



Save the Children



NEEDS ASSESSMENT

of

HATAY'S TEMPORARY EDUCATION CENTERS

for

SYRIANS UNDER TEMPORARY
PROTECTION

Report: Brittany Meredith, Işık Oğuzertem
Survey Coordinator: Neslihan Eryaman
Survey Field Team: Gül Akdeniz, İlyas Kocamahhul, Molham Al Sidawi, Waseem Albaroudi,
Cihan Rende, Sıdika Özdemir, Moayad Zarnaji, Nadeen Mrad, Joseph Mardellie, Firas
Budeiri, Seymen Çıray, Sibel Acun, Edward Dawlatly, Sevda Gül Kazar, Seda Akar, Aslı
Demirtaş, Havva Özdemir
Design & Visuals: Sera Marshall
Logistics Coordinator: Müslüm Dalgıç
Translation: D.İmra Gündoğdu, Cihan Rende
With special thanks to: Aya Yagan & Ghaith Dkmak



ACKNOWLEDGEMENTS

This report is the first of its kind produced in partnership between an international non-governmental organization and the Turkish authorities. It is comprehensive, reaching one hundred per cent of Hatay's temporary education centers. It is systematic, with a robust methodology and data-driven approach. It is reliable, with triangulated data between field reports, consultations with the Ministry of National Education, and direct observations by Save the Children staff.

This needs assessment could not have been possible without the generous support of the Turkish authorities. In particular we would like to thank Mr Yusuf Avar and Mr Ahmet Rasim Asker at Hatay's Provincial Directorate of National Education, who work hard to ensure Syrian and Turkish children receive a quality education. We would also like to thank the Office of the Hatay Governor, District Directorates of National Education, and sub-district governors for hosting our teams and providing them with operational support throughout the assessment.

Our teams could not have collected this information without the knowledge provided by the Ministry of National Education's appointed school coordinators, and the Syrian school principals. We are grateful for their guidance.

Last but not least, I would like to thank Ms Brittany Meredith for her tireless efforts in pulling this assessment together. This assessment's strength is due in large part to her data management and analytical expertise.



Martha Myers
Country Director - Syria Response
Save the Children

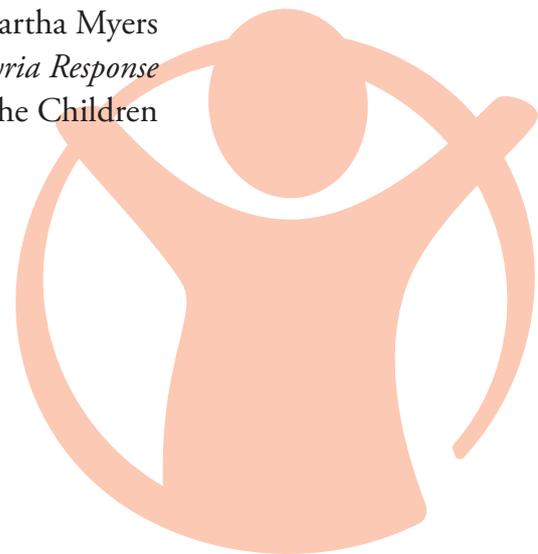


TABLE OF CONTENTS

Executive Summary	1
Introduction	3
Methodology	5
Findings	5
<i>Nature of the Temporary Education Centers</i>	6
<i>Access by District</i>	7
<i>Needs-Based Ranking</i>	9
Trends Observation	10
<i>Trends in Vulnerability Scores per Location</i>	10
<i>Trends in Vulnerability Scores by School Level</i>	11
<i>Physical Space</i>	12
<i>Materials</i>	13
<i>Capacity & Crowding</i>	14
<i>Student & Teacher Characteristics</i>	15
<i>Transportation</i>	16
<i>Water, Sanitation and Hygiene (WASH)</i>	19
<i>Financial Aspects</i>	21
Limitations	23
Considerations for Future Assessments	24
Conclusion	25
Appendix I: Needs Assessment Survey	26
Appendix II: TEC Vulnerability Ranking	28



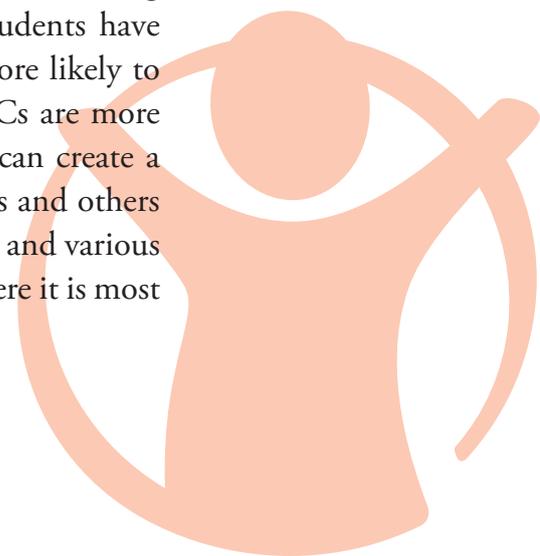
EXECUTIVE SUMMARY

Since the start of the Syrian conflict, numerous “temporary education centers” (TECs) have been established in Turkey to provide education to Syrian children. These centers vary considerably in quality, resources, and need, as well as in the level of support received from organizations and donors. In this report, we identify and describe the varied needs of the TECs in Hatay. This enables Save the Children, as well as other stakeholders, to plan programming and support in a way that has a meaningful impact on the educational opportunity available to Syrian children.

Several recurring concerns were expressed by the centers surveyed. Many reported that transportation for students to and from school is a barrier to enrollment and attendance, with students in some cases spending a considerable amount of time and money commuting. Many TECs were concerned about financial stability, expressing difficulty paying rent and utility fees for their facilities. Teacher incentives were also a common issue, with some teachers receiving irregular or no incentives. Many TECs indicated that teachers, students, and principals fund student transportation and rent themselves, creating a substantial and unsustainable financial burden.

Through our data collection and analysis, we are able to observe trends in vulnerability and existing support for TECs. This information will enable future assistance to target those centers most in need, and to have a meaningful impact. We identify the TEC enrollment rates of Syrian children for each district, and indicate the districts in which certain levels of instruction are not available. This demonstrates where gaps in access to education exists, and therefore, where future support could broaden educational opportunities for Syrian children.

We also describe trends in vulnerability factors across centers, districts, and levels. This information can be used to support existing centers in a way that improves the quality of the learning environment and promotes the wellbeing of children. We observed that TECs housing senior secondary students have higher vulnerability scores than those with other levels, and are more likely to report being overcrowded. We also find that students of rural TECs are more likely to travel more than 30 minutes to reach the center, which can create a barrier to access and raise child protection concerns. These findings and others described throughout this report could be considered by the MoNE and various other organizations and agencies as they seek to provide support where it is most needed.



INTRODUCTION

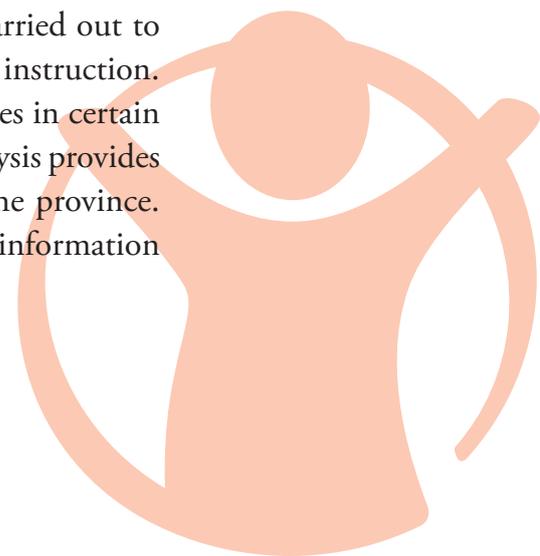
For more than four years, Turkey has maintained an open-door policy toward Syrians fleeing their homes. As with any severe emergency, healthy data can be hard to come by. But healthy data is crucial if governments and civil society are to ensure assistance is delivered to those most in need.

In Turkey, Syrian children are allowed to enroll in Turkish schools--if they meet Turkish language proficiency requirements. However, with low rates of language acquisition, numerous “temporary education centers” (TECs) have been established to educate Syrian children. The TECs vary in resources and quality: some are supported by international organizations, while others survive off the generosity of the local community.

