

Turkey's Progress Toward Meeting Refugee Education Needs The Example of Syrian Refugees

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Abstract

Problem Statement: Historically, Turkey is an immigrant country. It has experienced various migration waves from Asia, Awrupa and Africa. Recently, Turkey has confronted a huge wave of migration. Turkey tries to meet many needs besides the educational needs of refugees, but there is not enough study on refugess in the field of educational sciences in Turkey.

Purpose of the Study: The purpose of this study is to analyze the Turkey's progress toward meeting refugee education needs through the example of the Syrian Refugee experience.

Method: The study uses a case study of the refugees in Mardin and its districts. The data in this study is compiled through interview and observation techniques. An interview form was developed and included the standards (access, integration, quality, protection, participation, partnership, observation and evaluation) suggested by the Office of UNCHR. Coordinators, directors and teachers at schools in Mardin, Midyat and Kızıltepe were interviewed. The researchers tried to turn the data into quantitative and qualitative indicators, taking into account the standards for the various levels of meeting refugee education needs.

Findings and Results: Turkey supported refugee education in various ways; for instance, opening schools in the refugee camps and meeting various needs for voluntary schools. The results indicated, however, that according to measures of access, integration, quality, protection,

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participation, partnership, observation and evaluation, refugee education needs have been inadequately met, and Turkey hasn't a system for refugee education.

Conclusions and Recommendations: It has been suggested that Turkey develop a refugee education policy and use UNCHR standards for refugee education. For this, first, Turkey should create a systematic format for its refugee education program. MEB should develop a policy on refugee education. For example, MEB should use UNHCR's criteria to measure access, integration, quality, protection, participation, partnership, observation and evaluation of refugee education. In addition, educational sciences should research refugee education from a holistic perspective that includes relevant international law and policy fields.

Key Words: Migration, refugee education rights, refugee education standards, level of Turkey's refugee education

Introduction

Migration and asylum are historical and social phenomena that date from early ages of humanity. These phenomena are affected by different factors and cause irreversible consequences. In addition, globalization, migration and asylum have become important phenomena during our last century. Globally increased population mobility has caused the formation of refugee populations within the overall population in most countries. Large populations of the world claim refugee status due to economic, social, and political reasons, the wish for a better life, as well as extraordinary reasons such as drought and war.

The total numbers of worldwide refugees in the Report of the United Nations High Commissioner for Refugees (UNHCR) was registered as 45,2 million at the end of 2012. 7,6 million people fled from their own country in 2012. UNHCR's commissar António Guterres points out that the increasing refugee population is in an alarming situation. Furthermore, he expressed the difficulty of preventing international conflicts or finding solutions to these conflicts. The Report of the UNHCR is based on the data compiled from governments, non-governmental organizations and the United Nations (2012a).

Migration and asylum demand international cooperation because of the large populations involved. The refugee problem requiring international cooperation is coordinated by the Office of the UNHCR. Refugee processes can vary, with different designations such as guest, temporary stay and permanent stay. Individual asylum, or small groups of asylum, seekers consist of people who intend to stay permanently in the host countries. Large numbers of refugees who flee from extraordinary situations such as war return to their countries. The United Nations, refugee hosting countries, and other national and international organizations cooperate in order to provide basic life requirements and education as well.

The processes of migration and asylum are dealt with according to the national and international legal texts, which results in a significant terminology of migration and asylum. The categories of migration and asylum are refugees, asylum-seekers, pending cases, internally displaced people (IDP) protected/assisted by UNHCR, returned refugees, returned IDPs and stateless people. Refugee is defined as a person entitled to benefit from the protection of the United Nations granted by UNHCR, regardless of being in a country agreeing with the terms of Convention relating to the Status of Refugees, Art. 1A(2), 1951 as modified by the 1967 Protocol, or being recognized as a refugee by a hosting country (IOM, 2014)

An asylum seeker is a person who looks for safety from oppression or serious damage in a country other than his or her own and waits for a decision on the application for refugee status under suitable international and national instruments. In the case of a negative decision, the asylum seeker must go the country and may be run out, as may any non-national in nonuniform or illegal situation, unless authorization to stay is provided on humanitarian or other related grounds (IOM, 2014).

