# The education of Syrian refugees in Turkey: The role of philanthropy in public policy

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Syrian refugees in the Middle East

- 5,344,184 registered Syrian refugees in the Middle East region (Nov 5, 2017)

- Turkey: 3,285,553 (Nov 2, 2017)

NUMBER OF SYRIAN REFUGEES IN TURKEY = THE POPULATION OF ALBANIA = THE POPULATION OF LITHUANIA = THE POPULATION OF JAMAICA
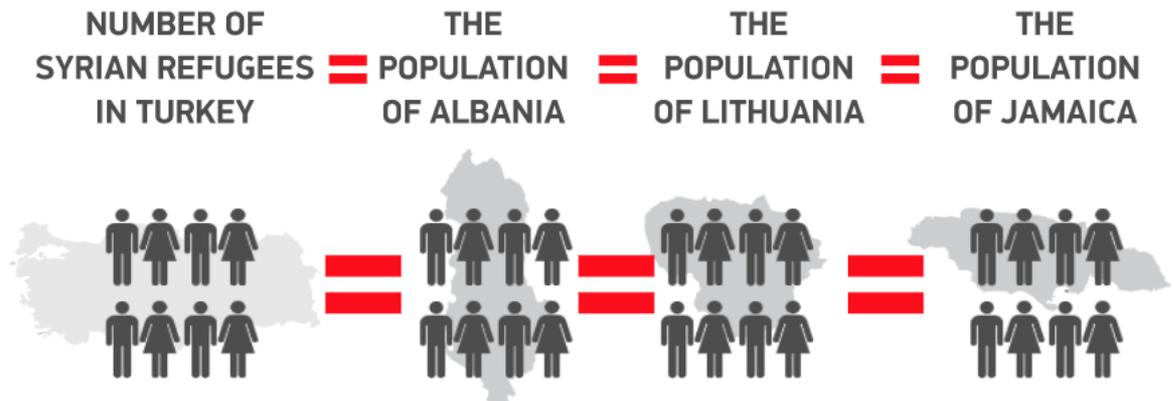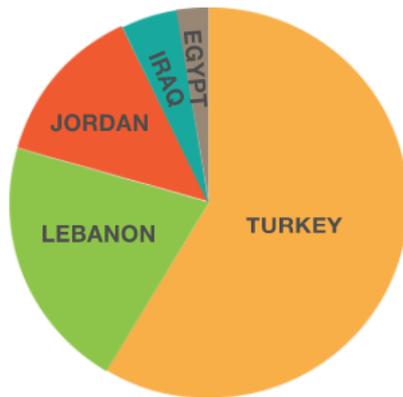
Funding overview in the 3RP region

3RP/RRP YEARLY FUNDING COMPARISION

3RP 2017 appeal: **$4.63b**
$2.28b funding received
49%

2016 — **$4.54b** requested / **$2.75b (61%)** funded
2015 — **$4.32b** requested / **$2.67b (62%)** funded
2014 — **$3.74b** requested / **$2.27b (61%)** funded
2013 — **$2.98b** requested / **$2.12b (71%)** funded
2012 — **$487m** requested / **$373m (77%)** funded