During the week of 25-29 August 2015, Save the Children undertook a needs assessment of 100% of the TECs in Hatay province spread across 12 districts. The assessment was conducted with permission from the Provincial Directorate of National Education (PDNE) and the Hatay Office of the Governor. The objective of this assessment was to evaluate the relative needs and resources of the TECs, enabling Save the Children and the Ministry of National Education (MoNE) to make well-informed programmatic decisions and provide targeted support to those TECs most in need.

During the survey process, information was collected from 67 TECs in Hatay regarding physical space and infrastructure, availability of learning materials, capacity and crowding, student characteristics, transportation, water sanitation and hygiene (WASH) facilities, and financial resources. The information gathered enables a description of the general status and nature of the TECs, as well as their distribution and enrollment levels by district.

The information collected was used to assign a vulnerability score to each center, and to rank them according to relative need. In addition to a needs analysis and scoring of individual centers, statistical analysis was carried out to observe trends in average vulnerability across districts and levels of instruction. Trends which could indicate more specific strengths or vulnerabilities in certain types of TECs are considered within each category of need. This analysis provides a more distinct picture of the status and needs of centers across the province. These trends are described in detail, along with relevant qualitative information that was gathered from TEC coordinators and principals.



Finally, lessons learned through the process of planning and implementing the assessment that could be applied to future assessments are presented. These considerations could provide a more accurate and comprehensive description of vulnerability. For example, conversations with teachers highlighted factors such as debt and community tension that could contribute to vulnerability, but which were not considered in the survey or analysis.

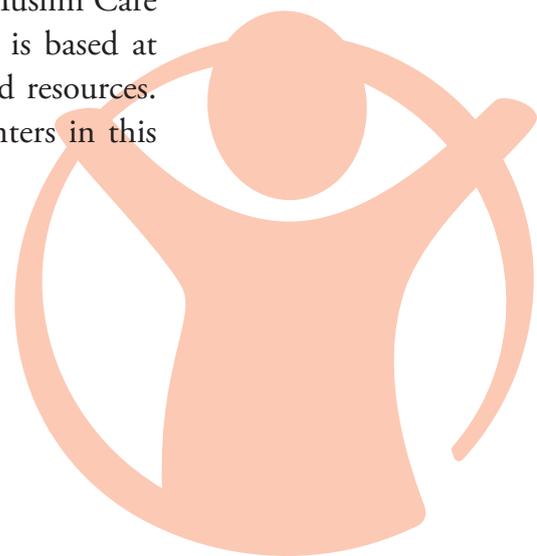
METHODOLOGY

Prior to the assessment, Save the Children staff received training in data collection methods. Teams consisting of at least one Turkish and one Arabic speaker visited each TEC to gather information from Turkish coordinators appointed by MoNE. The Turkish coordinators served as primary informants regarding the conditions of the centers, and information they provided was input into an electronic survey designed by Save the Children's monitoring, evaluation, accountability and learning (MEAL) team, which provides our primary data. The surveys were loaded onto tablets using KoBoToolbox, allowing for online and offline data collection. Information was corroborated through direct observation of the sites, and through conversations with the Syrian principals.

Data were collected on items that could indicate particular needs or vulnerabilities, including physical infrastructure and space, characteristics of the student body and teaching staff, transportation, crowding, material resources, WASH issues, and financial management. Additional information was collected on factors that could influence future programming decisions, such as proximity to a Turkish school, and the nature of any additional space available in the TEC (see Appendix I for a complete list of survey questions).

FINDINGS

Sixty-nine TECs are currently registered with the PDNE in 12 districts of Hatay Province. Of these, 65 are included in this analysis. Four TECs have been excluded from the analysis and vulnerability ranking because they are currently in the process of relocating, and information on new facilities is unavailable. These centers are Narlıca Recep Tayyip Erdoğan Okulu 2, Süleymaniye Geçici Eğitim Merkezi, Dörtyol Ortaokulu, and Beyaz Güvercin. While Muslim Care Okulu is registered as a single center, direct observation noted it is based at three different sites in Reyhanlı district, all with distinct needs and resources. Therefore, Muslim Care Okulu is considered as three separate centers in this analysis, bringing the total number of TECs considered to 67.



NATURE OF THE TEMPORARY EDUCATION CENTERS

The TECs in Hatay contain various combinations of pre-primary, primary, junior secondary, and senior secondary levels; fifty-four of the centers house multiple levels. Pre-primary is defined as schooling before first grade, primary is grades 1-4, junior secondary is grades 5-8, and senior secondary is grades 9-12. Of the 67 TECs that we consider in our analysis, 15 contain a pre-primary level, 62 primary, 55 junior secondary, and 30 senior secondary.

The physical structure and space utilized by TECs varies significantly. Many TECs rent entire buildings or spaces in apartment buildings, some occupy impermanent containers, and a few are housed within existing Turkish schools. Some centers have significant recreational space, while others have no space to be utilized by students and teachers apart from classrooms.

Twenty-one TECs, or approximately one-third of those surveyed, report that the size of their student body exceeds their capacity. Forty-six TECs report being at or below capacity. TECs that report being over capacity have 156 more students, on average, than those that are at or below capacity. The number of classrooms and size of the TEC (m²) are not significantly different for those that report being over capacity, indicating that over-capacity centers serve greater numbers of students despite having the same amount of space as other centers.[‡]

While only one of the surveyed TECs lack functional toilet facilities, many of them have WASH concerns. Fifteen TECs do not have gender-separate toilets. Most of those with gender-separate facilities have exceptionally high numbers of children sharing toilets, far exceeding the Sphere minimum standard of one toilet for every 30 girls or 60 boys.

TECs in Hatay receive varying levels of support from agencies and organizations, and paying teacher incentives and rent for their facilities are significant concerns for many of them. While many TECs reported that their teachers receive incentives from UNICEF[§], some reported that this support has been irregular. Other TECs report that their teachers have been paid through separate sources, while some have not received any teacher incentives. One coordinator praised the teachers of a TEC for continuing to show up despite not being paid, while in another center the coordinator reported that only two of 31 teachers from the previous academic year have registered for the upcoming academic year, the others having resigned because they have not been paid.

[‡] A significant level of 0.05 is used throughout this report.

[§] The UNICEF rate for teacher incentives is 220 USD for the academic year 2014-2015

Thirty-eight of the TECs report that they pay the rent for their facilities through private funds, rather than with the support of organizations. The source of these private funds varies from wealthy Syrian individuals, to the Syrian principal and teachers of the TEC, and in some cases the burden for paying the rent falls on the students and their families. Other TECs receive regular rent support from international or local organizations. A minority do not pay rent because they are housed within a Turkish school, or the learning space is provided by another source of support, such as a local Turkish government office.

ACCESS BY DISTRICT

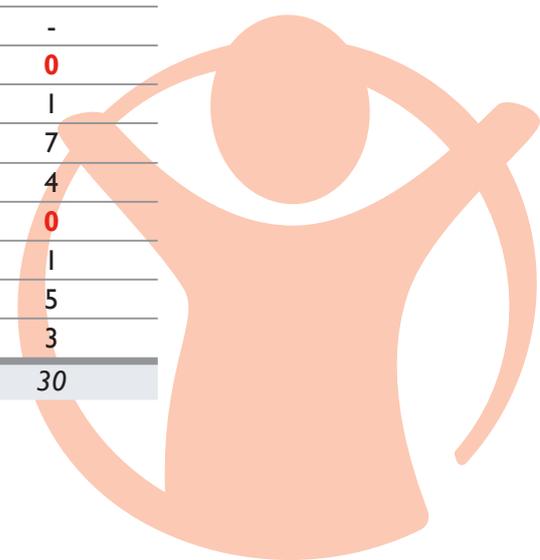
Of the 12 districts in Hatay that have TECs[‡], we consider 11 in our analysis. The district of Dörtyol was excluded because the single TEC in that district is in the process of relocating, and information was unavailable. Of the 67 TECs included in our analysis, 52 are located in urban areas. We consider the districts of Antakya, Reyhanlı, Kırıkhan, and İskenderun to be urban based on the size of the Syrian and host community populations.

While all of the districts surveyed have at least one TEC offering primary and junior secondary levels, pre-primary and senior secondary levels are lacking in some districts (see Table 1). Only two districts lack senior secondary levels: Erzin and Kumlu. Of the four districts that do have pre-primary access, three are urban; Yayladağı is the only rural district that does have pre-primary. Kırıkhan is the only urban district that lacks pre-primary access altogether.

