Chapter 13
Vocational and Technical Education Policies and Practices for Syrian Students in Turkey

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ABSTRACT

In the process that started with the Syrian crisis in 2011, Turkey welcomed Syrian citizens who had to leave the country. Turkey has begun to develop policies which respond to the needs of the Syrian migrants in different areas, with a different approach to the process, with increasing confusion and threats in Syria, which they see temporarily before. One of these areas is the need for education. In this study, the policies and practices of vocational and technical education will be analyzed, together with the general education policy for Syrian citizens called international protection in Turkey. For this reason, policy documents and policies have been analyzed in detail. Especially, it has benefit from the the data and studies of the Prime Ministry Disaster & Emergency Management Authority, which has undertaken the coordination of citizens of Syria in Turkey. In addition, the studies conducted by public institutions and foundations and non-governmental organizations are also mentioned.

INTRODUCTION

Turkey, with "open door" policy, is one of the leading countries for Syrian asylum seekers (Emin, 2016; Seydi,2014). It also responds to the needs of asylum-seekers with the services offered by the asylum-seeking camps. It is more inclusive than other host countries in terms of humanitarian aid, education, health and vocational training services and the ability to respond to the social needs of asylum seekers (Boyraz, 2015). However, there is more need for development for Syrian asylum seekers in Turkey. One of them is education (Kaya and Yılmaz- Eren, 2014).

Education is one of the most fundamental rights of individuals and also important in terms of social life harmony. In addition, education has an important and inclusive role apart from political and economic elements. Turkey is in search of short and long term measures for this issue. The main aim of this quest is to be able to carry out a qualified policy to not allow the lost generation (Coşkun and Emin, 2016).

The need for education was not kept on the frontline because of temporary accommodation. First of all, it was aimed that there would be no problem in the transition to Syria. But over time, this understanding has shifted from temporary elements to medium and long-term planning. In this context, educational policies for the Syrians have progressed from a short-term solution to a different understanding with the increasing population since 2013 (Emin, 2016; Seydi, 2013; Seydi, 2014). In addition to basic education planning for Syrian children, vocational and technical education has also been on the agenda recently. In this process, it is stated that besides formal education, an opportunity for both education and employment can be provided by means of vocational and technical education, which include non-formal education activities.

LEGAL FRAMEWORK FOR SYRIAN

There are several different concepts about that moving population in the migration literature such as migrant, refugee, displaced and diaspora (Man, 2015). The terms "migrant", "asylum seeker" and "refugee" are often intermingled with each other (Kaya and Yılmaz-Eren, 2014). In this context, it is important to use the correct concept regarding the Syrians in our country.

Turkey has accepted the concept of refugee as a part of the Geneva Convention As long as the refugee status is given, the person yields asylum status. Refugees generally have similar rights, although they vary from country to country (Başak, 2011). As the concept of refugee in Turkey is only given to European origins, those from outside Europe are granted asylum status. For these reasons, contrary to

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