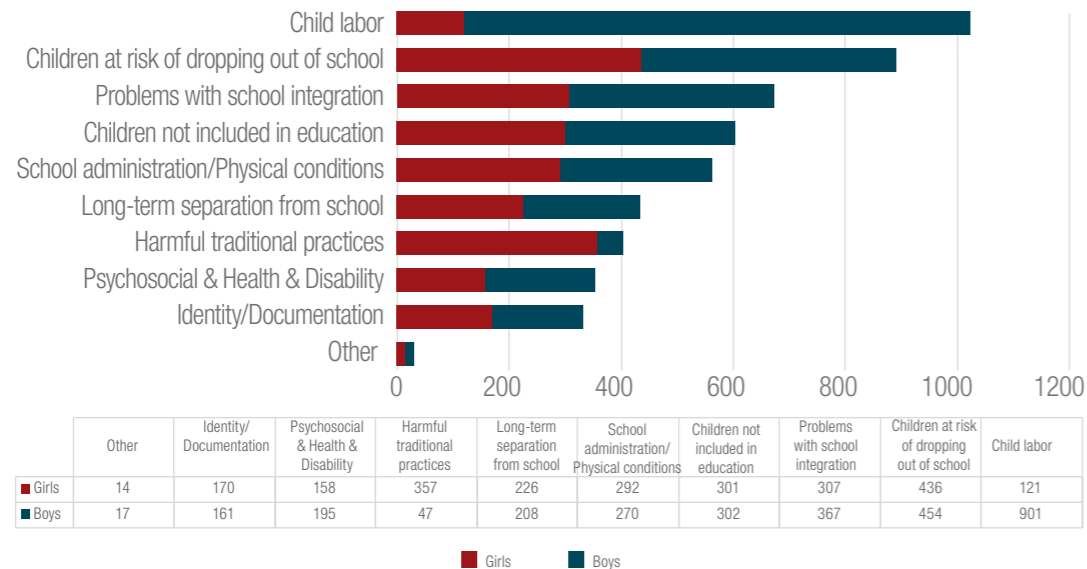


Figure 12: Distribution by gender and protection need

Considering the gender-based distribution by protection need, child labor and harmful traditional practices draw attention. It is observed that the ratio of boys is higher than the ratio of girls in child labor while it is the opposite when it comes to harmful traditional practices.

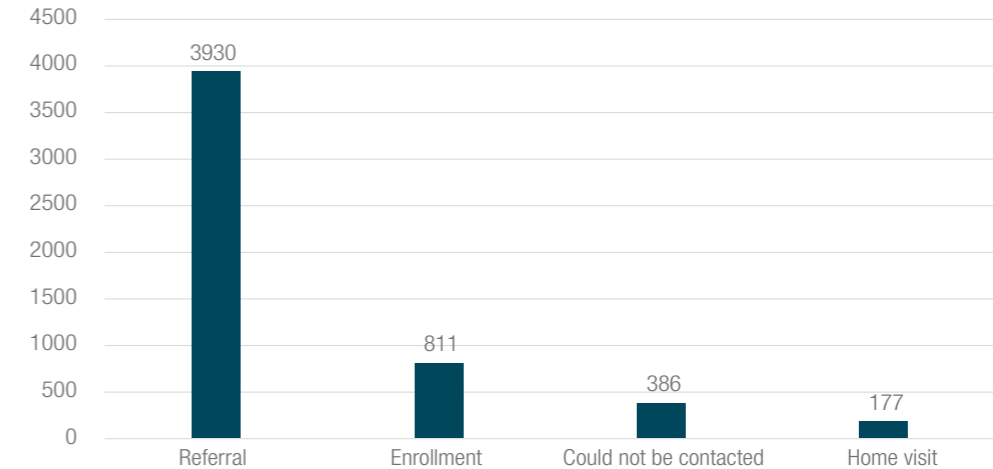


Figure 13: Distribution by schoolization interference

All children identified were pre-assessed during home visit or in relevant community center. Then next step for schoolization was planned and individual and collective interventions were delivered accordingly. "Referral" in Figure 13 includes referral to school identified on address basis, referral to equivalence commissions, and referral to Provincial/District Directorates of National Education and Ministerial units. "Enrollment" refers to the realization of enrollment by accompanying families at schools of enrollment (by an interpreter for language support when needed, as well as a case worker/social worker) or by contacting relevant institutions by phone/email. In addition to children who are at high-level risk or have protection needs associated with dropping out of school only, children at risk were revisited at their home following the first interview. "Could not be reached" refers to cases where families could not be contacted in minimum 3 follow-ups by November 2018 due to their unwillingness to cooperate or change in contact details.

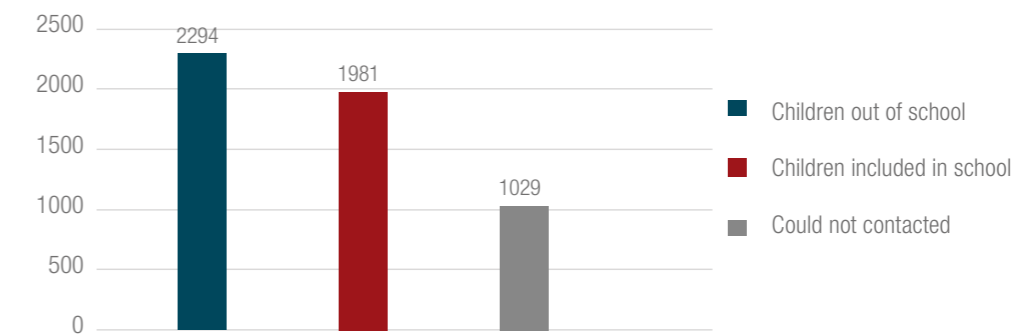


Figure 14: Distribution by result of interference

As shown in Figure 14, 2294 children of those included in the study were not included in education while 1981 children were included in education and the education status of 1029 children could not be identified as they could not be contacted.

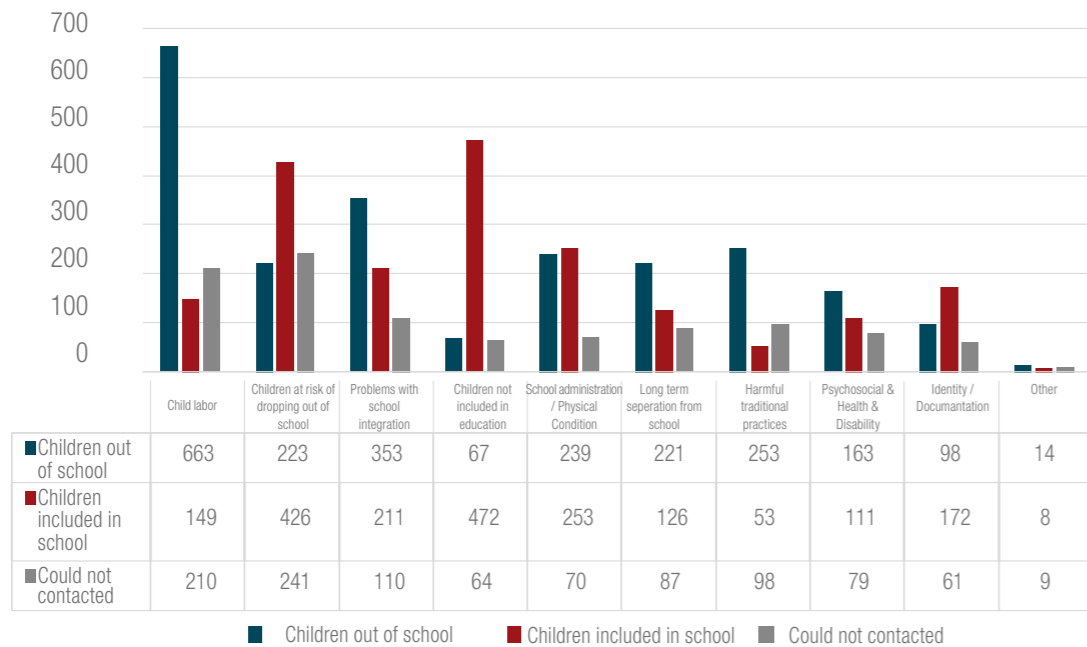


Figure 15: Distribution by protection need and result of interference

It is found that the protection need group which has the highest rate of inclusion in education as the result of interventions delivered is children not included in education. On the other hand, it can be suggested that the fact that the inability to contact is higher in interventions towards child labor than in other protection needs points out that those families are not open to cooperation and the protection need of child labor represents a risk group. It is also observed that child labor constitutes the protection need group with the highest number of children without access to education.