District	Pre-primary	Primary	Jr. Secondary	Sr. Secondary
Altınözü	0	3	3	1
Antakya	5	16	13	6
Belen	0	13	2	2
Dörtyol	-	-	-	-
Erzin	0	1	1	0
Hassa	0	3	3	1
İskenderun	4	8	8	7
Kırıkhan	0	6	6	4
Kumlu	0	1	1	0
Payas	0	1	1	1
Reyhanlı	4	17	14	5
Yayladağı	2	3	3	3
Total	15	62	55	30

Table 1
TEC levels by District

[‡] Of Hatay's 15 districts, Arsuz, Defne and Samandağı did not have any TECs.



**Approximately 27.5%
of school-aged
Syrian children
are enrolled across
12 districts
of Hatay province.**

Across the 12 districts surveyed, 28,645 students are enrolled in TECs, which is approximately 27.5% of school-aged Syrian children[‡] living in these districts (see Table 2 below for a full breakdown of TECs and Syrian population[§] by district). Enrolment rates of the school-aged population vary considerably by district, from 9.1% in Erzin, to 45.5% in Belen. There is also a notable difference in enrollment rates among the four urban districts; while an estimated 32.7% of children in Antakya are enrolled, this figure is only 20.9% in İskenderun.

Table 2
*TEC Distribution by
Population & District*

District	Number of TECs	Number of Students Enrolled	Syrian Population	School Aged Syrians	Percentage Enrolled in TECs	Ratio of Children per TEC
Altınözü	3	857	14,700	4909	17.4	1637
Antakya	21	9068	82,980	27,715	32.7	1320
Belen	4	1024	6731	2248	45.5	562
Dörtyol	1	500	8621	2879	17.3	2879
Erzin	1	151	4950	1653	9.1	1653
Hassa	3	480	6883	2298	20.8	766
İskenderun	8	2185	31,176	10412	20.9	1302
Kırıkhan	6	3133	44,342	14,810	21.1	2468
Kumlu	1	454	5718	1909	23.7	1910
Payas	1	267	2598	867	30.7	868
Reyhanlı	17	9607	94,111	31,433	30.5	1849
Yayladağı	3	919	8159	2725	33.7	908
Total	69	28,645	310,969	103,864	27.5	18,122

[‡] Estimate based on 33.4% of the Syrian population in Turkey being school age, or 5-17 years old (<http://data.unhcr.org/syrianrefugees/regional.php>)

[§] Compiled from local contacts in Hatay province, May 2015.

NEEDS-BASED RANKING

Each TEC was assigned a vulnerability score based on indicators of need in the six categories described below. In addition to these indicators, 5% of the vulnerability score was allotted for the general impression of vulnerability as perceived by the Save the Children staff member who conducted the interview and site observation.

Physical Space & Infrastructure <ul style="list-style-type: none"> • Size of TEC relative to size of student body • Availability of additional or recreational space • Size of recreational space • Safe access to recreational space • Access to recreational materials 	Availability of Learning Materials <ul style="list-style-type: none"> • Student chairs and desks • Whiteboard or chalkboard • Teacher desks • Textbooks • Stationery
Capacity & Student Body <ul style="list-style-type: none"> • Enrollment relative to TEC capacity • Average class size • Student/ teacher ratio • Learners with special needs (disabilities, orphaned, or over-age students) 	Transportation <ul style="list-style-type: none"> • Commute time to the center • Ease of access via walking, public transportation, or other means
WASH <ul style="list-style-type: none"> • Availability of toilets • Availability of gender-specific toilets that meet Sphere minimum standards • Availability of special needs toilets • Availability of drinking water • Availability of hygiene materials 	Financial Aspects <ul style="list-style-type: none"> • Teacher incentives (regularity and amount) • Cost of rent facilities • Capability to pay rent • Existing organizational support

All of the TECs have been ranked according to their vulnerability scores in order to distinguish their relative need, from most to least vulnerable (see Appendix 2 for a complete ranking). The higher the score, the more vulnerable the facility is. For the 67 TECs considered in our analysis, the range of vulnerability scores is 25 to 66 out of 100, and the average score is 41.9.



TRENDS OBSERVED

In addition to observations and ranking of individual TECs based on relative need, this analysis seeks to describe broad trends among the centers, and to examine whether TECs with certain characteristics are more likely to be in need of support.

Differences in vulnerability are presented based on geographic location of TECs (by district and urban/rural) and school levels (pre-primary, primary, junior and senior secondary). Trends among the TECs are then presented in terms of physical space, availability of materials, capacity and crowding, student and teacher characteristics, transportation, WASH, and financial factors.

TRENDS IN VULNERABILITY PER LOCATION

The average vulnerability scores by district vary widely; the single TEC in Kumlu scores 52 points, the highest for a district, and the three TECs in Antakya score an average of 38.3, the lowest for a district (see Table 3). İskenderun is the only district that scores significantly different from the mean for all other TECs in the sample; on average, the TECs in İskenderun score 9.7 points higher, or more vulnerable, than others.

Table 3
*Scores by
District*

District	Number of TECs	Average Score
Altınözü	3	47
Antakya	19	38.3
Belen	3	42.7
Erzin	1	49
Hassa	3	45
İskenderun	8	50.4
Kırkhan	6	41.5
Kumlu	1	52
Payas	1	50
Reyhanlı	19	39.5
Yayladağı	3	40.5

There is notable difference in average vulnerability scores among the urban districts. The lowest average score among the four urban districts is 38.3 in Antakya, while the highest is 50.4 in İskenderun. TECs in İskenderun scored, on average, 11.2 points higher than TECs in the other three urban areas. TECs in Antakya, Reyhanlı, and Kırıkhan scored similarly, and did not score significantly different than the average for urban areas.

While there is not a statistically significant difference in vulnerability scores for urban versus rural TECs, rural TECs scored slightly higher on average. Urban TECs scored an average of 41 points, while rural TECs scored an average of 45.1.

TRENDS IN VULNERABILITY SCORES BY SCHOOL LEVEL

TECs with a senior secondary level have the highest average vulnerability score, at 44.3 points (see Table 4).[‡] There were no statistically significant differences in average vulnerability scores for TECs[§] with any particular level, when compared to other TECs in the sample.

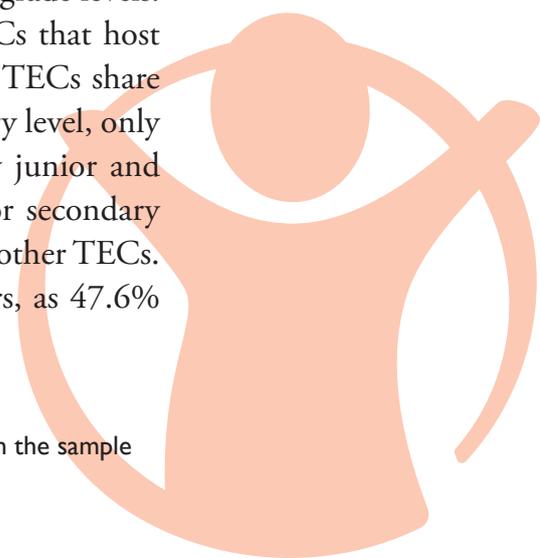
Level	Average Score
Pre-primary	40.4
Primary	42.3
Junior Secondary	42.4
Senior Secondary	44.3

Table 4
Average
Scores by
Level

This difference in vulnerability scores among senior secondary TECs could be related to crowding issues that occur in centers with more grade levels. While 31.3% of all TECs report being over capacity, 40% of TECs that host senior secondary students report the same. Most senior secondary TECs share facilities with multiple levels; of the 30 TECs with a senior secondary level, only two TECs are exclusively senior secondary, and one is exclusively junior and senior secondary. Twenty-one TECs house primary through senior secondary levels, and these centers scored an average of 6.1 points higher than other TECs. Crowding issues appear to be a particular concern for these centers, as 47.6% report

[‡] TECs without a senior secondary level have an average score of 39.9

[§] Note that TECs in four categories are not mutually exclusive, as 54 TECs in the sample house more than one level.



being over capacity. There are six TECs that house pre-primary through senior secondary levels, and these did not score significantly different than the average for other TECs; only 16.7% report being overcrowded.

The senior secondary centers that tend to score higher also tend to be located in urban districts. Of the 30 total senior secondary centers, 22 are in urban districts; these score on average 6.4 points higher than other TECs, while the average scores of senior secondary centers in rural districts is not statistically different from the sample average.

Table 5
*Vulnerability
& Capacity of
TECs*

This finding could suggest that some TECs are stretching their resources to accept higher-level students, which contributes to overcrowding and can increase their overall vulnerability.