grand total 2012-2017
total requested: **$20.7b**
total funded: **$12.6b (61%)**
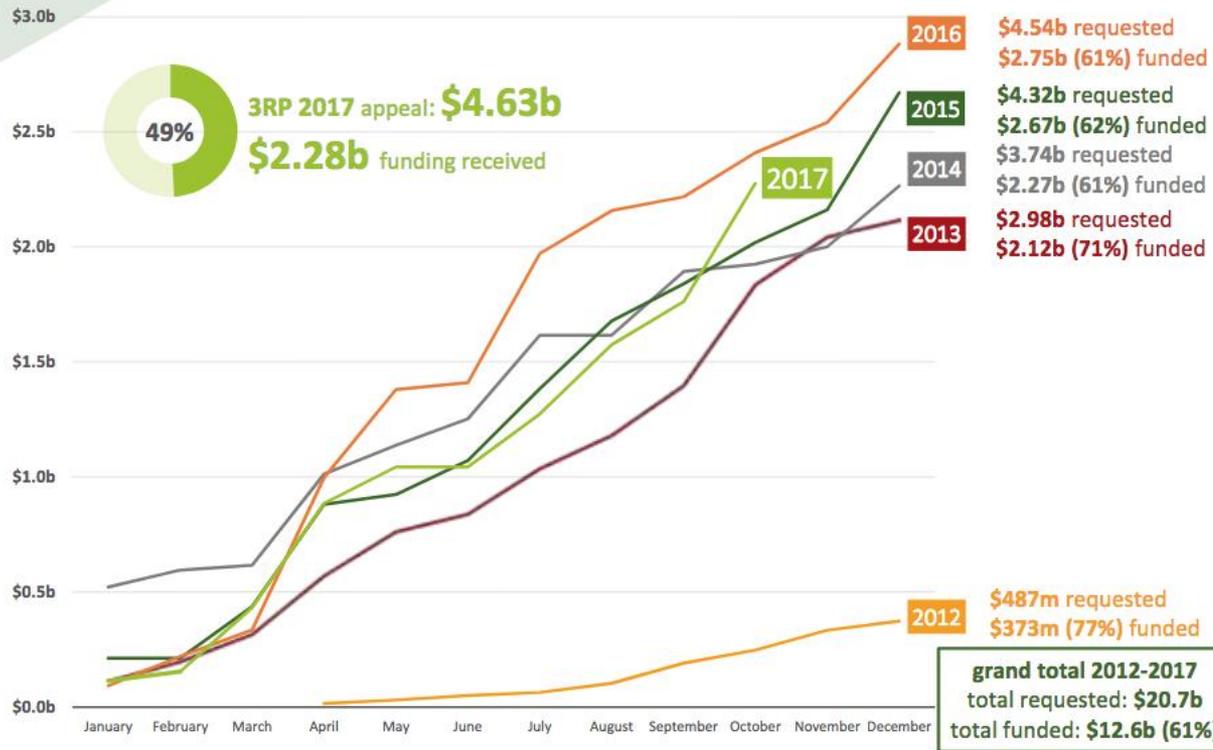
The education sector in the 3RP region

Funding:

Enrollment rates:

Education

$386 million received 46%

Requirements $841 million
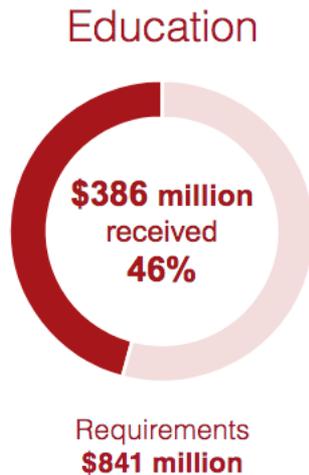
Number of Syrian Children enrolled in Formal and Non-Formal Education

	progress	gap
TURKEY	341,689	845,364
LEBANON	209,086	379,299
JORDAN	191,161	232,470
IRAQ	37,314	61,249
EGYPT	37,525	

0% 20% 40% 60% 80% 100%

■ progress ■ gap
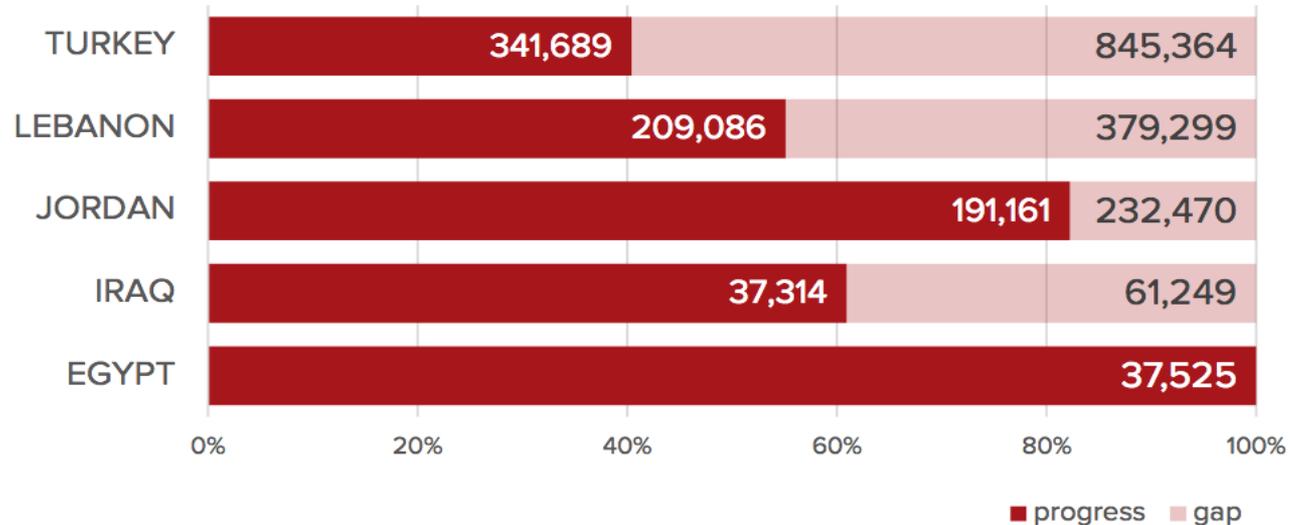
Main problems with funding (HRW, 2017)