### 3.2. FINDINGS ON CHILDREN INCLUDED IN EDUCATION

As a result of interventions delivered, access to education / attendance was ensured for 1981 children out of 5304 included in the study. In this framework, the protection needs of children for whom access to education / attendance was ensured are provided in the figure below. As can be seen in Figure 8, the rate of inclusion in education for “children without access to education” and “children at risk of dropping out” is higher than in other protection need groups. In other words, it can be asserted that enrollment process takes place easily particularly in case of children who will begin school for the first time while in case of children at risk of dropping out, their attendance can be ensured if they are identified early.

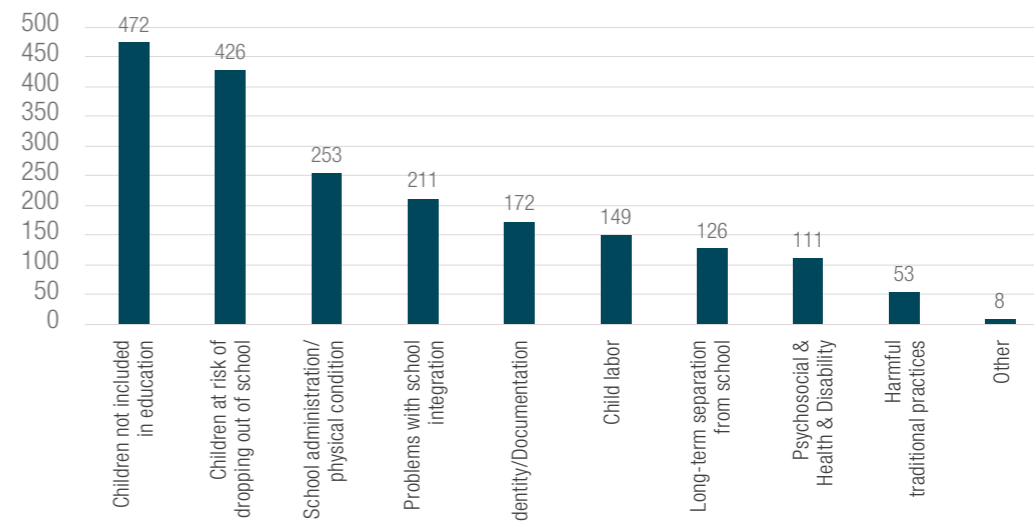


Figure 16: Distribution by protection need and children included in education

### 3.3. FINDINGS ON CHILDREN WITHOUT ACCESS TO EDUCATION

Protection needs of children without access to education identified as the result of schoolization efforts as well as remarks on sub-protection needs will be discussed in this section.

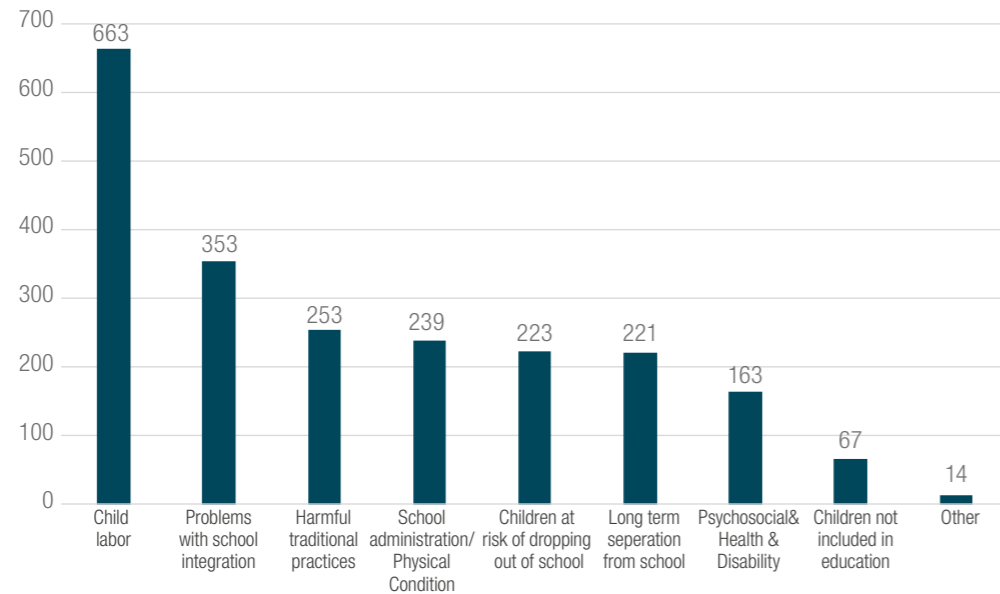


Figure 17: Distribution by protection need of out of school children

As shown in Figure 17, out-of-school children cannot be included in education due to various risk including child labor, adaptation problems, harmful traditional practices, school administration / physical conditions, risk of dropping out of school, long-term separation from school, psychosocial & health & disability, identity/documentation, and risks associated with non-access to education. Therefore, it is important to carry out a detailed analysis on each protection need for purposes of inclusion of children in education.

#### 3.3.1. CHILD LABOR

Not all work performed by children falls under the category of child labor which needs to be eliminated. Works that will not harm health or personal development of children or adolescents or interrupt their education are usually considered good (e.g. helping parents at home, performing certain work at family enterprises, working out of school hours or during holidays to earn their pocket money etc.). Such activities can contribute to the development of children and the welfare of families, give them various skills and experience, and prepare them to be a productive member of the society when they become adults.

On the other hand, “child labor” is defined as work which often deprives children of living their childhood, gives harm to their potential and self-regard, and are harmful to their physical and mental development.

Accordingly, the following types of work are categorized under child labor:

- Work which is hazardous or harmful to their mental, physical, social or moral development,
- Work which prevents their regular attendance to school and cause dropping out,

- Work which can cause early drop-out from school,
- Work which involves excessively long working hours and heavy work.

Considering the most extremes, child labor enslaves children, separates them from their family, exposes them to significant hazards or diseases, and put them in a position where they have to look after themselves on the streets of big cities at very young ages. Whether a certain type of “work” will be considered “child labor” depends on the age of child, type and duration of work, conditions under which work takes place, and goals set by relevant country in this field. Therefore, the answer to this question varies from one country to another as well as from one sector to another.

Children under temporary/international protection who were included in this study can be basically described as children who have to work due to economic poverty faced by their family as a result of the migration occurred. Those children identified to work mainly in textile, civil construction and agricultural sectors spend nearly 12 hours a day under challenging work conditions. They do not only keep away from their education life, but also are exposed to challenges which are highly beyond their age in physical, psychological and emotional terms. It can be observed that particularly boys work under such conditions while girls work as seasonal agricultural workers with their mother.

Analyses regarding access to education by out-of-school children indicate that about 10% of children included in schoolization process remained out of school due to child labor and they are of 14-17. This rate is the main barrier in front of the schoolization problem. Considering work conditions under which children work, it was found that they work in textile, industrial or café-like businesses, for 8 to 12 hours a day in return for TL 100 to 150 weekly. It was also observed that particularly in provinces such as Adana and Mersin, they work as seasonal agricultural worker in cotton farms for 12 hours and lead a nomadic life with their family. Child labor is comprised of children who are at risk of dropping out because of severe economic poverty even though they have been enrolled.

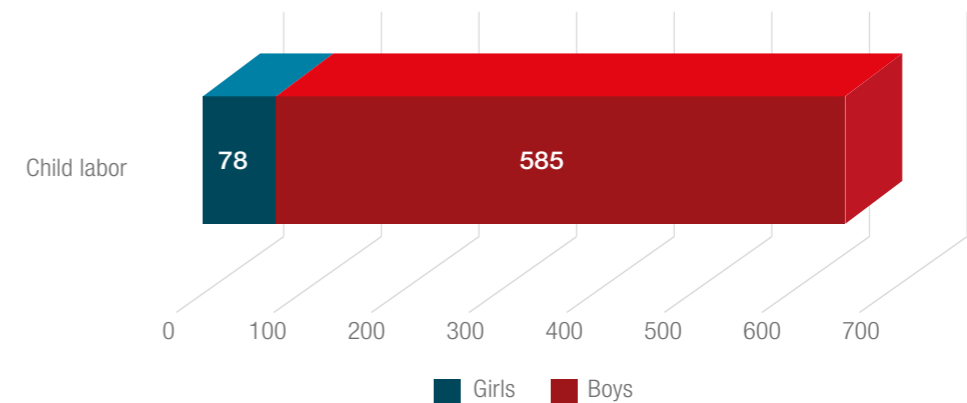


Figure 18: Distribution of child labor by gender

Figure 18 shows that child labor is a high risk protection need especially for boys, however it should be remembered that child labor is also one of the reasons why girls cannot access to education.