Level	Average Score	Average Size of Student Body	Number of Classrooms	Percentage over Capacity
All TECs	41.9	419	10.3	31.3
Pre-primary through Sr. Secondary	42.3	450	12.5	16.7
Primary through Sr. Secondary	46.1	514.5	10.4	47.6
TECs with Sr. Secondary	44.3	484.2	10.6	40

PHYSICAL SPACE

There is not a significant difference in the overall size of TECs in urban versus rural areas, or in the size of the center relative to the size of the student body (measured in square meters per student). Additionally, there was not a difference in average TEC size for any of the four distinct urban districts.

The fifteen TECs that contain a pre-primary level are 534.2 m² larger, on average, than those that do not. This finding can be expected, as all TECs that house pre-primary level students house other levels as well; however, those with pre-primary students have an average of 3.2 m² more per student than other centers.

This suggests that there are distinct differences in size and capabilities for those TECs that are able to host a pre-primary level. There were no significant differences in overall size or size relative to the student body for those TECs with primary or secondary levels.

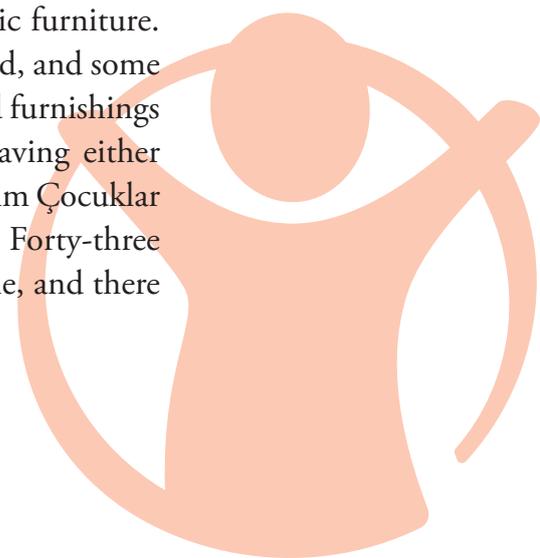
There are differences in the size of recreational space based on geographic location. Urban TECs have 543 m² less recreational space, on average, than rural centers.

Some findings indicate that although recreational space may exist at some centers, it may not always be safely accessible to students. At three TECs, coordinators indicated that the recreational space utilized was public, and in at least one case students were required to cross a road in order to access it. Children attending one TEC in Yayladağı, located in a residential area, were having to spend their recreational time on the adjacent road. This raises child protection concerns, and could be examined in future studies by collecting information on the quality and accessibility of recreational space being used by students.

Two TECs that are housed within Turkish schools have a significant amount of recreational space (3000 and 4603 m²); however, there have been concerns expressed about the capability of Syrian students to access these spaces. One coordinator expressed concern over the safety of children using the school's recreational space, as their shift takes place in the evening and the school grounds are not lit. In another instance, the Syrian principal asked students not to use recreational space at the same time as Turkish students in order to avoid possible inter-community tension.

MATERIALS

Nearly all of the TECs surveyed have been supplied with basic furniture. Much of the furniture being used by TECs was procured secondhand, and some coordinators report using their personal connections to procure used furnishings from nearby Turkish schools. All of the TECs surveyed report having either student desks or benches. Only two TECs, Bunet Mustakbel and Yetim Çocuklar (both in Reyhanlı), report not having blackboards or whiteboards. Forty-three TECs, or 64.2% report that they do not have teacher desks available, and there was no difference by location or by level.

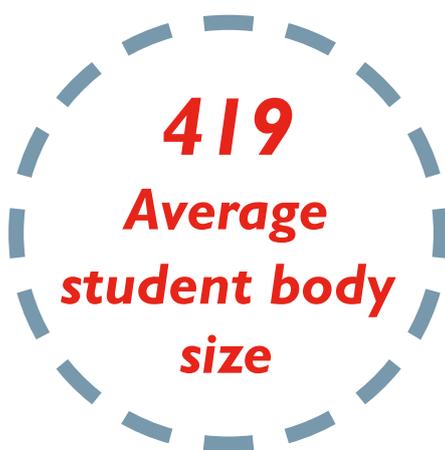


Among the TECs surveyed, ten (14.9%) report not having textbooks. In a comparison of various districts, this problem appears most severe in Hassa, where 2 of 3 TECs do not have textbooks, and in Payas, where the single center in the district does not have books. This lack of books could be indicative of a gap in communication or general disenfranchisement, as textbooks used in TECs are printed by the Government of Turkey and made available free of charge.

It appears that the lack of textbooks is more of an issue for those TECs that house multiple and higher levels. All of the TECs with only pre-primary or primary students report that they do have textbooks. Of the ten TECs with no textbooks, nine have students at multiple levels, and all ten have students at the junior or senior secondary level. The one single-level school without textbooks is senior secondary.

Forty-two TECs, or 62.7% of the sample, report that students are not provided with stationery. There were no significant differences in stationery provision by level or district. Some coordinators reported that students receive stationery only at the beginning of the year, and that it is not enough to last the academic year.

CAPACITY & CROWDING



The student populations of the TECs range in size from 63 to 1435 students, with an average size of 419. Urban TECs have 174.9 more students, on average, than rural centers. Urban TECs are also 28.3% more likely to have double shifts, suggesting that they are using these multiple shifts to compensate for larger student bodies. There are potential geographic differences in crowding, with rural centers 28.3% more likely to self-report being over capacity. However, there is not a significant difference between urban or rural TECs as far as reported or calculated average class size, or in student-teacher ratios. As overcrowding was self-reported by coordinators and can be considered subjective, it is difficult to discern how significant an issue this is in rural versus urban areas.

TECs with a pre-primary level were 31.8% less likely to report being over-capacity than other TECs; this is in line with the finding that these TECs have more physical space, on average, than others. There is no difference in reported capacity levels for TECs with primary or secondary levels.

STUDENT & TEACHER CHARACTERISTICS

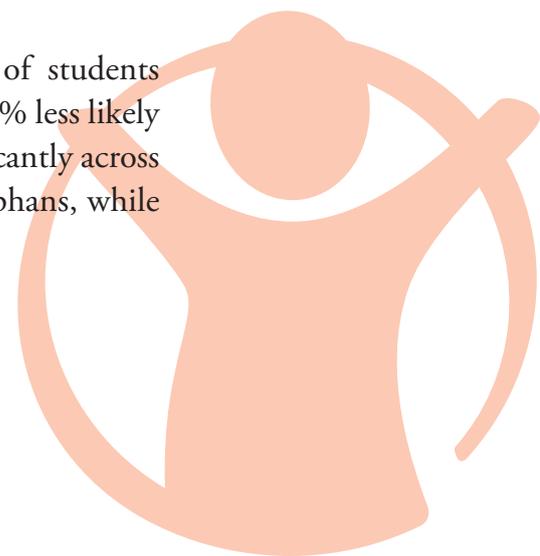
Gender- and special needs-disaggregated information was collected on students and teachers in each of the TECs. There is not a significant difference in the total number of female and male students among the 67 TECs surveyed; there are between 13,556 and 13,992 male students and between 13,833 and 14,205 female students attending these centers. There are no significant differences in gender ratio by district or by level of instruction, with ratios near 50% in all categories. Across all TECs surveyed, 60.9% of 1525 total teachers are female. The percentage of female teachers in individual TECs ranges from 18.8-100%, and there is no significant difference in gender distribution of teachers by district or level of instruction.

Coordinators were also asked to identify whether they have students with three types of special needs: those without a parent or guardian, over-age students, and those with a physical or learning disability. The assessment is somewhat limited in its analysis by the fact that this information was not disaggregated by school level within those centers housing multiple levels, but broad trends can be discerned.

Twenty-four TECs (35.8%) report that they have students with disabilities. These disabilities include children who are visually and hearing impaired, children with Down syndrome and children displaying signs of trauma. There is very little difference in the enrollment of students with disabilities by geographic location, although TECs in Reyhanlı are 28% less likely to have disabled students than other TECs. Most TECs did not have facilities that could readily accommodate students with physical disabilities; only eleven centers, 16.4%, reported having toilet facilities that could accommodate students with special needs.

There are more significant differences in the distribution of students without a parent or guardian across districts. Urban schools are 33.7% less likely to report having orphans in the student body, and this varied significantly across urban districts. TECs in Antakya were 57% less likely to report orphans, while TECs in İskenderun were 37.3% more likely.