- Lack of consistent, detailed and timely reports by donors

- Lack of information about the projects funded by the donors (and their timing)

- Inconsistent information about school enrollment

- Inconsistent education targets and goals set by host counties and donors

Philanthropy in the education Syrian children

- Increase in the role private participation has been playing in the education of Syrian children

- Between May-November 2016: 144 active non-state actors in Turkey, Lebanon, Jordan (Menashy & Zakharia 2017).

- Most common activities:
    - Give funding through NGOs or UN agencies
    - Support technological educational innovations
    - Support teachers, administrators, Ministries of Education
    - Support school construction and tents in camps.

Philanthropy in the education Syrian children II

- Problems due to the involvement of many private actors:
    - o Insufficient coordination amongst donors→ duplication or lack of funding in some areas
    - o "decontextualized interventions from local refugee contexts"
- ***As the funding gap persists, how can philanthropy support the education of Syrian children in a more efficient, coordinated, transparent, and ethical way?***

The status of the education sector in Turkey

- September 2017: **976,200** school age children (5-17 years old)

- Enrollment rates (public schools and TECs):
  - 2014-15: 30%
  - 2015-16: 37%
  - 2016-17: 59%
  - **2017-18: 63%** (618,948)

Barriers to Syrian children accessing educational services

- child labor

- early marriage

- bureaucratic obstacles

- lack of Turkish language skills

- psychological trauma

- inexperience of teachers

- peer bullying

COMMUNITY BUILDING THROUGH INCLUSIVE EDUCATION

Inclusive education

- An "inclusive education framework" to ensure that all students, native and refugee alike, receive quality education.

- Refers to restructuring the education system in a way that extends quality education to all students regardless of gender, ethnic origin, language, religion, residential area, health status, socioeconomic status, or other circumstances (UNESCO).

- Prerequisite for community development and social cohesion.