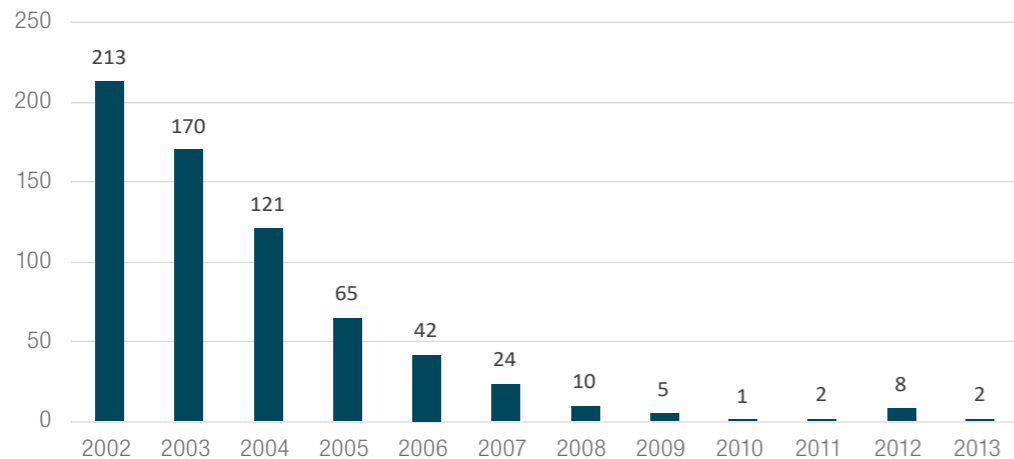


Figure 19: Distribution of child labor by age

As can be seen in Figure 19, child labor protection need can be considered as the main factor leading to dropping out of children of age 15-17. Child labor particularly appears in families with socioeconomic difficulties and/or crowded families, in seasonal agriculture areas, and in cases where the responsibility to provide for household is imposed on the child. When child labor is examined according to distribution by age, it can be asserted that children who were born in 2006 constitute the most critical age group in preventing child labor, so preventive measures should be taken at young ages.

### 3.3.2. PROBLEMS WITH SCHOOL INTEGRATION

Problems with school integration are not only seen among children who were forced to migrate, but can be seen in any child as the result of school-related anxieties arising from the inability to separate from family. Those anxieties can be exacerbated for groups forced to migrate, due to the effect of language barrier, adaptation to host country, discrimination etc.

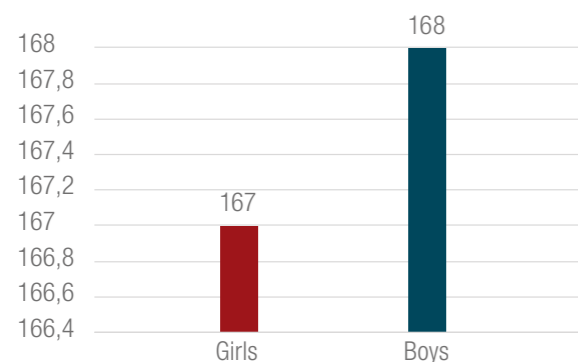


Figure 20: Distribution of school integration protection need by gender

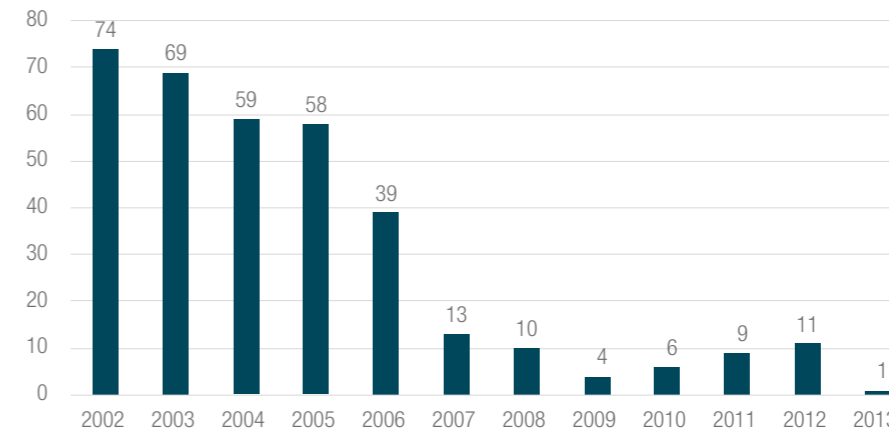


Figure 21: Distribution of school integration protection need by age

Figure 20 indicates that problems with school integration do not significantly vary between gender, while Figure 21 asserts that those problems significantly increase among children of secondary-high school age. Although problems with school integration are correlated, they can also be discussed individually. Students who have difficulties in understanding courses mainly due to the language barrier have difficulties in integrating in school. Children have problems with integration due to peer bullying particularly during secondary school while in elementary school they have difficulties with integration due to their inability to separate from family or enroll in a classroom suitable for their age. In addition, it can be observed from Figure 21 that children in the transition process from elementary school to secondary school are at risk of dropping out due to problems with school integration arising from the change of school.

### 3.3.3. HARMFUL TRADITIONAL PRACTICES

Harmful traditional practices which constitute one of the main problems faced by girls under temporary / international protection are particularly seen in the age range of 14-17. In families with multiple children, with disabled individuals or without a female caregiver, female children and young girls become obliged to provide care for their younger siblings or disabled individuals. Girls who fall out of school due to their parents' traditional belief that it is not appropriate for girls to attend mixed classes after a certain age are exposed to the risk of forced marriage before turning 18.

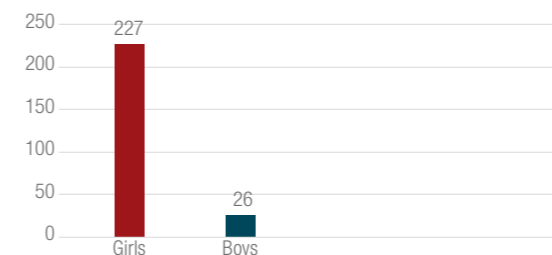


Figure 22: Harmful traditional practices by gender

As can be seen in Figure 22, harmful traditional practices particularly emerge due to the roles imposed on girls, resulting in child marriages, domestic labor, keeping away from school due to mixed classrooms etc.

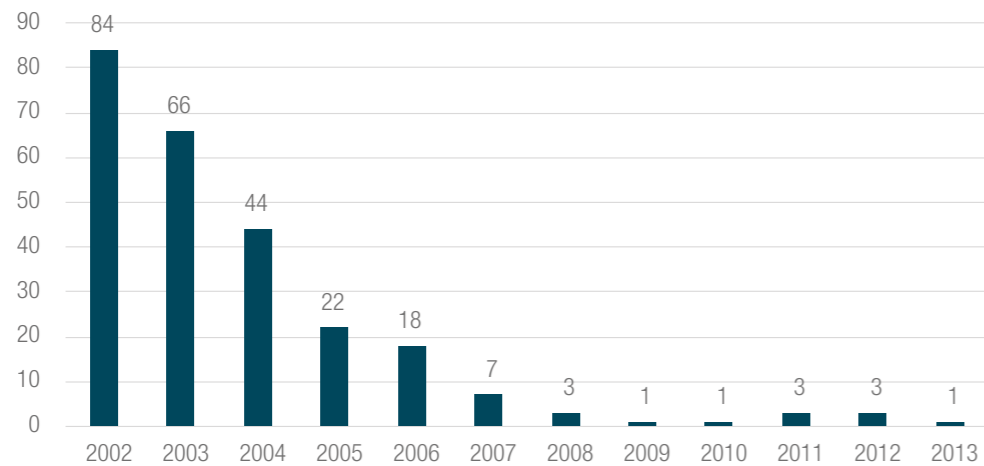


Figure 23: Harmful traditional practices by age

According to Figure 23, it is seen that dropping out of school due to harmful traditional practices becomes critical as of age 13 and the risk for this protection need is multiplied as the age increases. Such practices are most clearly seen in the belief expressed by families that girls are grown enough after entering adolescence and therefore they should undertake the responsibility to provide care for other individuals in the household. Additionally, it can be asserted that the security risk faced by families with socioeconomic difficulties encourages the inclination to consider the child an individual who is of “marriage age” and marry them as a way to send them out of the household.