**TECs in
Reyhanlı are
28% less likely to
have disabled
students**



TECs with junior and senior secondary levels are more likely to report having students without a parent or guardian. TECs with junior secondary level are 41.2% more likely to have such students, and those with a senior secondary level are 29.3% more likely. However, it is noted that many of the TECs that have junior and senior secondary students also have primary-level students, and this data was not disaggregated by level in our survey. There is some possibility that this trend is more likely to affect older students, and collecting more disaggregated data in the future could provide a fuller picture. Student-headed households are a possibility that could be examined in future assessments.

‘Over-age’ was not defined in the survey, and in this context it is likely that many students have missed some schooling due to the conflict; thus, this question can be seen as somewhat subjective. TECs that have junior secondary-level students are 29.1% more likely than those that do not to report having over-age students. In fact, of the 16 TECs that reportedly have over-age students, all of them have junior secondary levels. There are not significant geographical differences in whether TECs have over-age students, although it is worth noting that none of the 19 TECs in Antakya report having over-age students.

TRANSPORTATION

Students access TECs by a variety of means, the most common being walking, public transportation, and private shuttle services. Coordinators frequently expressed that transportation of students to and from TECs is a major concern, particularly in rural areas. Transportation to rural TECs was described as a burden for students due to long distances from their homes, and a lack of transportation options.

A few coordinators expressed concerns regarding children’s safety and security while traveling. In Erzin in particular, a rise in criminality is seen as a major security concern, including a recent kidnapping incident of a female Syrian student in the second grade. Additionally, some Syrian teachers and Turkish coordinators stated that attendance dropped in poor weather conditions, and that the parents feared their children becoming ill. Given that 71% of students attend centers to which walking is a means of transportation, this could raise substantial concern for children’s wellbeing and attendance levels.

Twenty TECs report having private shuttle services for their students, and these are funded in various ways. While in some cases organizations bear the cost of the shuttle, in many cases the burden falls on Syrian principals, teachers, and students. In cases where students bear the cost, the burden is reported to be too great for families and thus prohibit students from accessing education. In some cases where the TEC community or individuals bear the cost, there is an uncertainty that there will be consistent funds for the shuttle service to be able to continue in the future. One Turkish coordinator at a TEC in Reyhanlı expressed concern that the vehicle used to transport children was 40 years old, its condition presenting a protection risk.

RURAL STUDENTS

Overall, students in rural areas are more likely to spend a significant amount of time traveling to and from the centers. The proportion of coordinators reporting that students travel 30 minutes or more to reach the TEC is twice as high in rural areas (40%) than in urban areas (21.2%).

Coordinators were asked to indicate how long students spent, on average, to reach the center: 0-15 minutes, 15-30 minutes, 30-45 minutes, 45-60 minutes, or more than one hour. Only one TEC, Süleyman Şah Muhacir Okulu in Erzin, reported that students travel one hour or more, on average, to reach the center. This is particularly concerning considering the previously mentioned security incidents in Erzin. Five TECs report that students travel more than 45 minutes: four in Reyhanlı (Al Salam, Bunet Mustakbel, El Imen Okulu, and Yetim Çocuklar) and one in Yayladağı (Özgürlük Esintileri).

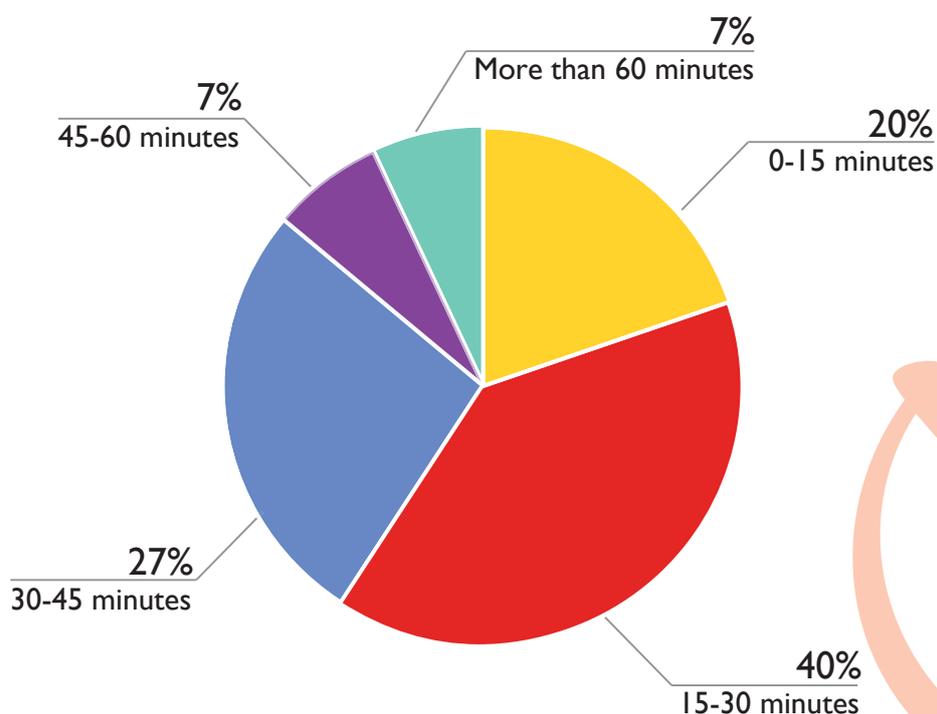
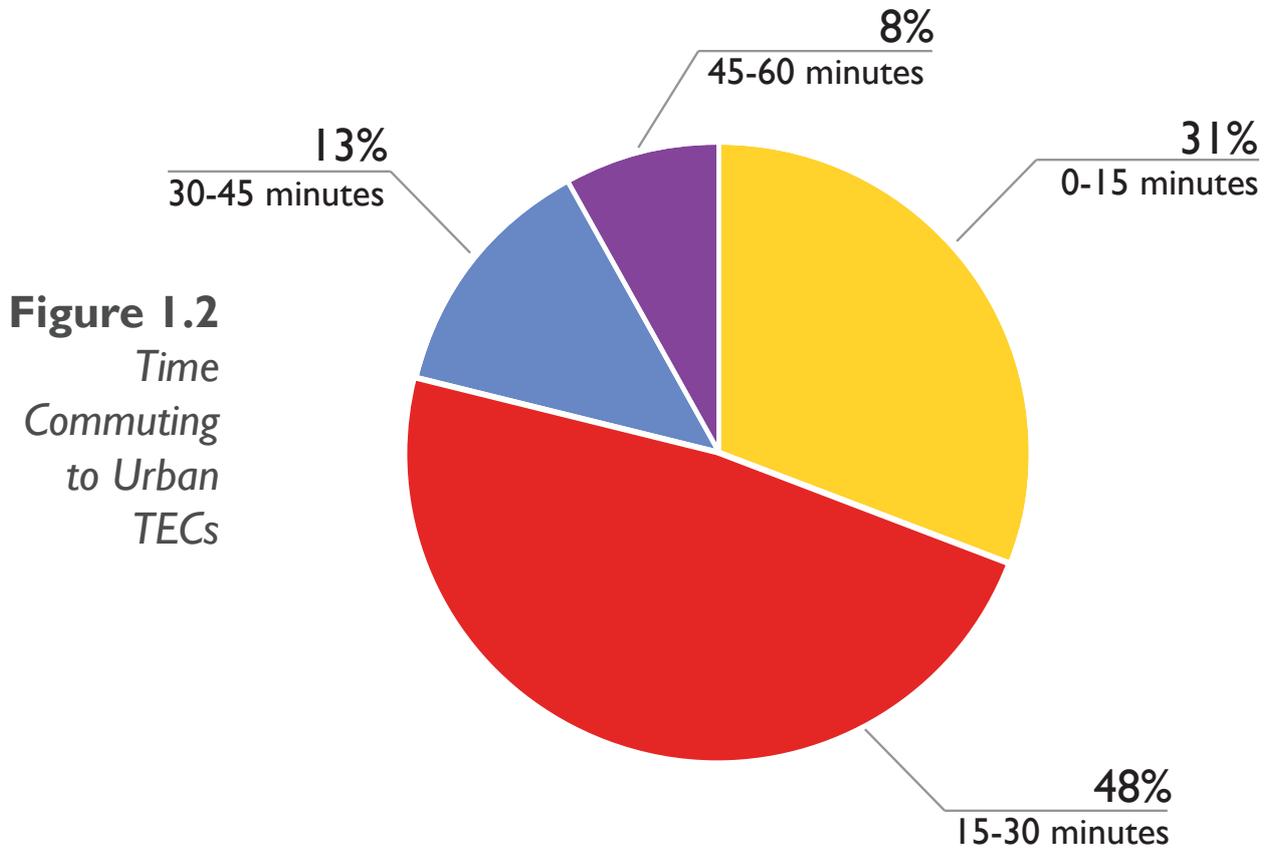


Figure I.1
Time
Commuting
to Rural TECs





There were also significant differences in commute time among the urban TECs. Commute times tend to be lower in Antakya and Kırıkhan; only one TEC in Antakya reported that students travel more than 30 minutes, and all centers in Kırıkhan report that students travel less than 30 minutes. Students tend to spend more time traveling in the other two urban centers; five of eight TECs in İskenderun and five of 19 TECs in Reyhanlı report that students travel 30 minutes or more.