People who are displaced (IDPs protected / assisted by UNHCR) are forced to leave in order to avoid armed conflicts, general violence, violations of human rights or the effects of natural or human-created disasters, and who do not cross internationally recognized borders of countries. In its broadest sense, returned refugees, returnees, returned IDPs refer to those who actually return. This return might be the return of those displaced from their own countries, as well as refugees, asylum seekers and skilled citizens returning from the host country to the origin country. Return categories are divided into voluntary, forced, assisted and spontaneous returns. Moreover, there are sub-categories explaining who returns; for example, the return of refugees (IOM, 2014). Also, according to IOM, a stateless person is one who is not accepted as a citizen by any State according to its law (Art. 1, UN Convention relating to the Status of Stateless Persons, 1954). As such, a stateless person lacks those rights attributable to national diplomatic protection of a State, with no inherent right of sojourn in the State of residence and no right of return in case he or she travels.

The concept of the refugee is preferred because of its most protected status, since education is everywhere and in every condition considered one of the fundamental human rights. This notion is broadened in a way that includes refugees through some legal texts. The Convention Relating to the Status of Refugees includes refugees' educational situations in addition to the other cases. The Convention was confirmed on 28 July 1951 in Geneva. It entered into force on 22 April 1954. Article 22 concerns refugee education;

1. The Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education.
2. The Contracting States shall accord to refugees treatment as favourable as possible, and, in any event, not less favourable than that accorded to aliens generally in the same circumstances, with respect to education other

than elementary education and, in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships.

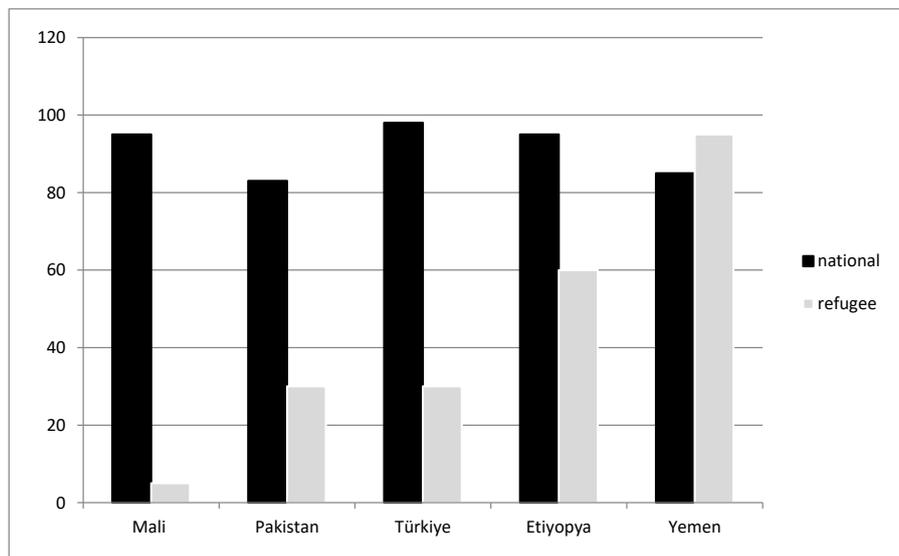
Turkey ratified the treaty on 24 August 1951, and The Turkish government entered reservations which it could make under article 42 of the Convention at the time of ratification. Reservation and declaration made upon ratification: "No provision of this Convention may be interpreted as granting to refugees greater rights than those accorded to Turkish citizens in Turkey."

As a result, countries provide education to refugees as they do for their own citizens. Nevertheless, countries do not fulfill their duties about the provision of education to refugees. They place more importance on their own citizens in educational matters. Therefore, education provided for refugees is limited, unbalanced, and of low quality. It is not protective for the risk groups and lacks institutional coordination and resources.

Gross Enrolment Ratios related to nationals and refugees may be seen in Table 1. As shown in Table 1, refugee participation in primary school is lower than that of nationals. For example, 5% of the refugees in Mali are included in primary education, compared to 97% of nationals. This ratio is 30% for refugees and 98% for nationals.

Table 1.

Gross Enrolment Ratios for Refugees and Nationals (2008)



Source: Dryden-Peterson, 2011

Social, political and economic burdens of refugees on the countries where they live, as well as limited budgets to address their needs, constitute a big obstacle for the

development of sensitivity for refugee education. Furthermore, facing population growth due to mobility, countries have difficulty producing policy on refugee education. Thus, countries need to increase their capacities to meet educational requirements. UNHCR (2012b) policy places great importance on the provision of quality and protective education. The principles of this policy support integrating refugees into national education systems, education up to the end of secondary school for all refugees, investment in consecutive training for teachers, determining new standards and indicators to measure progress towards a quality and protective education, and providing for the funding needs for high quality and protective education to be met consistently.