### 3.3.4. SCHOOL ADMINISTRATION/PHYSICAL CONDITIONS

It is already known that schools which are among the most critical key shareholders in access to education face challenges in some cases due to excessive population. Especially schools in areas densely populated by Syrians do not admit new enrollments due to the capacity problem. Besides, school administrations require additional documents on the grounds that Syrians frequently change their residence and this has a negative impact on the enrollment process for children of school age. Therefore, children who have problems in access to education due to school administration need additional information and directives during their first enrollment and especially in their transition process under the 3-phase compulsory education system. Furthermore, families who cannot supply materials such as school bag, stationery, uniform, additional books etc. due to socioeconomic difficulties express that they find it difficult to send their children to school.

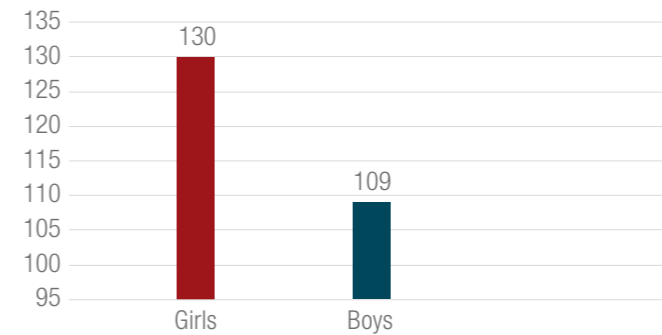


Figure 24: School administration/physical conditions by gender

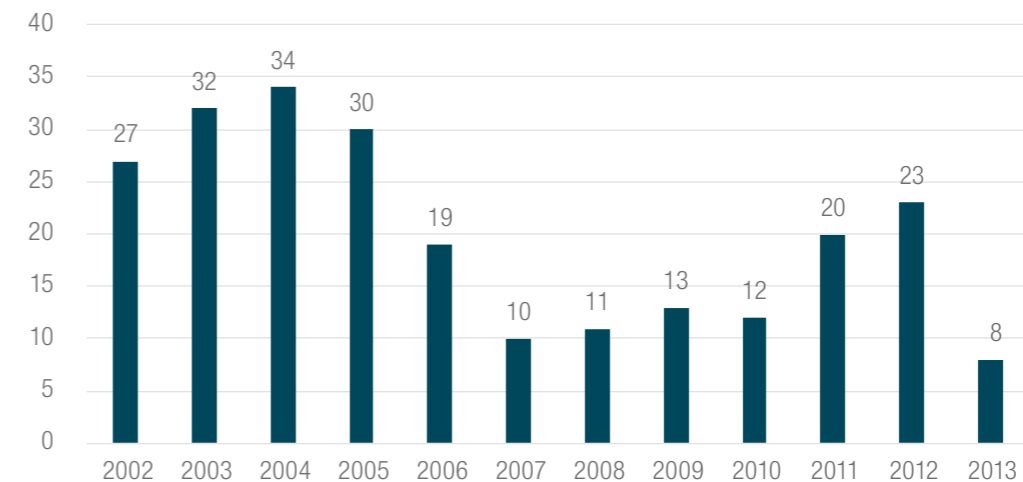


Figure 25: School administration/physical conditions by age

Cases where children could not be schoolized due to school administration or physical conditions include refusal of enrollment by school administration, cases which require school transfer, keeping away from school due to security reasons, school fees, distance of school, transport fees, absence of a school which can be attended, as well as discrimination by teachers or peers. The protection need frequently encountered in the transition process from elementary to secondary school or from secondary to high school is clearly shown in Figure 24. Additionally, it can be said that the protection need during first enrollment at 1<sup>st</sup> and 2<sup>nd</sup> grades often arises from school administration on the grounds of school capacity or school enrollment fee. However, in case of students who start 5<sup>th</sup> or 9<sup>th</sup> grade and need to go to school by shuttle due to the distance which is not a problem often encountered during elementary school, they have difficulties in paying for that shuttle service which costs minimum TL 200 depending on their choice of school. Although transport is sometimes provided by MoNE through free shuttles, in provinces which do not offer this opportunity, families prefer not sending their children to school since they cannot afford shuttle fees. In the sample population, other reasons suggested by families based on physical conditions including safety of school road or inability to supply school materials are closely associated with risks of dropping out.

### 3.3.5. CHILD AT RISK OF DROPPING OUT

Children who are at risk of absenteeism from/dropping out of school are defined as those who live particularly in families with socioeconomic difficulties, families with multiple children/crowded families, and/or families which do not have any special efforts towards ensuring their child have access to education, and therefore fall into the group required to be included in interviews by people/organizations working in this field, although they have not become in need of any protection yet. There are plenty of families who lack social support mechanisms and cannot include their child in education life with their existing capacities, and therefore need to be supported by NGOs working in this field. The schoolization process which involves cooperation with families and bringing children into education life by contributes not only to children's own social integration but also their families'. One of the problems often faced by children under international/temporary protection is dropping out because of the inability to enroll in a classroom suitable for their age.

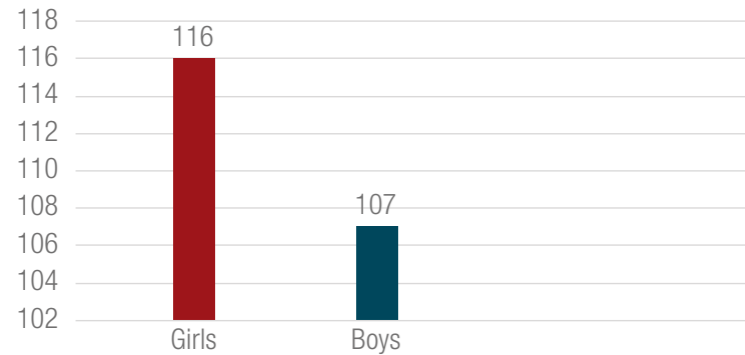


Figure 26: Protection need of child at risk of dropping out by gender

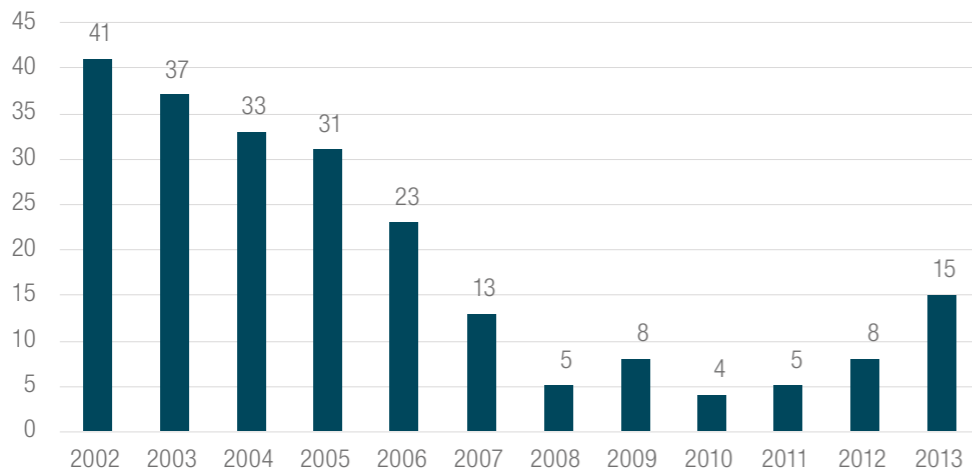


Figure 27: Protection need of child at risk of dropping out by age

Drop-out children refer to those who have enrolled in school somehow but cannot attend school for some reason, as specified in the study design. As can be seen from the distribution of

protection need of dropping out by age, this is a significant protection need for children who were born in 2002-2006. The closing down of TECs and refusal of enrollment by school in the transition process to state schools, as well as referral to other schools due to inadequate capacity can be associated with this protection need. In addition, children who want to change their school to overcome the language barrier which comes to appearance upon the transfer to state school due to the closing down of TECs are at risk of dropping out, as well as children whose families move from their residence address. Furthermore, children who attend school as guest due to absence of an identity document lose their motivation as they are registered in the system and tend to drop out of school. Children who could not enroll in an age-appropriate classroom, face difficulties in enrollment during transition from elementary to secondary school or secondary to high school, or are unable to access to education because of their family are also at risk of dropping out.