While urban TECs were 31.8% more likely to report that their students access the center by public transport, there were no significant geographic differences for walking or taking a private shuttle. There were also no significant differences in means of transportation by school level.

WATER, SANITATION & HYGIENE

Of the 67 TECs, one lacks functional toilets altogether (15 Mart Okulu in Altınözü), and seven have only one toilet for use by the entire student population. Fifteen of the TECs that do have functioning toilets do not have them separated by gender. Of the 51 centers that do have gender-separate facilities, 46 experience rates of use above Sphere minimum standards for males, females, or both (see Figure 2).

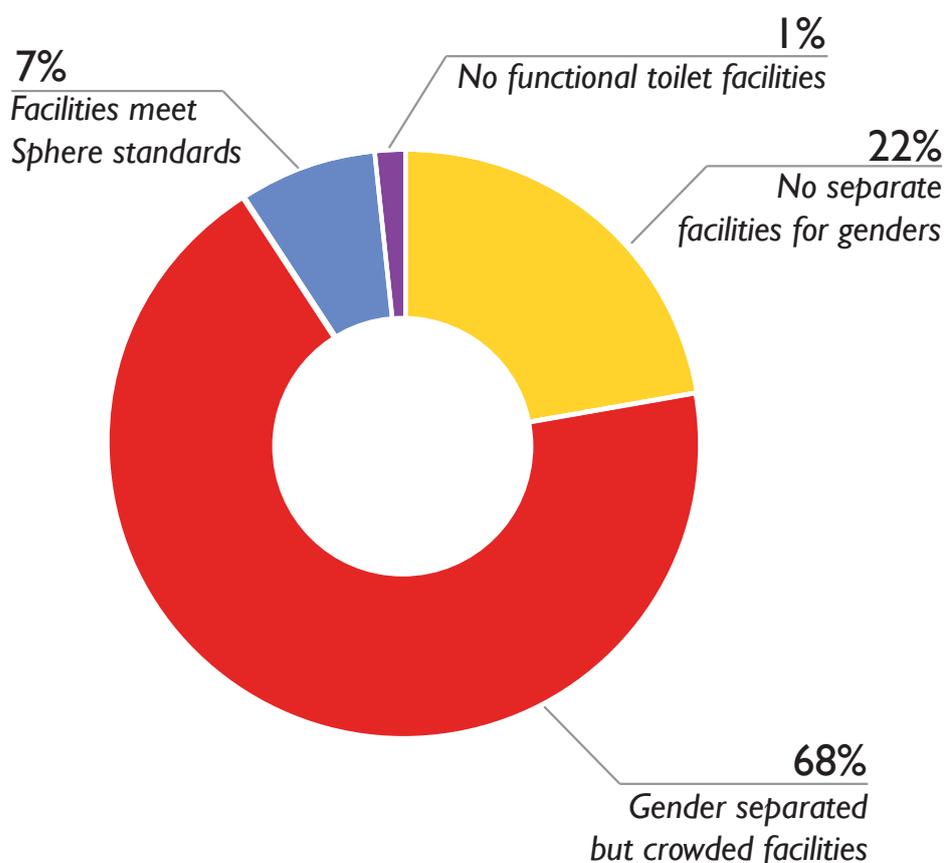


Figure 2
Toilet facilities
in TECs

The provision of toilets for girls is less likely to meet Sphere project standards; 46 of the 51 TECs with separate facilities have more than 30 girls per toilet, and 33 have more than 60 boys per toilet. Toilet sharing and sanitation issues are significant for those TECs that exceed the standard for either gender. TECs that exceed the standard set for girl students have an average of 100.2 girls per toilet, and those that exceed the standard for boys have an average of 113.5 boys per toilet.



Table 6
*TECs with
three toilets*

It is very probable that TECs have not given extra consideration to the provision of toilets for girls, and are unaware in the difference in standards. In order to examine the decisions that TECs make regarding toilet distribution, we consider centers with three functioning toilets. In three of four such TECs, boys are designated two of the toilets (see table). In the fourth such center, each gender is designated one toilet. It's possible that TECs make the decision to give boys more toilets because the number of boy students in the center is slightly higher than the number of girls. However, this drives the proportion of girls sharing a toilet far above the standard, and could cause discomfort or inconvenience that may keep female enrollment levels low for these centers.

TEC	Boys Toilets	Girls Toilets	Total Boy Students	Boys / Toilet	Total Girl Students	Girls / Toilet
Cumhuriyet Mahallesi Suriyeliler Okulu	2	1	260	130 (2.3x standard)	207	207 (6.9x standard)
Denizciler Furkan Suriyeliler Okulu	1	1	127	113.5 (2.1x standard)	110	110 (3.7x standard)
Medreset El Tefaul	2	1	80	40	70	70 (2.3x standard)

All of the TECs have access to water, including sinks available for use by students. Fourteen TECs in Antakya, Belen, İskenderun, Kumlu, and Reyhanlı report that students do not have access to safe drinking water. However, 12 of these 13 reported that water from the public water main is available in the center. The single other TEC that did not report access to drinking water uses water from a well. Of the 53 TECs that reported students have access to drinking water, 49 reported that this access was via public water main. Directorate of Public Health confirmed that all water available via the public water network in Hatay is safe to drink. There could be an issue with physical infrastructure or piping that affects water quality, and the question of access to safe drinking water could be further examined in future assessments.

Seventeen TECs reported that students do not have access to soap and other hygiene materials. Some centers that reported having soap expressed difficulty in keeping a supply throughout the year. In some cases, despite reporting that students do have access to soap, it was not found in the facilities during site observation. While this may be due to the fact that the academic year had not yet started, in some such TECs summer courses were in session. There was no significant difference in access to hygiene materials across districts or school levels, and financial factors such as organizational support for rent payment are not associated with access to hygiene materials.

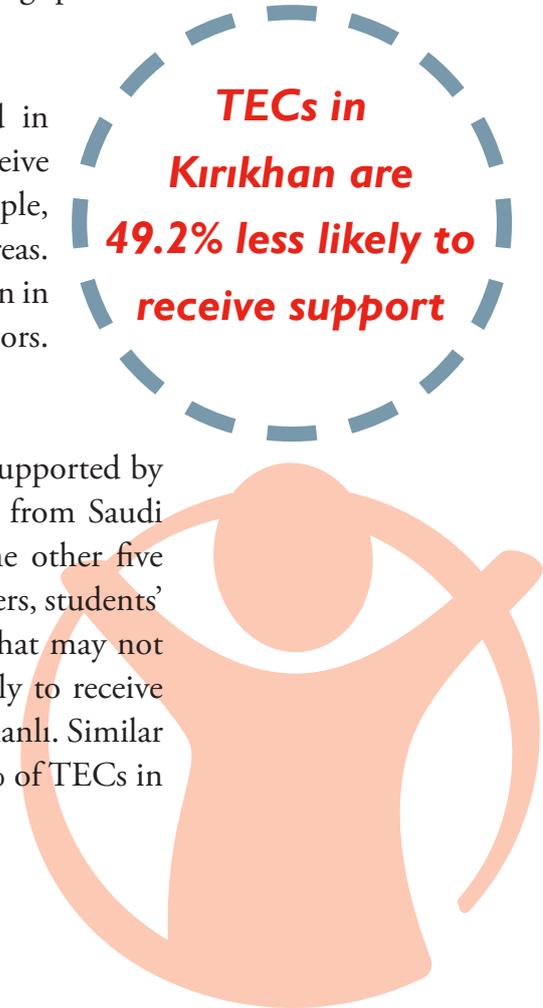
FINANCIAL ASPECTS

Thirty (44.8%) of the TECs surveyed report receiving organizational assistance in paying rent for their facilities, while 37 fund rent expenses through various other means. Reported sources of rent funding vary from international and local organizations and agencies, to local municipalities, and private donors. In many cases, the burden for paying rent falls on the Syrian school leadership and teachers themselves, or students and their families. While education in Turkey is meant to be free of charge, TECs housed in private buildings presents a unique case the legislation is not prepared for.