Recently, Turkey has been one of the countries where refugees from the Middle East, Asian Republics, Eastern Europe and Africa have come to live. Moreover, Turkey confronts global and massive influxes of refugees due to the Syrian Civil War (Dincer, Federici, Ferris, Karaca, Kirisci and Ozmenek, Carmıklı, 2013). Some of the refugees stay in camps at borders, while others endeavor to live in metropolitan areas. The number of Syrian refugees has increased greatly.

In Table 2, the number of Syrian refugees is provided. Syrians fleeing from the civil war in their country have come to Turkey since 29 April 2011. They are hosted in 10 cities and in 22 temporary shelters. Turkey's strategy toward Syrians is an "open door policy" (AFAD, 2014, p. 35). The number of Syrian refugees fleeing since 2011 is 715215. This number is higher than the populations of non-metropolitan cities in Turkey.

Table 2.

Number of Syrian Refugees

Gender	Frequency	Percentage
Female	351919	48,2
Male	363296	50,8
Total	715215	100

Source: AFAD, 2013

In Table 3, age, gender and education distribution are provided. The Syrian civil war has created a significant burden for Turkey, and Turkey provides for most of the refugee needs on its own, except for a small amount of outside support. One of these requirements is the provision of education. A majority of refugees have aged out of educational opportunities and cannot benefit from education rights according to the Office of UNHCR.

Table 3.*The Distribution of Age, Gender and Education*

Age	Male	Female	Total	Education level
0-4	9.4	8.4	17.8	Nursery
5-11	10.6	10.1	20.7	Nursery Primary
12-17	7.5	7.3	14.8	Primary Secondary
18-59	21.5	21.6	43.1	University Adult education
60+	1.7%	1.9	3.6	

Source: UNHCR, 2014

There is almost no study related to refugees in the educational literature of Turkey, except for a small part of a thesis, –“Language Learning and Transit Refugees in Turkey by Garrett Hubing (2011): A Case Study of Afghans in Sivas”. Actually, there are articles and theses dealing with refugee problems in the frameworks of health, law, and media. The lack of academic studies regarding refugees in Turkey, despite its being an important center for refugees, is a paradox. The academic studies on refugees are regarded as an important dimension of the solution.

Ager and Strang seek a conceptual frame work for refugee integration in their study “Understanding Integration: A conceptual Framework”. The study claims that education is an important factor for the integration of refugees. The skills refugees obtain during education periods are crucial for their being effective members of society (Ager and Strang, 2008). Owing to the importance of integration in education, there are a lot of studies regarding refugee education. For instance, the research by Isik-Ercan (2012) on the Burmese suggests advocacy for the Family.

Academic interest in the solutions to the refugee problem is essential. Thus, the studies related to refugees and their education are increasing in both number and importance. The most important indicator of this growth is the increase in journals and research on this subject, such as the Journal of Refugee Studies (Oxford Journal, 2014), Journal of Immigrant & Refugee Studies (Taylor&Francis, 2004) and Journal of Refugee Studies (FMO, 2014). Academic knowledge about refugees facilitates the process. Despite these academic developments, the refugee problem in Turkey has not attracted academicians, which is difficult to understand because of Turkey being

a host country. Turkey needs to strengthen its capacity on this subject in order to solve the refugee problem and to meet the needs of refugee education.

The Aim of Study

The aim of this study is to determine the level at which Turkey is meeting refugee education needs in its provision of refugee education rights, which is a sub - component of education right. Furthermore, it suggests the importance of strengthening its capacity for refugee education by developing its national educational processes, including those aimed at refugees. Subaims of the study:

- Access to education for refugees
- Integration of refugees into the national education system
- Quality of refugee education
- Protection of refugees who are at risk
- Participation of refugees
- Partnership
- Observation and evaluation

Method

Research Design

The research design was developed qualitatively, since it gives researchers details in the research process (Kumbetoglu 2005). A case study technique is used in the research. A study case is the detailed analysis of a social unit's past and present situation and its qualities within the environment (Kazak, 2001, 146; Punch, 2005). In this paper, because the Syrian refugees have special conditions and they live specialities, the case study is the preferred form of analysis.

Study Group

The study was carried out in Mardin and its districts with high populations of refugees. Although Turkey is an important hosting country for migration, this study was limited to Syrian refugees who fled to Mardin and its districts from beginning of Syrian civil war to March 2014. The study group was determined by purposive sampling technique (Balci, 2015). The study group consisted of Syrian volunteers from Mardin City Center, Midyat City Center, Midyat Camp and Kiziltepe, AFAD Mardin Directorship, Mardin MEB, Kiziltepe MEB, Midyat MEB and Midyat Camp Education Coordinatorship in March 2014.