### 3.3.6. LONG-TERM SEPARATION FROM SCHOOL

There has been delays in the process of integrating children under international/temporary protection into education due to difficult times they went through because of forced migration. Besides, some of the children who had access to education dropped out of school due to their protection needs and the obstacle to their going back to school gets bigger every year. Children who could not follow school curriculum for years need to take the courses taught in between the grade they dropped out and the grade they should have been attending at the moment according to their age in order for them to be schooled. We can say that children who could not follow school curriculum have a tendency to become estranged from school again for the reasons such as finding the courses hard, motivation loss and participating in labor force as child laborers.

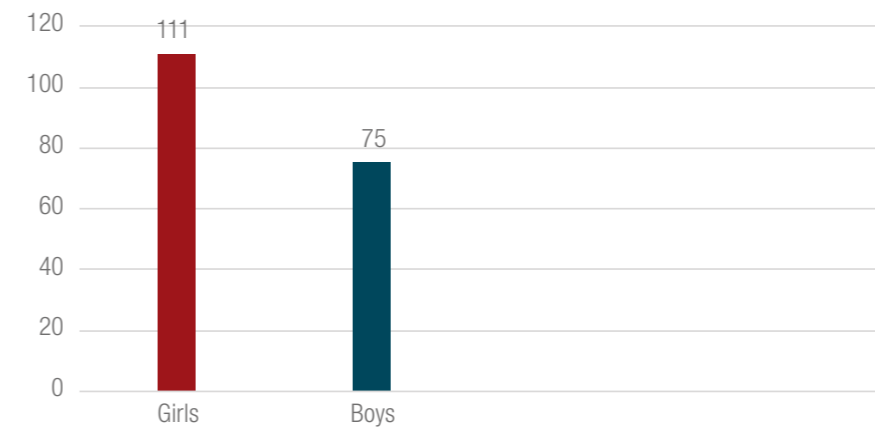


Figure 28: Protection need of staying away from school for a long time by gender

It is seen in Figure 28 that the number of girls staying away from school is larger than that of boys. The difference between the age of dropping out and the current age of a child identified to belong to this protection need group is one of the factors that affect the process of schooling. In addition, it is observed that girls do not continue their studies after finishing primary school due to the reasons mentioned in the part about harmful traditional practices and thus stay away from school for a long time.

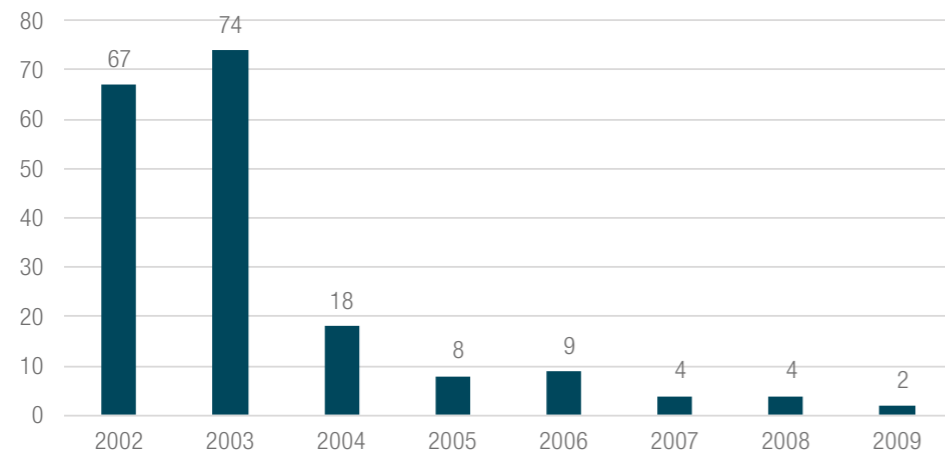


Figure 29: Protection need of staying away from school for a long time by age

As shown in Figure 29 most children who stay away from school for a long time are those who were born in 2002 and 2003 and could not be enrolled in any school in Syria due to the start of the war when they reached the school age, thus they faced long delays accessing education because they were either in the process of migrating or newly entering Turkey.

### 3.3.7. PSYCHOSOCIAL WELL-BEING & HEALTH & DISABILITY

In communities that were forced to migrate, trauma-related psychosocial problems affecting parents have also impacts on children's psychosocial well-being directly or indirectly. Besides, children comprise one of the groups who have protection needs such as health problems and disability caused by congenital disorders or war. One of the reasons why this protection need became more visible as an obstacle to accessing education is that parents do not send their children to school because of their protective attitude in the treatment process of chronic conditions. In addition to that, children in this group do not have access to education most of the time either due to the inadequate number of schools they can attend or the parents' not having information about the schools disabled children can attend.

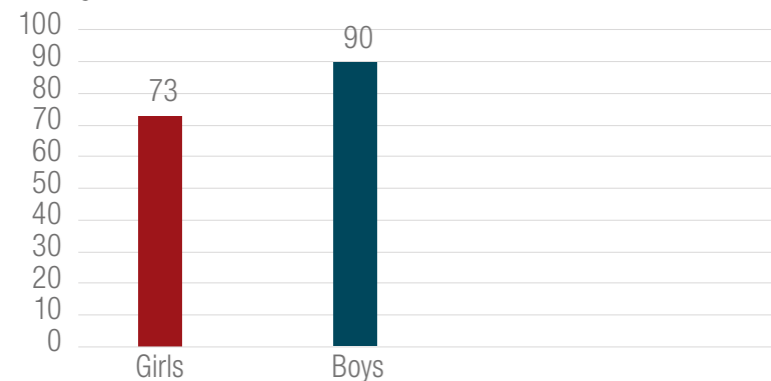


Figure 30: Protection need of psychosocial well-being & health & disability by gender

A gender-related divide is observed in this category.

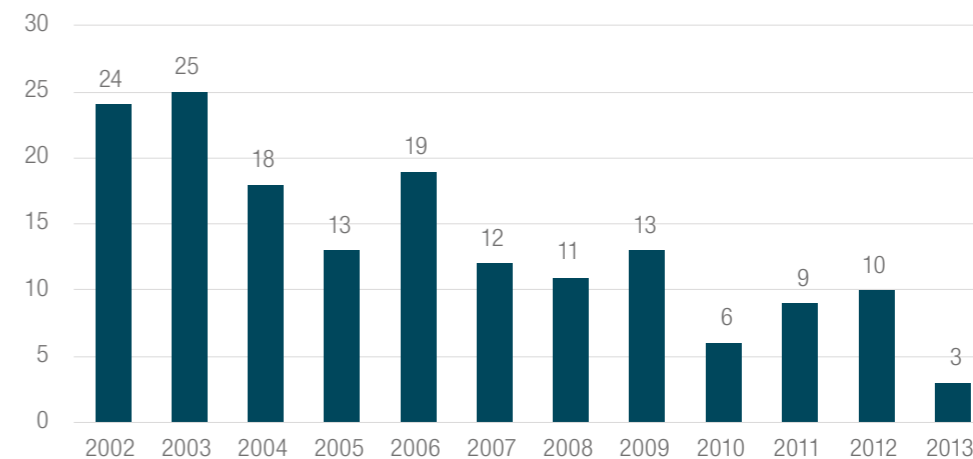


Figure 31: Protection need of psychosocial well-being & health & disability by age

It can be stated that the increase in age is a factor in the emergence of this protection need in terms of psychosocial well-being. It is not however possible to say that age is a variable in terms of protection need of chronic/acute conditions or disability. Because the number of disabled children is not clear yet and thus there is no detailed relevant data, and also because the education services targeting disabled people are paid services, this group has a high risk of not accessing education.

### 3.3.8. IDENTITY/DOCUMENTATION

Being one of the major stakeholders of migration-related works, the Directorate General of Migration Management issues international/temporary protection IDs. Delivering or updating of identification documentations are hindered in certain provinces due to high population density and inadequate capacity. Besides, some schools requesting additional documents such as address declaration, residence permit, lease agreement, and bills showing the relevant person's name for enrollment poses another obstacle to the schooling of these children.