Organizational assistance appears to be more concentrated in certain districts. TECs in Reyhanlı are 33% more likely to receive rent support from an organization than all other TECs in the sample, and 44.2% more likely compared specifically to TECs in urban areas. Among those TECs not currently being supported by an organization in Reyhanlı, most report being funded by individuals and private donors. In one Reyhanlı TEC, the teaching staff pay for the rent.

On the other hand, none of the six TECs in Kırıkhan were supported by an organization. An organization did facilitate a private donation from Saudi Arabia to support the rent payment for one Kırıkhan center. The other five TECs in Kırıkhan were funded through some combination of teachers, students' families, the TEC itself, or through individual private donations that may not continue this year. Overall, TECs in Kırıkhan are 49.2% less likely to receive assistance than other TECs, a sharp contrast to the situation in Reyhanlı. Similar trends can be observed in the other two urban districts; only 26.8% of TECs in Antakya and 12.5% of TECs in İskenderun receive rent support.

**TECs in
Kırıkhan are
49.2% less likely to
receive support**



District	TECs Supported	Total Number of TECs	Percentage Supported (%)
Altınözü	1	3	33.3
Antakya	7	19	36.8
Belen	2	3	66.7
Erzin	1	1	100
Hassa	2	3	66.7
İskenderun	1	8	12.5
Kırıkhan	0	6	0
Kumlu	1	1	100
Payas	0	1	0
Reyhanlı	13	19	68.4
Yayladağı	2	3	66.7

Table 7
TEC receiving Rent Support by District

In addition to being surveyed on the price of rent and whether they receive organizational assistance, TECs were asked whether they had difficulty paying rent. Forty-two TECs (62.7%) report having difficulty, and there is no difference by level or geographic location.

While 83.8% of TECs that do not receive organizational support report having difficulty paying rent, 36.7% of those that do receive support still report having difficulty. The ability of TECs to make rent payments varies by district. While 57.9% of TECs in Reyhanlı report having difficulty paying rent, this proportion is higher in other urban districts (87.5% in İskenderun, 83.3% in Kırıkhan, and 68.4% in Antakya). By comparison, six of 15 rural TECs (40%) experience problems paying rent. The proportion could be lower in rural areas because several rural TECs are either housed in a Turkish school facility, or support is received from the Turkish municipality.

There are differences in the means of transportation available to students based on whether a TEC receives organizational support or not. Students are 21.9% more likely to commute by walking if rent is funded through personal means, and 38.6% more likely to take public transport. This suggests that TECs that receive support for rent may also be receiving support for transportation to and from the center, an issue which can be examined further in future assessments.

36.7% of TECs that receive outside support still report difficulty in paying rent

LIMITATIONS

Due to the varied nature of TECs in Hatay, the indicators of vulnerability may not provide a comprehensive picture of vulnerability for each center. For example, TECs that are housed within Turkish schools may have a lower score due to relatively good infrastructure and facilities, but they may be vulnerable due to other factors such as isolation from the wider Syrian community. There is a possibility that other factors that were not considered could affect such TECs; for example, sharing facilities or materials with a Turkish school could reveal tensions between host and Syrian communities.

For each TEC the MoNE-appointed Turkish coordinator supplied the information collected by survey. While efforts were made to verify this information, bias could still occur based on the coordinator's understanding of the survey questions and status of the relevant center.

Finally, the survey was conducted before the start of 2015-16 academic year. Thus, data on student enrollment and characteristics, as well as teacher numbers, are based on information from the previous year. While the state of the physical structure and facilities could be directly observed by Save the Children staff members, factors such as crowding could not be observed as classes were not yet in session.



CONSIDERATIONS FOR FUTURE ASSESSMENTS

During our assessment we noted several points that were not addressed in our survey, but which could be indicators of vulnerability. These factors could be considered in future assessments to provide a more comprehensive understanding of relative need.

- Debt status of TECs
- Regular or irregular student fees that are charged by some TECs that suffer funding shortages
- Impact of community tensions on transportation to TECs
- Severe child protection concerns and criminal activity that may impact the community and TEC, such as child labor, early marriage, and child prostitution.
- Irregular or no electricity in some TECs
- Lack of Syrian principal or other Arabic-speaking head teacher to support teachers and ensure teaching quality
- Varying levels of qualification and training among teachers
- Gender-separate shifts in TECs which might have an impact on WASH and other concerns
- Lack of heating facilities for winter months
- Nutritional status of children
- Quality of the recreational space, and safe access

Future assessments could further disaggregate data in a way that makes it possible to draw stronger conclusions. For example, if TECs contain multiple levels, the number of male and female students attending each level could be indicated. Likewise, for TECs with multiple methods of student transportation, average time spent commuting could be indicated for all methods.

CONCLUSION

The findings of this assessment are meant to be indicative, not exhaustive. In this respect, while this assessment presents a snapshot of those temporary education centers most in need, a center in third place is not necessarily more vulnerable on all accounts than a center in fourth place.

Instead, broader trends can be discerned, such as concentrated pockets of outside assistance, or poor WASH management practices. It is the intent of Save the Children to present findings that can be utilized by all stakeholders and duty-bearers: the Government of Turkey, national and international non-governmental organizations, the United Nations, and donors.

The Turkish Ministry of National Education is making efforts to ensure Syrian children are enrolled in learning centers in Turkey. Save the Children's mandate is to ensure all children attain their right to survive, be educated, protected, and participate. Thus, it is our sincere hope that the information presented in this report serves as a basis for fruitful collaboration and impactful support for Syrian children.

Save the Children also hopes this assessment can serve as a model for the international community to partner with the Government of Turkey to provide targeted assistance to those most in need.



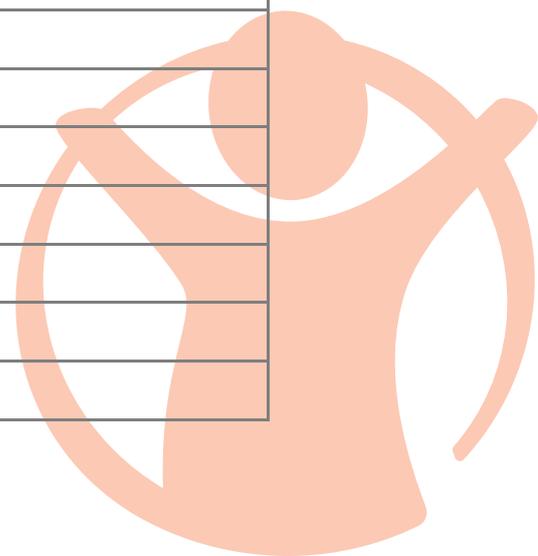
APPENDIX I: NEEDS ASSESSMENT SURVEY

Information Collected
School photo
GPS
Date of observation:
Name of the assessment team member:
District:
Name of the Temporary Education Center (TEC):

Questions	
1. Name of Turkish coordinator in charge:	
2. School level (Pre-primary/Primary/Junior-Senior Secondary):	
3. Size of temporary education site (m2):	
4. Number of Classrooms:	
5. Number of students:	Number of male students:
	Number of female students:
6. Number of teachers (male/female):	
7.1. Is there a Turkish school nearby?	
7.2. (If yes) Name the schools nearby.	
8.1. Is there additional space available?	
8.2. (If yes) Name the additional space (park, garden, playground, other). If other, specify.	
9. How do the children access the school (public transportation, walking, other)? If other, specify.	
10. On average, how long does it take children to reach school (0-15 min, 15-30 min, 30-45 min, 45-60 min, more than 1 hour)?	
11. Are there multiple shifts being used at this school?	
11.2. (If yes) Is there a level difference between the shifts?	
11.3. How many children attend the morning shift?	
11.4. How many children attend to afternoon shift?	
12.1. How full is the school compared to its capacity (underfilled/at capacity/overfilled)?	
12.2. (If overfilled) How many extra children are there per classroom?	
13. What is the average number of students per classroom?	
14. Which furniture is available in the classrooms (desk/student chair or bench/blackboard/whiteboard/teacher's desk/other)? If other, specify.	