Research Instrument and Procedure

For data collection, an interview form was developed based on the UNHCR education standards (2012c) used for refugees. These standards include access, integration, quality, protection, participation, partnership, observation and evaluation. Necessary corrections in the interview form were made by experts.

Reliability and Validity

To prove the reliability and validity of the paper, expert examination, purposive sampling and dependability conformability techniques (Yıldırım&Simsek, 2008, p. 265) were used. The paper was examined by an educational science expert. Expert views have supported the views of the researchers. The statements of those interviewed resonate with the findings. Purposive sampling technique was used to choose the study group in relation to the aims and sub-aims of the paper.

Data Analysis

Systematic analysis technique was used in analysing the data compiled through interviews. Systematic analysis is based on the descriptive presentation of the data to reach causal and descriptive results and to determine some notions and concepts, along with the relationship between these concepts and notions (Kumbetoglu, 2005, p. 154). The data collecting tool used in this research consisted of the standards (access, integration, quality, protection, participation, partnership, observation and evaluation) suggested by the UNHCR. The data is analyzed according to these standards.

Results

Access to education is the most important standard suggested by the UNHCR to improve education both qualitatively and quantitatively. *Access* is ensuring that refugees have access to all education services in the same way and at similar cost to that of nationals. *Integration* refers to education services for refugees integrated within the national public system. *Quality* is ensuring that the education offered to refugees conforms to national and international standards and provides a safe and child-friendly learning environment carried out by well-educated teachers. *Protection* is providing protection and special assistance to the most vulnerable groups and individuals among refugee communities so they can access education equitably, including separated and orphaned children, girls and women at risk, the elderly, persons with disabilities and refugees in need of special education. *Partnership* is partnering with a wide range of actors, especially governments, local authorities, other UN agencies, international agencies, NGOs, civil society and community organizations, academic institutions and the private sector to ensure the availability of quality education services for refugees. *Participation* is ensuring that community members participate actively, transparently and without discrimination in assessment, planning, implementation, monitoring and evaluation of education programmes in urban settings. *Monitoring and evaluation* involve establishing and utilising efficient monitoring and evaluation (M&E) systems to improve programme implementation, prioritization and impact.

Access

Refugee Access to Education in Turkey shows differences according to refugees' law status (with dual citizenship) and school facilities. Refugees can attend Turkish public schools, Turkish schools (as a guest student), the centers opened by non-governmental organizations, municipalities and Syrian volunteers and other schools

(AFAD, 2013). However, the facilities offered by schools are not the same. Four schools consisting of primary, secondary, high school and vocational training are available in Mardin and its districts. There are different levels of education in these schools, one of which is in Midyat.

Table 4 includes the distribution of schools and courses and includes their types, levels and founders. The schools founded by volunteers in Mardin consist of primary, secondary and high schools. Refugee Camp School was founded by AFAD and voluntaries. Nursery, primary, secondary and high schools are available at camp school. There is just a primary, secondary and high school. High school students attend the camp high school.

Table 4.

Schools and Courses

Place	School type	School level				
		Nursery	Primary	Secondary	High School	Adult Education
Mardin	Voluntary	-	1	1	1	-
Midyat	Voluntary/ AFAD	1	2	2	1	6
Kızıltepe	Voluntary	-	1	1	1	-
Total	4	1	4	4	3	6

Table 5 includes the distribution of the number of students and the type of school. The number of registered students in schools is 2401 according to Table 5, which shows the distribution of place and school type. A large number of students attends refugee camp schools (958), while the smallest number of students attend the school in Mardin (400).

Table 5.

The Number of Students and the Types of Schools

Places	Schools	Number of students
Mardin	Voluntary	400
Midyat-Outside Camp	Voluntary/AFAD	958
Midyat-Camp	Voluntary	412
Kızıltepe	Voluntary	531
Total	4	2401

Officers in the education department say that most students attend voluntary schools, adding that guest students at public schools are very few. Opening a special school for the Syrian refugees is an essential precaution. The Turkish Ministry of National Education directs students who do not know Turkish to the schools where the medium of instruction is Arabic. Midyat school administrators in the camp

stated, "There are many students who have access to an education camp outside. There are many families outside the camp and they do not go to any school." Similar phrases were offered by the school's director in Midyat Center: "Especially in high school, students are able to attend school because there is only one high school in Midyat in the camp."