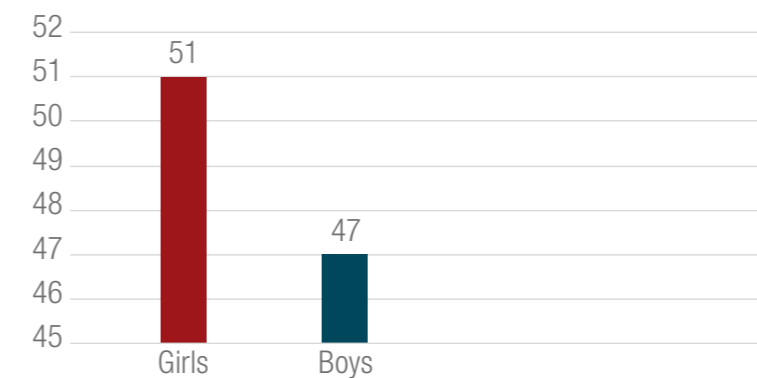


Figure 32: Protection need of ID/documentation by gender

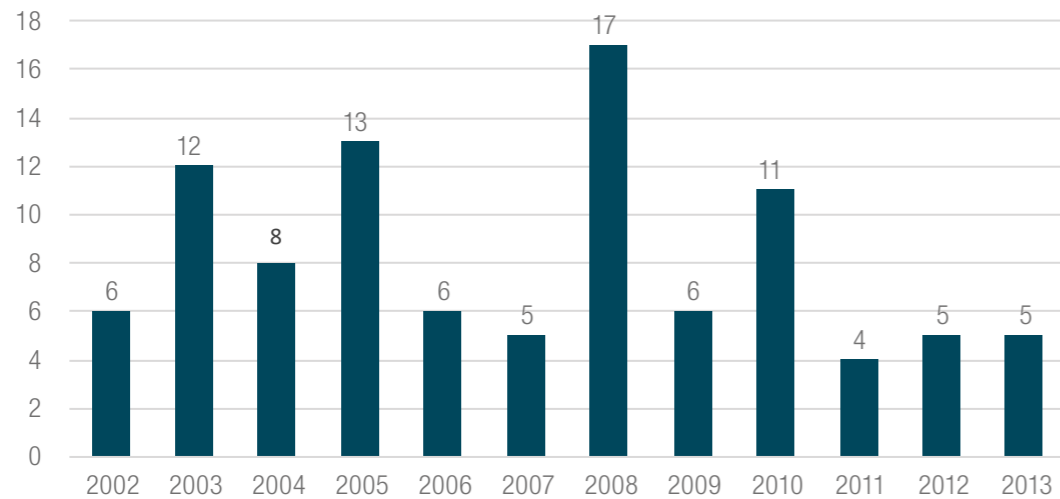


Figure 33: Protection need of ID/documentation by age

No significant difference is observed considering ID/documentation divides by age and gender. However, It can be stated that the major part of children with the protection need of ID/ documentation who were included in the data reside in Istanbul, and cannot access education for this reason.

### 3.3.9. CHILDREN WITHOUT ACCESS TO EDUCATION

Children without access to education refers to school-age children who do not attend school. Particularly children who newly reach school-age can face the risk of not accessing education because the parents need help in terms of the enrollment process.



Figure 34: Protection need of not accessing education by gender

There is no significant difference in the protection need of not having access to education in terms of gender of children.

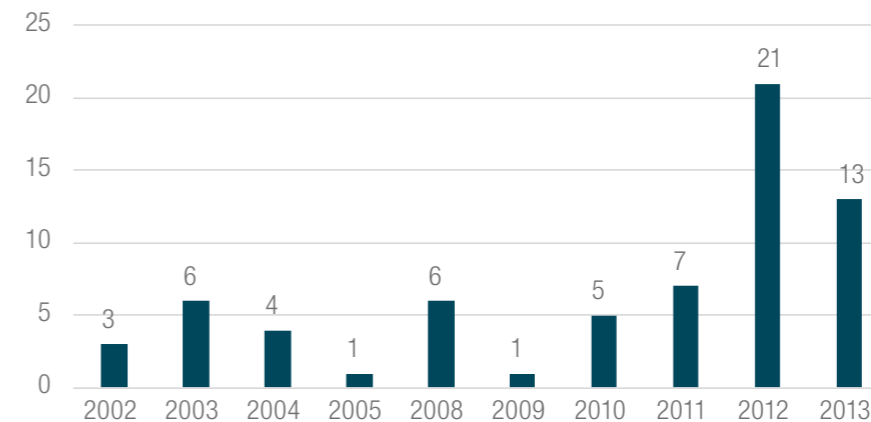


Figure 35: Protection need of not accessing education by age

It is possible to say that children with the protection need of not accessing education are mostly those who were born in 2011, 2012, and 2013 and either have recently reached school age or are already in school age but wait for the next school year to be enrolled. It is also common that some children with the protection need of not accessing education are enrolled by school administrations or parents a year later because they look younger.





## 4. A REVIEW OF FINDINGS ON OUT-OF-SCHOOL CHILDREN WITHOUT ACCESS TO EDUCATION

Identification of the obstacles hindering children under international/temporary protection from accessing education contributes developing social policies to increase schooling rates.

In this context, the findings of Turkish Red Crescent's Community Based Migration Programmes (CBPM), which enables improvement of current projects and development of new ones, are very valuable individually and provide data concerning the relationship between the protection need of children without access to education and possible risks.

Different problems can arise depending on the age of migrant children at the time they entered Turkey. The majority of children who were at school-age when they arrived in Turkey attend classes in their mother tongue in temporary education centers, thereby delaying their process of learning Turkish language. Therefore, children who switched to public schools following the shutdown of temporary education centers can have problems in understanding classes and communicating with their peers due to language barrier and thus have a tendency to become estranged from school. Children who experience these problems face the risk of dropping out, and their negative experiences can affect their peers under international/temporary education, causing them not to participate in education. One of the most frequently seen risks causing boys between 14 and 17 to drop out of school is child labor. Similarly, girls spend years out-of-school due to household labor and cannot return to school later because of harmful traditional practices. In consideration of all these protection needs, being out-of-school affects children's psychosocial well-being and thus their health, which raises the possibility of them turning into unhealthy adults.



*In the “Workshop on Supporting Access to Education and Attendance of Children under International and Temporary Protection” held on 26 November 2019 in cooperation with the Directorate General of Life Long Learning serving under Ministry of National Education, public institutions and organizations as well as non-governmental organizations working in the field of migration gathered and worked out solutions and policy recommendations.*

The recommendations prepared thereunder are provided in the following section.

## 5.1. CHILD LABOR

Child labor, when considered in the context of migration, is one of the causes why out-of-school children drop out while it can also appear as an effect in the case of children who remain separated from school for prolonged periods.

Risk status of children subjected to child labor and solution recommendations to be developed for them vary depending on their age range and gender.

Child labor is not related only with economic poverty but in fact economic poverty is one of the determining factors of child labor.

In this framework, solution and policy recommendations planned to be developed for child labor are given below.

- First of all, all stakeholders are required to assume responsibility for promoting legal regulations and action plans which are already developed in Turkey.
- Child labor poses a risk not only for children under international/temporary protection but also for Turkish children, and therefore this problem requires to be dealt with in a holistic way and policies to be developed be inclusive.
- Awareness raising activities for families and students should be organized to increase the awareness about education opportunities provided by the MoNE.
- There should be a precondition related to education to provide social aids, and they should require conditions where schoolization is also encouraged as opposed to cash-based aids only.
- Considering the fact that particularly in families with multiple children, the oldest child becomes subjected to child labor, it is required to carry out supportive programmes regarding reproductive health and parenthood.
- Qualitative and quantitative studies on factors causing children to work should be conducted and preventive activities should be carried out before they become subjected to child labor.
- In-school social services model should be supported to prevent children who have enrolled in school but are having difficulties in relation with language barrier or in integration with teacher/curriculum/peers from dropping out.
- Stakeholders who carry out preventive activities towards children especially of age 14-17 who are identified to have stopped attending school should be supported.
- Services provided for children identified to be subjected to child labor should be planned so as to contribute to social cohesion and implemented by observing the best interest of the child.

## 5. RECOMMENDED SOLUTIONS AND POLICIES FOR CHILDREN WITHOUT ACCESS TO EDUCATION

- Awareness raising activities should be carried out at workplaces employing child labor and campaigns encouraging those which do not employ child labor should be supported.
- A sanctions practice which takes child labor into account should be implemented when controlling workplaces.
- Awareness on that Vocational Education Centers (VEC) providing referral services to end child labor are available and accessible for all children should be raised.
- A shared information network should be created to ensure that all stakeholders working in the field of child labor could carry out their work more effectively.
- Funding support provided to people under IP and TP should be planned by consulting institutions and organizations serving in the field of schoolization and based on needs/shortages in that field.
- Awareness raising activities for teachers should be carried out to ensure that teachers can identify reasons why children become distanced from school.
- Considering the fact that girls are more vulnerable when they are subjected to child labor as opposed to boys, different programmes should be designed for girls and boys.