# Philanthropic institutions & inclusive education in Turkey

A HOLISTIC PARADIGM
FOR INCLUSIVE EDUCATION:
A FRAMEWORK FOR ACTION

A framework for philanthropic institutions for constructing inclusive education
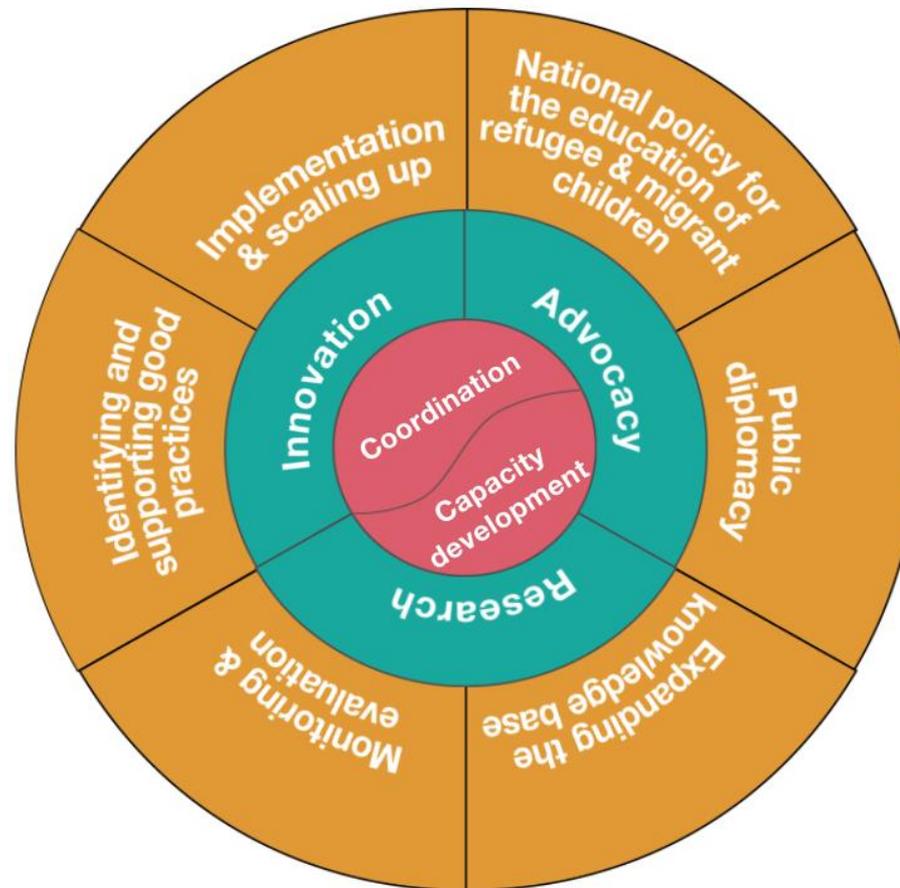
A framework for action for inclusive education for refugees
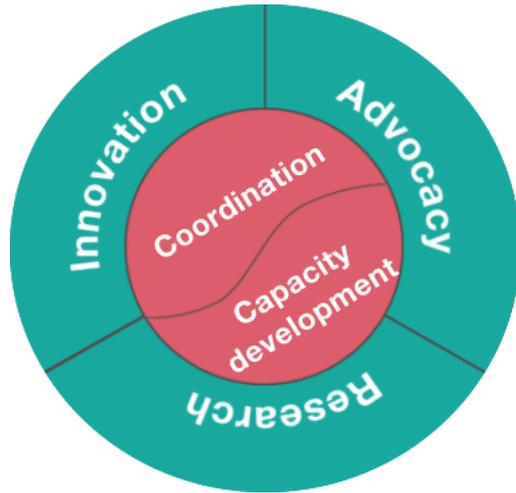
- **Capacity development** of the organizations that works with refugees
- Room for improvement in **coordination** among major actors
  - Coordination of funding: Alignment of policy efforts between International organizations and local actors
- **Innovation**: Not only novel product but also changes in the process
- **Research:** More collaboration between academic and aid agencies
- **Advocacy:** To avoid duplication, increase opportunities for collaboration, reveal the gaps in the field, and incorporate the voice of stakeholders in advocacy efforts.

Pillars for constructing an inclusive education framework for refugee children

- National policy for the education of refugee and migrant children

- rights-based
- prioritize the wellbeing of all children regardless of socioeconomic and ethnic background or country of origin
- provide clear guidelines for a child's inclusion in a public school in Turkey.
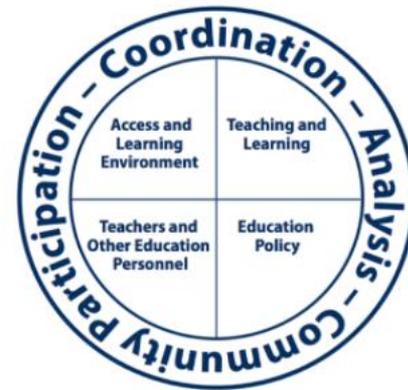
Source: INEE, 2004, p. 8.

Pillars of inclusive education for refugee children

- Identifying and good practices on the ground

  Moving ahead, we need to identify, monitor, and support promising practices. At the same time, we need more social entrepreneurship and innovation to develop new good practices and eventually use public-private partnerships to scale these practices.

- Strengthening implementation and scaling up good practices

  Translating good policies into effective practices is often a bigger challenge than drafting the policy itself.

- Monitoring and evaluating policy and practices

  Expanding our repertoire of good practices and growing our knowledge base is crucial for identifying areas of intervention in developing a national policy for the education of refugee and migrant children.

Pillars of inclusive education for refugee children

- Expanding the knowledge base

  Expanding our repertoire of good practices and growing our knowledge base is crucial for identifying areas of intervention in developing a national policy for the education of refugee and migrant children.

- Improving public diplomacy

  Informing the public about inclusive education efforts could help foster a sentiment of refugee inclusion among Turkish citizens more broadly. Moreover, it could also help create alliances between various stakeholders who would benefit from similar practices and create societal demand for inclusive education.

IN CLOSING

ERG EĞİTİM REFORMU GİRİŞİMİ | EĞİTİM GÖZLEMEVİ