APPENDIX I: NEEDS ASSESSMENT SURVEY

15. Are textbooks provided to the children?
16. Do the children receive stationery?
17.1. Are there separate latrines/toilets for girls and boys?
17.2 (If yes) How many latrines available for girls?
17.3 How many latrines available for boys?
17.4. Are there latrines available for children with special needs?
18. How many of these latrines or toilets are functional?
19.1. Is drinking water available at the school?
19.2. (If yes) Where does this drinking water come from (water mains/water well/water tanks/other)? If other, specify.
20.1. If no drinking water is available, is there non-drinking water available?
20.2. What is the source of the non-drinking water (public network/water tanking/well/other)? If other, specify.
21. Are there sinks for hand washing at the school?
22. Do children have access to soap/hygiene materials at the school?
23.1. Is garbage being collected from the school?
23.2. (If yes) How often is the garbage disposed (daily/twice a week/weekly/monthly)?
24.1. Do learners with disabilities or special needs (orphans, children without a parent or guardian, over-age children) attend the school?
24.2. (If yes) How many disabled boys and/or girls (m/f)?
24.3. What type of disabilities or special needs do these children have (orphans or children without a parent or guardian/children with disabilities/over-age children/other)? If other, specify.
25.1. Are there recreational facilities/spaces at the school where students can play?
25.2. (If yes) Size of recreational space in m2:
26. Describe the recreational materials available.
27.1. Do teachers receive incentives?
27.2. (If yes) How much?
28. How much is the rent per month?
29. Do they face any problem in paying the rent?
30. Which organization provides the rent?
31. General comments

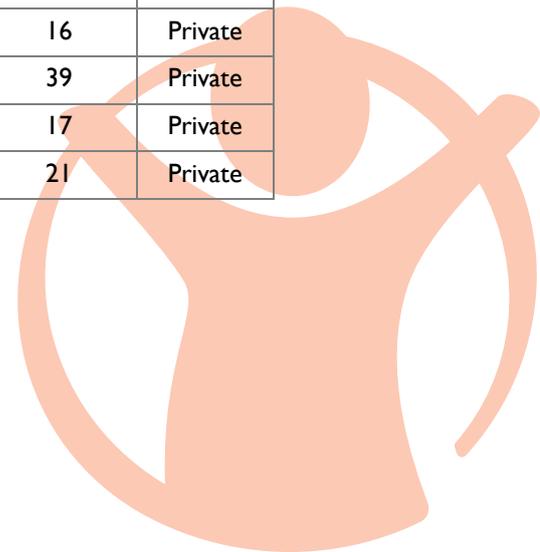


APPENDIX II: TEC VULNERABILITY RANKING

Vulnerability Ranking of the Temporary Education Centers							
No	Score (out of 100)	Rank	TEC	District	# of Students	# of Teachers	Public/Private
1	66	1	Al Avde Geçici Eğitim Merkezi	İskenderun	310	22	Private
2	65	2	Bekbele Mah Suriyeliler Okulu	İskenderun	200	14	Private
3	60	3	İstikbal Köprüsü Geçici Eğitim Merkezi	İskenderun	520	19	Private
4	59	4	Bunat El Mustakbel Okulu	Antakya	700	31	Private
5	58	5	Cemile Hasan Elkathani	Reyhanlı	240	16	Private
6	58	5	Elnur Geçici Eğitim Merkezi	Hassa	142	9	Private
7	54	6	Özgürlük Esintileri	Yayladağı	520	31	Public
8	54	6	Muhammed Fatih Lisesi	Antakya	407	27	Private
9	53	7	Fatih Okulu	Kırıkhan	355	24	Private
10	52	8	El Huda Okulu	Antakya	708	15	Private
11	52	8	Human Care Syria	Kumlu	550	21	Public
12	51	9	Alrwad Okulu	Reyhanlı	700	33	Private
13	50	10	Medreset El Tefaul	Payas	250	11	Private
14	49.5	11	Sarımazı Oku Geçici Eğitim Merkezi	Belen	165	7	Private
15	49	12	15 Mart Okulu	Altınözü	205	10	Private
16	49	12	Mektep Emine Bind Vahap	Altınözü	530	29	Private
17	49	12	Sakarya Mahallesi Suriyeliler Okulu	İskenderun	500	24	Public
18	49	12	Süleyman Şah Muhacir Okulu	Erzin	384	7	Public
19	48	13	Yetim Çocuklar (Ebne El Suheda)	Reyhanlı	304	24	Private
20	48	13	İncesu Geçici Eğitim Merkezi	Hassa	114	4	Public
21	47.5	14	El İmen Okulu	Reyhanlı	800	43	Private
22	47	15	Cumhuriyet Mahallesi Suriyeliler Okulu	İskenderun	467	25	Private
23	47	15	Syuryana Okulu	Kırıkhan	644	36	Private
24	47	15	Nur Kız Okulu	Kırıkhan	700	41	Private
25	47	15	Fatmatul Zehra Okulu	Antakya	412	21	Private

APPENDIX II: TEC VULNERABILITY RANKING

26	45.5	16	Sahilevler Okulu	İskenderun	260	27	Private
27	45.5	16	Gedik Geçici Eğitim Merkezi	Belen	441	18	Public
28	45	17	Dostluk Geçici Eğitim Merkezi	Kırıkhan	360	22	Private
29	45	17	Al Salam	Reyhanlı	1435	64	Private
30	44.5	18	International	Reyhanlı	400	23	Private
31	44	19	Narlica Recep Tayyip Erdoğan Okulu I	Antakya	1400	62	Private
32	43.5	20	El Avde Okulu	Antakya	200	26	Private
33	43	21	Yığıtoğlu Mahallesi Mektebiye Suriye	Altınözü	63	4	Public
34	43	21	Nur Okulu	Reyhanlı	379	12	Private
35	42	22	Aiyad Al Salam	Reyhanlı	1337	40	Private
36	41.5	23	Semehaa	Yayladağı	110	16	Private
37	41	24	Denizciler Furkan Suriyeliler Okulu	İskenderun	237	18	Private
38	40	25	Bunet Mustakbel	Reyhanlı	367	24	Private
39	40	25	Muslim Care Okulu 3	Reyhanlı	350	14	Private
40	39.5	26	Muhammed Alfatih Okulu	Reyhanlı	180	13	Private
41	39	27	Avsuyu Suriyeliler Okulu	Antakya	255	13	Private
42	39	27	Elemel Özel Suriye Okulu	Antakya	68	7	Private
43	38	28	Ozgur Suriye Okulu	Antakya	700	32	Private
44	37	29	Al Beyan	Reyhanlı	500	24	Private
45	36	30	El Rahma Okulu	Reyhanlı	200	14	Private
46	35.5	31	El Besair Okulu	Antakya	861	53	Private
47	35	32	Akkent Suriyeliler Okulu	Antakya	139	14	Private
48	34	33	Narlica One Solid ummah Okulu	Antakya	173	16	Private
49	34	33	Özgür Nesil Okulu	Reyhanlı	400	13	Private
50	34	33	Baraem El Suheda Okulu	Antakya	197	20	Private
51	33	34	Emel Ilgat Geçici Eğitim Merkezi	Belen	256	16	Private
52	33	34	Narlica İbad El Rahman	Antakya	353	16	Private
53	32	35	Baraem El İmen Okulu	Reyhanlı	743	39	Private
54	31	36	Feyha-l Şam Okulu	Antakya	160	17	Private
55	31	36	Berraim Eliman	Antakya	350	21	Private



APPENDIX II: TEC VULNERABILITY RANKING

56	30	37	Emel Suriyeliler Okulu	İskenderun	236	20	Private
57	30	37	Nur Erkek Okulu	Kırıkhan	600	41	Private
58	29	38	Aktepe Geçici Eğitim Merkezi	Hassa	201	8	Public
59	28.5	39	Afak Okulu	Reyhanlı	242	17	Private
60	28	40	Muslim Care Okulu 1	Reyhanlı	200	19	Private
61	28	40	Muslim Care Okulu 2	Reyhanlı	220	16	Private
62	28	40	Orient	Reyhanlı	900	35	Private
63	27	41	İkra Okulu	Kırıkhan	290	23	Private
64	27	41	Demirköprü Muhtar Hüseyin Şahan	Antakya	250	9	Private
65	26	42	Şehit Çocukları Okulu	Antakya	502	32	Private
66	26	42	Sakura Eğitim Merkezi	Yayladağı	319	19	Private
67	25	43	El Mecid	Antakya	415	44	Private



Save the Children

Save the Children®
OCTOBER 2015, TURKEY

 @SaveChildrenTR