## 5.2. PROBLEMS WITH SCHOOL INTEGRATION

Problems with school integration mainly include language barrier and consequent failure in classes, discrimination, peer bullying, and difficulties in adapting to host country, as well as the inability to enroll in an age-appropriate classroom when getting included in education and integration problems faced when transferring from one school level to another (i.e. from elementary to secondary school or secondary to high school).

Solution and policy recommendations to be developed accordingly are discussed below.

- Integration classrooms developed to overcome the language barrier which is one of the most significant challenges faced by children under international/temporary protection should be rolled out and language prep classrooms should be opened.
- Teachers who are the most important service providers in overcoming the language barrier should be trained in teaching Turkish to foreigners.
- Though it is asserted that integration process is easier for children who are included in education starting from kindergarten or 1st grade, qualitative and quantitative studies should be conducted to identify critical ages for integration problems encountered in older ages.
- In addition to formal education models, non-formal education models should be developed for school integration of children, and supportive activities including drama, music, and art should be supported to overcome integration-related problems.
- Activities should be organized to raise awareness on problems identified among school administrators which constitute one of the stakeholders to support school integration of children.
- Considering the fact that children have problems with school integration due to the anxiety about going back to their country, long-term legal regulations should be considered by relevant stakeholders.
- Considering the fact that children who have to repeat a grade level due to language

barrier, therefore cannot enroll in an age-appropriate classroom and become obliged to attend a classroom with younger children have integration problems, orientation and accelerated education programmes (such as Accelerated Learning Programme - ALP in cooperation with UNICEF and MoNE) should be supported to eliminate the language barrier and academic difficulties which prevent them from enrolling in an age-appropriate classroom.

- Thematic meetings should be held with parents and their opinions regarding integration problems experienced by children should be heard. Their integration process with Turkish families should be supported as well.

## 5.3. HARMFUL TRADITIONAL PRACTICES

Harmful traditional practices may contain elements preventing children from accessing education. Although it is not right to define all traditional practices as harmful, keeping children away from education only based on wrongfully-interpreted social values without having any other compelling situation can cause them not to be able to build an independent life in future as an adult. Those practices cannot be always defined as harmful when considered in the context of migration, but particularly girls of age 14-17 who are kept away from school due to marriage, engagement or domestic works etc. can be considered under this category. Solution and policy recommendations for those harmful traditional practices are given below.

- Information activities for all stakeholders should be carried out to promote the existing legal framework.
- All stakeholders should work with cooperation and sensitivity to ensure that children who are not officially enrolled due to traditional attitudes are identified and enrolled.
- Awareness raising activities on the importance of education should be carried out for families who do not want to send their children to mixed classrooms due to traditional attitudes.
- Seminars should be organized for families who are definitely against mixed classrooms to raise their awareness on Imam Hatip (Religious) Schools where girls and boys can attend separate classrooms.
- Particularly people who are known as community leaders should carry out awareness raising efforts for inclusion of children in education, without overlooking traditional values.
- Both Turkish people and people under international or temporary protection from the same community should contribute to sensitization efforts to ensure that the effects of harmful traditional practices are understood.
- Home care services should be increased and made inclusive in order to schoolize children who cannot access education because they need to help with domestic work or provide care for younger siblings, old relatives or disabled individuals.
- Behavior-improving practices should be promoted to support good behaviors.
- Contributions including shuttle and stationery support should be provided to encourage schoolization especially for children who are subjected to domestic labor due to economic reasons.
- Education modules for families should be developed and promoted in cooperation with Religious Affairs to eliminate harmful traditional practices.

## 5.4. SCHOOL ADMINISTRATION/PHYSICAL CONDITIONS

This includes schools refusing to enroll children due to capacity issues, negative impact of residential changes on the school enrollment process, difficulties experienced during first enrollment or when transferring from elementary to secondary school or secondary to high school, problems with identity document, transport to school, or keeping children away from school due to safety issues on the road to school.

Solution and policy recommendations developed in this framework are provided below.

- High-level mobilization among families and lack of knowledge about enrollment in school and transition process pose an obstacle in front of schoolization of children. Besides, while enrollment of Turkish children in school can be monitored through information retrieved from MERNİS -central civil registration system-, there is no monitoring mechanism for enrollment of children under international or temporary protection, so a joint monitoring system should be established.
- Local administrations and community leaders should play a supporting role in enrollment in school. Processes through which public institutions and organizations as well as NGOs provide support to strengthen and inform the locality during school enrollment periods should be developed.
- Information centers should be established to inform families and communities about school enrollment and transition processes during school enrollment periods. To this end, it is important that public institutions and organizations as well as NGOs work in cooperation to manage a standardized process with a shared language. Such information activities can be carried out in Migrant Health Centers, hospitals, other public institutions and other public areas.
- Legislation should have an understandable language and NGOs should play a role in promoting legislative information. In line with this, it is important that NGOs are supported through formators to be appointed by MoNE.
- Awareness raising activities should be carried out to promote the importance of education among families. It is important to standardize those awareness raising activities to be carried out.
- It is seen that obstacles in front of schoolization include schools located at remote places, shuttle fees, absenteeism due to safety reasons, and families keeping children away from school. Local administrations should provide free or discounted transport cards to lift the obstacle in front of transport to school especially for children of secondary and high school age. In line with this, transport cards which have certain transport routes defined to ensure use for transport between school and home and which are activated at certain hours.
- Particularly in cases where children, who attend elementary school, drop out due to safety reasons although they attend a school close to their home due to the address-based school enrollment, psychosocial support should be provided both for families and children.
- Activities should be carried out to create a safe zone in the eyes of the neighborhood and neighborhood residents.

- Meetings with school principals and teachers, informative activities and seminars should be organized to inform about difficulties in school integration faced by children under international or temporary protection, their different needs, backgrounds, orientations and cultures. It is important that NGOs cooperate with school administration and teachers to this end.
- Trainings on peer integration based on academic studies, coexistence, sensitivity to culture etc. should be provided to teachers with the presence of psychologists.
- Awareness seminars on the education system in Turkey and the importance of education etc. should be held for students, and support including career counseling etc. should be provided to children who transfer from secondary to high school.

## 5.5. CHILD AT RISK OF DROPPING OUT

Children who have access to education are at risk of dropping out due to factors forcing them to migrate as well as difficulties they face in the country of migration. Although economic reasons are often the leading factor, children can also drop out due to various reasons other than economic including school integration, language barrier, living in a family with multiple children etc. which intersect other security needs.

Solution and policy recommendations developed in relation with this risk are discussed below

- A system should be developed to monitor children who are absent more than 4 days in a month via school, which is one of the criteria required to be complied with under the national CTE in order to ensure early detection and carry out preventive activities.
- For children who are identified to be absent from school, constructive sanctions should be developed to support their inclusion in education.
- MoNE should monitor school enrollment of children under international or temporary protection and develop sanction mechanisms to be applied in case of non-enrollment and/or absenteeism.
- Informative brochures and videos on school enrollment, attendance, importance of education, and enrollment processes should be developed and other communication activities should be carried out.

## 5.6. LONG-TERM SEPARATION FROM SCHOOL

In case of children who are included in education but have stayed away from school for prolonged periods due to challenges faced, there are obstacles preventing them from returning school. The main obstacle is child labor which also intersects the obstacles in front of schoolization. There are other consequent factors including school integration, language barrier, not getting along with teachers or peers etc.

Solution and policy recommendations developed in relation with this issue are discussed below

- For children who are identified to have stayed away from school for a long time, qualitative and quantitative studies should be conducted to identify the reasons which lead to first separation from school.

- Practices to improve the livelihood of parents should be developed to eliminate the economic poverty factor which leads to dropping out.
- Accelerated language and academic support classrooms should be supported and increased in number to provide solutions for academic failure and language barrier which lead to long-term separation from school.

## 5.7. PSYCHOSOCIAL WELL-BEING & HEALTH & DISABILITY

Children –and also families- who are affected by psychosocial support needs, health problems, or disability status have varying profiles and characteristics. Therefore, these three categories will be discussed separately.