Integration

There have been no major improvements in incorporating *education* for refugees into the national education system in Mardin and its districts. That standard is for long and permanent refugee stays. Since Syrian refugees are regarded as guests, they prefer providing *educational service* instead of integrating the refugees into the educational system. The refugees in Mardin are eligible for the integration of education on the condition that these refugees have dual-citizenship and permission to stay more than six months. The refugees who do not have the above-mentioned statuses remain out of the system and attend voluntary schools. Syrian school administrators in Mardin stated that they preferred to strengthen refugee schools rather than provide integration into the national education system. School administrators in the camp stated that, "Students come to our school more accurately because Arabic is not the language of instruction and there are the differences in both programs". Schools significantly opened and managed by the Syrian opposition can be seen to be associated with Syria's future. The Syrian opposition has set up an education commission and prepared a book for refugee schools.

Quality

Factors such as competence of teachers, curriculum, physical equipment of schools, educational materials and security determine the quality of education. Twelve teachers are employed in vocational programmes relating to computers, nursery care, cosmetology, sewing, the Quran and sports. Except for Turkish teachers, all teachers are voluntary Syrians. Some of the teachers are "teacher," and others are students attending classes. The classes consist of 30-40 students, and these classes lack educational equipment. The curriculum is prepared by Syrian Council for Education (Syrian opposition). The books published according to this curriculum are available in every school except Mardin City Center School.

The school in Mardin Center was converted from an old building housing Quran courses. Most of the windows had no glass had heating problems. Mardin City Center School lacked physical equipment and materials. There are desks and a board in the tent schools at Midyat Camp. The basement in one of the schools in Midyat is arranged for refugee education. The school in Mardin was a Quran course and there was no glass in the windows, which caused the heating problem. The school was opened by Syrian volunteers in an independent building allocated by the District Governorate in the Kiziltepe district and was in physically better condition than the other schools.

Protection

It is obvious that a significant proportion of the refugees who were displaced due to the civil war are at risk. In spite of their survival, they have lost most of their relatives and their shelters. The fact that war itself is traumatic worsens refugees' conditions. Thus, all refugees are in risk groups; however, there is no special

programme or effort to address the risk groups in Mardin and its provinces, yet the young at the camps and in the cities receiving bad news from other side of the border need serious protection. The Director of Mardin City Center said, "Some of the refugee children with transportation problems do not attend the schools". It can be said that the disabled and the ones needing special education are out of the education system entirely.

Partnership

The number of refugees is greater than the population of 60 cities in Turkey, which causes a huge burden for Turkey. It was determined through interviews at schools that very limited support from outside is provided. During interviews in schools, school administrators said that there is a very limited amount of support provided. The director of the school in the Mardin center indicated that Turkish and international organizations have visited them and have said they would help, but then no one said when they might return. Three of the refugee schools were opened by the Syrian Opposition (ETELAF) and some non-governmental organizations with the cooperation of Syrian volunteers. Planning, application, observation and evaluation of these schools are carried out by the participants mentioned. Nevertheless, there is no study by AFAD or volunteers that has determined the needs of the community regarding education. Access to education depends on the refugee application, which makes it impossible to include the students who do not apply for education. There is no finding about refugee groups and the representation of organizations (another component of participation). A research profile of the refugees is not performed; therefore, it is difficult to say anything about the refugee group and the representation of organizations.

Monitoring and Evaluation

Monitoring and evaluation includes the recognition of the major components of the monitored person, usage and determination of the existing education management information system, data collection, analyses and reporting, using multiple sources of data and access to information, monitoring and implementing partners to monitor students (IP). Monitoring and evaluation at camp schools under the supervision of AFAD is performed by an authorized AFAD official. Monitoring and evaluation at voluntary schools is performed by volunteers. The study of AFAD officials and volunteers is based on daily observation, which is not systematic. As mentioned above, this type of monitoring and evaluation is far from incorporating all appropriate components.

Discussion and Conclusion

Because of the war that started in Syria in 2014, Turkey was faced with its history's greatest migration. Turkey has tried to meet many needs beside the educational needs of the refugees. Turkey do it boot human issueand the requirement ofthe signed international contacts. Despite the fact that Turkey's effort is deprived of a systemic approach, it causes not to findresponseof these great efforts sufficiently. Certainly, in this regard, it is important to recognize that Syrian refugees are perceived as "guests". Though the war had been underway for four years when this work in Turkey was begin in 2014, it is thought that the likelihood of refugees returning home has been gradually reduced (Dincer and the others, 2013; Kutlu,

2014). This situation is understood from the educational practices that Turkey cannot improve upon convenient practices in response to the “open door policy” related to refugees.

