



UNHCR distributes teaching materials to 130 urban temporary education centres

MAY HIGHLIGHTS:

In many emergency contexts it is difficult to find suitably qualified teachers who are able to teach refugee children. As Syria had an established and well-functioning education system prior to the onset of the conflict, this has meant that many qualified teachers also became refugees. Many of these teachers have volunteered their efforts to support the education of Syrian children both the temporary education centres established in camps and in urban areas. In addition, qualified professionals and students who were part-way through their studies also volunteered to teach in these centres.

The quality of education is positively enhanced when students have access to good quality teaching and learning support materials that make lessons more interesting and engaging. Posters and other similar materials can be used to create an attractive and stimulating learning environment and active engagement in learning is also facilitated when children have the opportunity to handle physical items, observe and participate in demonstrations, and have access to a variety of reading materials.

During May UNHCR provided 130 Temporary Education Centres in camps with school kits containing teaching materials. The materials were developed in close collaboration with the Ministry of National Education (MoNE) and included items for both primary and secondary school students. The primary school materials included alphabet friezes in Arabic and Turkish, charts teaching basic Turkish vocabulary, large abacuses, base 10 blocks for teaching place value, clocks for teaching time and charts illustrating the shapes of Arabic letters and basic mathematical concepts. Materials for older children included maps of Turkey, Syria and the region, and charts for teaching human biology, cell structure and chemistry. The distribution of teaching materials to TECs in camps will continue during June.

Over the course of the year, UNICEF has also established several libraries in camps in SE Turkey which provide children with the opportunity to develop a love of reading and benefit from having access to a range of different books.

UNICEF has also provided 65,724 children with school supplies since the beginning of the year. As many families cannot afford the cost of school stationery and bags, there is a high demand for this type of support and it is anticipated that distribution of these materials will be scaled up.

UNICEF partners completed construction of a new 24-classroom school in the centre of Gaziantep. Gaziantep is located in South East Turkey and has been hosting large numbers of refugees since the onset of the Syria crisis.

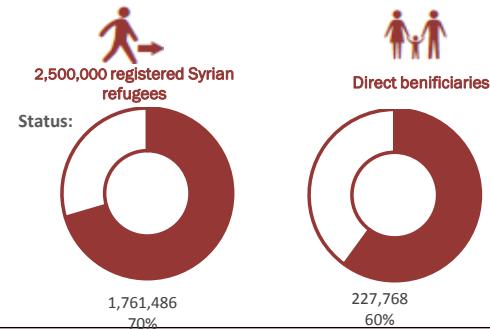
IOM – with the support of UNICEF - continues to provide transportation for 1,962 school children living in urban areas around Sanliurfa (Ayup and Sirrin districts). IOM also provides school transportation for 714 students in Mersin.



Syrian children using learning materials provided by UNHCR. UNHCR /N.Bose

Key Figures:

Planned Sector Response:



NEEDS ANALYSIS:

- The national legislative framework supports the right of refugees to free access to schooling and the Government of Turkey has facilitated refugees' access to skills training and higher education. In spite of these efforts, an estimated 70 per cent of school-aged refugee children are not accessing education.

- Increased provision of educational places (through the establishment of additional temporary education centres and greater participation in national schools) remains a priority and will take place within the regulatory framework established by the Ministry of National Education.

- The education strategy includes ongoing efforts to increase the quality of education. Through a partnership between Government agencies and international organizations, a system for payment of incentives to volunteer refugee teachers will be established and implemented in 2015.

-All activities in the sector will be implemented in close collaboration with the Government of Turkey. The provision of services to large numbers of refugee children and youth requires the rapid expansion of the education sector which will be supported by the efforts of the international community through policy support, technical assistance in information management to capture, analyse and report on refugee needs and participation; refurbishment of infrastructure – in national schools used to host second shifts or where rapid expansion has taken place - and assistance to strengthen coordination of the refugee response. Existing efforts to accommodate refugee children in the national system will be scaled up through the provision of teaching materials and capacity to teach Turkish as a foreign language to refugees and supporting programmes to reduce bullying and foster social cohesion.

TURKEY RESPONSE INDICATORS: JANUARY TO MAY 2015