### **Children in Need of Psychosocial Support:**

There are different reasons behind the psychosocial risks related to children who cannot access or attend school. First of all, it is found that there is still need for psychosocial support due to the marks left by challenging experiences during the war. These experiences can include incidents suffered during the war (bomb explosions, witnessing death or injuries etc.); separation from home, friends or teachers etc.; and challenges faced on the migration path. Although psychosocial support needs arising from the aforementioned reasons have been decreasing, it can be said that they are not completely removed and also children who live in areas close to the border re-experience similar incidents due to the ongoing conflicts in Syria. On the other hand, difficulties faced by children at home or within family, or in case of working children difficulties at the workplace, as well as abuse or neglect also lead to psychosocial needs to arise. Although each child can be affected differently, among the signs often encountered are attention disorders, social introversion, tendency to violence, day wetting etc.

Although it is not directly related with psychosocial needs of children, psychosocial situation of families is another important point which needs to be discussed under this category. Migration does not only affect children but also adults and in adults, psychosocial risks can lead to impairment in parenthood skills and neglect of the child. In this sense, psychosocial situation of parents can appear as a problem preventing children from accessing or regularly attending school.

Solution and policy recommendations developed for psychosocial risks are discussed below.

- Since the Psychosocial Support Module which was developed by MoNE following the earthquake in Marmara in 1999 and promoted among school counsellors across Turkey cannot be implemented adequately due to the language barrier, efforts should be made to adapt the said module.
- Activities which are contained in the said modules and can be carried out nonverbally should be focused on, and similar new contents should be developed. Activities that can be carried out without the language barrier, such as rhythm, music, drama and art should be concentrated on.
- The said modules can lead to problems or shortcomings if implemented in any case and at any place as a standard module. Therefore, they should be adapted to relevant culture and locality, and teachers should be provided with a special training to correctly implement such adaptations. A section regarding how to adapt these modules to different needs

and different dynamics should be added to the Psychosocial Support Module training.

- The training on psychosocial risks provided to permanent teachers who work under the MoNE should be provided to voluntary trainers who work under the Directorate General of Life Long Learning. Thus, children who attend school and are in need of psychosocial support can be identified earlier.
- Since there is a lack of knowledge concerning the free services provided by schools or other institutions/organizations for psychosocial support purposes, mainly families as well as people who can inform the community such as mukhtars, community leaders and associations should be informed about those services.

### **Health-related risks:**

Health problems can be discussed mainly under two categories including chronic and acute problems. Experiences and observations in the field indicate that acute health problems can pose a problem for a short time for child's attendance to school but this problem disappears when they regain their health. Therefore, only chronic health problems are discussed.

Children with chronic health problems face challenges including non-access to regular treatment for various reasons, being exposed to peer bullying especially in case of children with diseases that lead to developmental disorders, and families who do not want to send their children to schools/classrooms which they believe to be overcrowded because they are worried about the health of their child.

Solution and policy recommendations developed in relation with health risks are discussed below.

- Paid services including medication, examinations, and operations which are essential to treat certain chronic diseases should be provided free of charge.
- In case those services are not provided free of charge, expenses should be covered by various parties including NGOs, associations, and Social Assistance and Solidarity Foundations (SASF).
- Advocacy activities should also be carried out with funders to cover such expenses, and particularly NGOs working in the field of health should be encouraged to work on this aspect.
- To overcome the language barrier in access to healthcare services, interpreter support currently provided to hospital by the Ministry of Health should be increased and especially focus on children. Additionally, interpreter support should be provided to university hospitals to which many serious health problems are referred.
- For health problems that prevent from attending school, home-based education service should be promoted.
- Information should be provided through various channels (public institutions, NGOs, mukhtars, hospitals etc.) and by various means (brochures, videos, social media announcements etc.) in order to overcome the lack of knowledge about home-based education service.
- In particular, doctors should be informed about home-based education service and it should be ensured that they convey this information to families.

- Free shuttle service should be provided for children with health problems and minimum kilometer limit applicable for the use of shuttle service should be stretched for such children.

### **Disability:**

Children who cannot access or attend school can have different types (mental, physical, hearing etc.) of disabilities at different levels (mild, medium, severe etc.). Such differences also lead to differences in their needs and support required to be provided to them. All types and levels of disability have been taken into account under this category, but those differences are divided into two categories including “children in need of special education” and “children in need of accessibility when accessing education”, for purposes of solution and policy recommendations. For “children in need of special education”, the following recommendations have been developed.

- An individual research on disabled children should be carried out and more detailed and focused information should be provided in this field.
- Even though information on special education has been provided by MoNE, still there are needs observed and therefore information activities should be carried out through different channels targeting at various audiences. For example, preparing videos for the illiterate, providing information through mobile communication tools or community leaders etc.
- For families with disabled children who do not send their child to school because of the lack of knowledge about access to school or the lack of any attempt to do so, various identification mechanisms in this field should be strengthened. For example, providing necessary information when a disabled child is identified during social aid applications or identifying families with disabled children by checking data from different institutions and organizations.
- Information on disabled children of school age obtained from Emergency Social Safety Net (ESSN) beneficiaries can be checked against the enrollment data held by MoNE, to identify disabled children who are out of school.
- School administrations and parents of other children can be informed and the process can be monitored more closely to ensure healthy integration of mildly disabled children who sent to inclusive classrooms in schools by GRCs .
- Since tests to identify disability cannot be applied by GRC to children under temporary or international protection due to the language barrier, nonverbal/unlettered parts in tests can be more focused on, and professional interpretation support can be received to apply tests in other languages.
- Home-based education system should be promoted for children who cannot attend school and adapted for children who do not speak Turkish.

For children in need of accessibility solutions to access education, the following recommendations have been suggested.

- MoNE allocates budget and makes efforts to establish accessible schools, but children also need to be supported until they access to school.
- To this end, municipalities should be cooperated to make roads, sidewalks etc. accessible. This cooperation can be carried out by NGOs with the involvement of MoNE to increase schoolization.
- Since medical equipment is not provided to disabled children free of charge, the Ministry of Health should make amendments to relevant legislation.
- In case of no amendment in the legislation or for the period until the amendment is made, such equipment should be provided by NGOs, municipalities, associations or non-governmental organizations.
- Advocacy activities should be carried out with funders to encourage non-governmental organizations to provide medical equipment. Creating a data-based report will be useful in supporting advocacy activities.
- Coordination should be maintained between non-governmental organizations and local organizations providing aid in kind, and it should be ensured that limited resources are used more efficiently.

## **5.8. IDENTITY/DOCUMENTATION**

Some problems are encountered during the identity issuing process for individuals under international/temporary protection who are concentrated in certain provinces, and as a consequence, there are children who do not have any identity document. However, this problem does not result from dense population only and some identity documents can be deactivated since their family has entered in/exited from the country of asylum.

Solution and policy recommendations developed in relation with problem are discussed below.

- In cases where the lack of identity documents prevents from schoolization, ensuring cooperation between Migration Management, MoNE and MoFLSS is important.
- If there are children of school age among family members who are sent to provinces for registration purposes, their identity should be promptly registered.
- Encouraging practices should be developed for children identified to attend school as guest student because of lacking an identity document and for their families. Cooperation should be ensured with Directorates of Migration Management at province level.

## 5.9. CHILDREN WITHOUT ACCESS TO EDUCATION

Children who have just turned the school age or are of school age, particularly those of age 6-10 are considered under this category. In particular, families who do not have adequate knowledge on the education system or the importance of education can act hesitant or negligent in sending their children to school. Solution and policy recommendations developed in relation with this problem are discussed below.

- Information and awareness raising activities on the details of the education system in Turkey should be carried out especially for families who live at the countryside.
- Considering the fact that children who have just turned the school age can face more challenging risks in future if they are not enrolled in school, age-based preventive measures should be increased.
- Public and non-governmental organizations should cooperate in informative and directive activities, and ensure distribution of duties in identification of vulnerable groups.
- Mobile schools should be encouraged in areas such as seasonal agricultural work areas where the number of out of school children identified during field work is higher.





## 6. OVERVIEW

Although recommended solutions and policies developed to increase schoolization of out-of-school children under international or temporary protection vary for each reason, there are also intersecting recommendations. Needs defined as obstacles in front of schoolization can be both cause and effect of each other. Therefore, these findings cannot be discussed in a fully separated manner. Hence, one of the most important steps must be the process to improve the cooperation established during the development of recommended solutions and policies. Social policy practices developed with a holistic approach not only aims to increase schoolization but also to give hope to children who want to attend school despite of all challenges suffered.

The findings from all programmes carried out in this field are of high importance and this study also aims to shed light on all future studies to be conducted in the field of increasing schoolization.



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- Ministry of National Education
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