The work done in relation to this topic supports the work’s findings. In Kutlu’s research (2014, p. 9), there are important problems related to *access*, but very limited of the Syrian refugees access to educational opportunities. The *integration* criterion demonstrates similar findings to Kutlu’s research (2014), indicating very limited options for the Syrian children to continue with Ministry of Education (MEB) schools. Kutlu expresses that schools are in quite inconvenient conditions as well.

In Bahcesehir University’s research on the traumas of Syrian children (2015), posttraumatic stress disorder, high levels depression and “very high” clinic findings are observed. Among the findings of the Bahçeşehir University, with research done in Istanbul, Gaziantep, and Şanlıurfa, it is seen that so many public, NGO and international partnerships contribute to it. public, NGOs and international partnerships are quite limited in Mardin and its environments.

Conclusion

Refugee matters are more complicated than simple analysis from an educational sciences perspective can address. A holistic social sciences perspective that includes international law and policy fields is required. Turkey needs such a holistic social sciences approach to the issue of Syrian refugees. At the same time, this situation indicates that educational sciences currently neglect refugee education. Academic research will be a source for MEB and researchers interested in refugee education, and this research is quite limited in Turkey.

In the paper, it is understood that Turkey struggles so much with refugee education, but it does not have a systematic approach. In this regard, it is believed that the lack of an MEB refugee education policy is ineffective. Thus, UNHCR access, integration, quality, protection, participation, partnership, observation and evaluation used to determine the level at which Syrian refugee education needs are met, and according to many other criteria, it is determined that Turkey’s response to these needs is inadequate.

Recommendations

Turkey does not have a systematic perspective on refugee education. Therefore, Turkey should create a systematic framework for its refugee education studies. MEB should develop a policy on refugee education; for example, MEB should use UNHCR’s criteria of access, integration, quality, protection, participation, partnership, observation and evaluation of refugee education. In addition, educational sciences should research refugee education from a holistic perspective that includes fields like international law and policy.

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Türkiye'nin Mülteci Eğitimini Karşılama Düzeyi Suriyeli Mülteciler Örneği

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Özet

Problem Durumu: Göç ve iltica insanlık tarihi kadar eskidir. Son yüzyılda özellikle küreselleşme ile birlikte göç ve iltica tekrar önemli bir olgu olarak karşımıza çıkmaktadır. Ekonomik, sosyal, siyasi ve daha iyi bir yaşam arzusunun yansira kuraklık ve savaş gibi olağanüstü nedenler büyük oranda nüfusu mülteci konumuna düşürmüştür. Türkiye son yıllarda Ortadoğu, Asya Cumhuriyetleri, Doğu Avrupa ve Afrika'dan artan sayıda bir mültecinin akımına uğramıştır. Ayrıca yaklaşık altı yıldır süren Suriye iç savaşı ile birlikte Türkiye büyük ve kitlesel bir mülteci karşı karşıya kalmıştır.

Suriyeli mültecilerin bir kısmı kamplara yerleştirilirken, bir kısmı ise başta metropoller olmak üzere farklı şehirlerde topluma karışmış bir şekilde yaşamaktadır. Türkiye'de Suriyeli mültecilerin sayısı yaklaşık üç milyona ulaşmıştır. Suriye iç savaşının en büyük yükünü Türkiye, mültecilerin ihtiyaçlarını çok az miktarda dış destek görmeye birlikte çoğunu kendisi karşılamaktadır. Bu ihtiyaçlarından biri de eğitimidir. Buna karşın UNHCR'in verilerine göre Türkiye'deki mültecilerin önemli bir kısmı eğitim hakkından yararlanamamaktadır. Türkiye'de mülteci sorununu sağlık, hukuk ve medya gibi bağlamlarda çalışan birçok çalışma bulunmakla birlikte doğrudan mülteci eğitime ilişkin neredeyse hiç çalışmaya rastlanmamaktadır. Türkiye'nin bir göç ve mülteci ülkesi olmasına karşın bu konuda akademik üretimin olmaması büyük bir paradokstur. Çünkü başta entegrasyon sağlama ve göç travmasını atlatmak gibi mülteci sorunlarının çözümü için akademik çalışmalar etkili bir kaynak olarak görülmektedir. Nitekim Mültecilere ve mülteci eğitimine ilişkin çalışmalar dünya ölçeğinde yoğun ilgi görmektedir. Dünyadaki bu gelişmelere

karşın Türkiye’de mülteciler konusu akademisyenlerin ilgisini çekmemektedir. Türkiye’nin mülteci sorununa ilişkin sorun çözüme kabiliyetinin güçlendirilmesi gerekmektedir. Bunun için de mülteciler konusunda bilimsel bilginin üretilmesi şarttır.

Araştırmanın Amacı: Bu çalışmanın amacı eğitim hakkının bir alt bileşeni olan mültecilerin eğitim hakkının sağlanması bağlamında Türkiye’nin mülteci eğitimini karşılama düzeyini belirlemektir. Kendi yurttaşların yararlandığı eğitimsel süreçlerin mültecileri kapsayacak şekilde geliştirilerek mülteci eğitimine karşılama düzeyini güçlendirmek için öneriler geliştirmektir.

Araştırmanın Yöntemi: Araştırmanın deseni, araştırma sürecinde detayları ortaya çıkarma imkanı veren nitel araştırma yöntemi tercih edilmiştir. Araştırmada toplumsal bir birimin geçmişini, şimdiki durumunu ve çevreyle ilişkisel özelliklerini oldukça ayrıntılı bir biçimde incelenmesine imkana veren örnek olay incelemesi tekniği kullanılmıştır. Araştırmanın çalışma grubunu Mardin ve ilçelerinde yerleşen/yerleştirilen Suriyeli mülteciler oluşturmaktadır. Araştırma Mardin merkez, ilçeleri ve Mart 2014 tarihi ile sınırlandırılmıştır. UNHCR’in mülteci eğitimi için kullandığı standartlardan bir görüşme formu geliştirilmiştir. Görüşme formu erişim, entegrasyon, kalite, koruma, ortaklık, katılım, gözlem ve değerlendirme sorularını kapsamaktadır. Çalışmanın geçerliliği için uzman incelemesi, katılımcı iyidi ve güvenilirlik için ise “amaçlı örnekleme teknikleri kullanılmıştır.

Araştırmanın Bulguları: Türkiye’de mültecilerin eğitimi erişimleri mültecilerin hukuki statüleri (çifte vatandaş-mülteci) ve okul imkânlarına göre değişmektedir. Mülteciler “resmi Türk okulu, Türk okulu (misafir öğrenci olarak), belediye, STK ve Suriyeli gönüllülerin açtığı merkezler ve diğer” okullara gidebilmektedirler. Kamp içinde çeşitli meslek kursları ve bir okul öncesi sınıfı da bulunmaktadır.

Buna karşın Suriyeli gönüllülerin ifadesine göre halen herhangi bir eğitime erişemeyen çok sayıda öğrenci bulunmaktadır. Mültecilerin eğitim sistemine entegrasyonu konusunda önemli bir adım atılmamıştır. Bu standart daha çok uzun süreli ve kalıcı oturumu olan mülteciler içindir. Suriyeli mülteciler "misafir" olarak telaki edildiklerinden eğitim sistemine entegre etmek yerine eğitim hizmeti vermeyi tercih etmiştir. Mardin ve ilçelerindeki uygulama misafir mültecilerden çifte vatandaş olanlar ve altı aydan fazla oturumu olanlar eğitim denkliklerini ispat ettikleri zaman ulusal eğitim sistemine dahil olabilmektedirler.

Eğitimin kalitesi öğretmen yeterliği, müfredat, okulun fiziki donanımı, eğitim materyalleri, güvenlik gibi etkenler belirlemektedir. Mülteci okullarında öğretmen sayısının yetersizliğinin yansıra öğretmenlerin bir kısmı meslekten olmayan ya da henüz üniversite ara sınıflarında okuyan gönüllü Suriyeli öğrenciler oluşturmaktadır. Okullar bina ve donanım açısından da oldukça yetersizdir. Kamp okulları sahra çadırlarında açılmış ve sadece sıra ve karatahtadan ibarettir. Sadece Kızıltepe ilçe merkezinde müstakil bir binada bir okul açılmıştır. Bu okul daha iyi koşullara ve donanıma sahiptir.

Savaşın yerinden ettiği insanların büyük risk altında oldukları ortadadır. Bu anlamda mültecilerin tümü risk altında bulunan gruplar içinde sayılabilir. Buna karşın Mardin ve ilçelerindeki okullarda risk altında bulunan grupların korunmasına yönelik

herhangi için özel bir program ve çabaya rastlanmamıştır. Sınırın ötesinde devam eden savaşta her gün yakınları ile ilgili haberler alan mülteci gençlerin ciddi bir korumaya ihtiyaçları olduğu açıktır. Diğer taraftan engelli ve özel eğitime ihtiyacı olan öğrenciler ile ilgili de herhangi bir çabaya da rastlanmamıştır.

Mülteci sayısı Türkiye'nin 60 ilin nüfusundan daha fazla. Kuşkusuz bu Türkiye için büyük bir külfete karşılık gelmektedir. Bu nedenle *ortaklık* standardı gereği özellikle dışarıdan destek için ortak bulunması gerekmektedir. Çalışmada ortaklıklardan sağlanan desteğin oldukça sınırlı olduğu saptanmıştır. Katılım standardı, eğitim konusu olan topluluğun belirlenmesi, eğitim hizmetlerinin sunumunda mültecilerin katılımı, mülteci grup ve örgütlerin katılım ve temsili bileşenlerinden oluşmaktadır. Kamp ve kamp dışındaki okullar gönüllüler tarafından kurulduğundan eğitim programlarının planlama, uygulama, izleme ve değerlendirilmesinde tarafların katılımı sağlanmaktadır. Buna karşın eğitim konusu olan topluluğun belirlenmesinde AFAD ya da gönüllülerin bir çalışması söz konusu değildir. Eğitime erişim mültecilerin başvurusu ile gerçekleşmektedir.

Mülteci eğitimine ilişkin *izleme ve değerlendirme* AFAD denetimindeki kamptaki okullarda izleme ve değerlendirme AFAD'ın eğitim yetkilisi yaparken, gönüllülerin kurduğu okullarda ise kendileri tarafından yapılmaktadır. AFAD ve gönüllülerin izleme ve değerlendirme çalışmalarının sistematik olmayan ve daha çok günlük gözlemlere dayanmaktadır. Yukarıda ifade edildiği gibi izleme ve değerlendirme bileşenlerini içeren bir izleme ve değerlendirmeden oldukça uzaktır.

Araştırmanın Sonuçları ve Önerileri: Çalışmada Türkiye'nin mültecilerin barınma beslenme ve sağlık ihtiyacının yanında eğitim ihtiyaçlarını da karşılamaya çalıştığı saptanmıştır. Bunu hem insani bir mesele hem de imza attığı uluslararası sözleşmelerin gereği olarak yapmaktadır. Buna karşın Türkiye'nin eğitime ilişkin çabalarının sistematiklikten yoksundur. Türkiye'de Suriyeli mültecilerin statüleri ile yapılan tartışma yapılan hizmetlerin sistematikliğin de olumsuz etkilemektedir. Çünkü Suriyeli mülteciler *misafir* olarak algılanmakta ve geçici olarak görülmektedirler. Çalışmanın yapıldığı 2014 yılında savaşın üzerinden dört yıl geçmiş ve dönme ihtimalleri giderek azalmıştır. Bu durum Türkiye'nin mültecilere ilişkin *açık kapı* politikasına uygun pratikler geliştiremediğini eğitim pratiklerinden anlaşılmaktadır. Bu konuda MEB mülteci eğitimi politikasının olmamasının etkili olabilir. Nitekim Suriyeli mültecilerin eğitimlerini karşılama düzeyini belirlemek için UNHCR'in "erişim, entegrasyon, kalite, koruma, ortaklık, katılım ve izleme ve değerlendirme" kriterleri kullanılmış ve birçok kritere göre oldukça yetersiz olduğu saptanmıştır. Türkiye mülteci eğitimi konusundaki çalışmalarını sistematik bir formata kavuşturmalıdır. MEB mülteci eğitimi konusunda politika geliştirmelidir. Bunun için MEB mülteci eğitimi konusunda UNHCR'in kullandığı "erişim, entegrasyon, kalite, koruma, ortaklık, katılım ve izleme ve değerlendirme" kriterlerini kullanabilir. Eğitim bilimleri mülteci eğitimi konusu ile ilgilenemeye başlamalıdır. Mülteciler konusu uluslararası politika, uluslararası hukuk gibi alanları da içine alan bütünsel bir sosyal bilim perspektifi ile araştırılmalıdır.

Anahtar Kelimeler: Göç, mülteci eğitim hakkı, mülteci eğitim standartları, mülteci eğitimini karşılama düzeyi.