

# ED

## “Elite Dialogue”

Syrian Refugees in Turkey &  
Dialogue with the Academicians Among Them



İngiltere  
Büyükelçiligi  
Ankara



HACETTEPE ÜNİVERSİTESİ  
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## CONTENTS

INTRODUCTION .....	4
Methodology .....	<b>Hata! Yer işareti tanımlanmamış.</b>
The Team.....	<b>Hata! Yer işareti tanımlanmamış.</b>
SYRIAN REFUGEES IN TURKEY .....	7
Main Axes of Turkey’s Policy on Syrians:.....	<b>Hata! Yer işareti tanımlanmamış.</b>
Current Situation in Turkey and in the Region .....	9
Legal and Administrative Regulations on Refugees .....	<b>Hata! Yer işareti tanımlanmamış.</b>
Permanence of Syrians in Turkey and Principles of Adaptation Policies ...	<b>Hata! Yer işareti tanımlanmamış.</b>
ELITE DIALOGUE RESEARCH .....	17
A.    WORKSHOPS:.....	17
Findings from Workshops with Syrian Academicians.....	17
Technical Data: .....	17
Situation, Problem, Expectation and Suggestions:.....	19
B.    SYRIAN COLLEGE STUDENTS IN TURKISH UNIVERSITIES .....	24
General View about Syrian in Turkish Universities.....	24
Survey .....	27
Survey Participants .....	27
Family Background and Vulnerabilities .....	28
Language Skills.....	30
Employment & Volunteering .....	31
Study at the University in Turkey .....	31
Scholarships .....	33
Courses .....	33
Social Relationship with Refugees and Turks.....	34
Quality of Education in Turkey .....	34
Livelihood / Work .....	35
Volunteer at NGO’s .....	35
Perceptions of how other Syrians feel.....	36
Future Perspective .....	36
Problems in Turkey .....	38
Social Distance .....	38
Plan for Future .....	39
Which Status Would be Optimal for Syrian Students .....	41
Perceptions for Turkish Refugee Policy and Institutional Trust .....	41

Turkish Media .....	44
Communications and Information Quell.....	44
C. VIDEOS WITH SYRIAN ACADEMICIANS: .....	46
CONCLUSION .....	<b>Hata! Yer işareti tanımlanmamış.</b>
ANNEX-I: LISTS OF WORKSHOP PARTICIPANTS and WORKSHOP REPORTS .....	54
1. Gaziantep Elite Dialogue Workshop .....	54
Gaziantep WS Participants (18): .....	54
Gaziantep WS Protokol:.....	55
2. İstanbul Elite Dialogue Workshop (21).....	61
İstanbul WS Participants (21):.....	61
İstanbul WS Protokol: .....	62
3. Ankara Workshop .....	<b>Hata! Yer işareti tanımlanmamış.</b>
Ankara WS Participants (18): .....	64
Ankara WS Protokol:.....	65
4. Mardin Elite Dialogue Workshop .....	68
Marin ED Participants (19): .....	68
Mardin WS Protokol:.....	69
ANNEX-III: SURVEY FORM FOR SYRIAN STUDENTS: .....	73
ANNEX-III: LIST OF CONTRIBUTORS TO THE SHORT FILMS FEATURING SYRIAN ACADEMICIANS: .....	80

## INTRODUCTION

“Elite Dialogue” project conducted with support from British Embassy in cooperation with Research Center on Asylum and Migration (IGAM) and Hacettepe University Migration and Politics Research Center (HUGO) lasted for 8 months. The project was designed and implemented as a comprehensive and multi-layer study on Syrian academicians and college students, who are expected to play an important role in social adaptation of Syrians, whose numbers have exceeded 3.1 million as of July 2017. Considering the fact that the tendency of Syrians to stay in Turkey is increasing every day, this study draws attention to the fact that Syrians should be involved in comprehensive and long-term adaptation policies, and aims to assess future perspectives of qualified groups within refugees. Within this scope, approximately 500 Syrian refugees holding postgraduate and higher academic degrees and who have served as instructors in Syrian universities before coming to Turkey, and Syrian students studying in Turkish universities and whose numbers have reached 14,747 as of February 2017 have been identified as target groups. It is argued that this group has a particular potential for bridging the two communities and being a role model for their own community, hence it is essential to unpack their opinions and perspectives for prospective dialogue between the two communities. The study strived to collect opinions, problems, expectations and suggestions from the refugees themselves through four highly participated workshops with academicians, and a comprehensive Large-N survey with students. In addition, 20 short films introducing interviews with academicians summarize the stories of Syrian academicians. It can easily be said that the ED project is one of the most comprehensive works conducted with Syrian refugees living in Turkey. This survey was taken by 497 Syrian college students and only 395 of these surveys qualified to be evaluated under scientific criteria. The survey conducted with college students among Syrian refugees is the most comprehensive sample on the subject to date.

The main purpose of the ED project has been defined as contributing to the shaping of adaptation policies on the grounds of opinions of refugees. This purpose has been distinctly maintained in the workshops and survey.

## Methodology

ED project has been conducted on 4 main axes:

1. **WORKSHOPS:** Workshops with Syrian academicians in Turkey:  
Gaziantep  
İstanbul  
Ankara  
Mardin
2. **SURVEY:** Survey with Syrian college students studying in Turkey
3. **VIDEOS:** 20 films consisting of exclusive interviews with 20 Syrian academicians living in Turkey and visual materials obtained from these academicians have been produced.
4. **REPORTING:**  
Reporting has been performed by the Project Manager Assoc. Prof. Dr. M. Murat ERDOĞAN.

## The Team

Elite Dialogue project has been carried out by:

- **Assoc. Prof. Dr. M. Murat ERDOĞAN**, Project Manager / Chief of Mission  
Director - Hacettepe University Migration and Politics Research Center –HUGO  
Dept. President, Research Center on Asylum and Migration-IGAM
- **Assoc. Prof. Dr. Armağan ERDOĞAN**, Coordinator  
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## SYRIAN REFUGEES IN TURKEY<sup>1</sup>

The Syrian crisis which has been identified as “the biggest migration wave in recent history” by United Nations High Commissioner for Refugees (UNHCR) began with the demonstrations and protests in Syria, which then turned into serious conflict and then into a civil war. Number of Syrians fleeing from this war environment initially to neighboring countries has exceeded 6 million in the six years between April 2011 and July 2017. Numbers confirm the incomparable human tragedy experienced by Syrians: In Syria with a population of 22.4 million in April 2011, at least 465 thousand people were killed in the period after April 2011, hundreds of thousands of people were injured, more than 6 million people left Syria, and 7-8 million were forced to move within the country. According to data from UNHCR, as of July 2017, the number of Syrians seeking asylum in only five neighboring countries and who were registered is 5,136,969.<sup>2</sup> Adding the 1 million Syrians seeking asylum in Europe, and countries such as Canada and USA, it can be calculated that Syrians fleeing their country after 2011 is at least 6 million. This uncommonly high number shows that in the last five years, at least 25% of Syrians were forced to leave their country.

One of the most important hosts of Syrian refugees and hence actors of Syrian crisis in its sixth year is Turkey with its 911 km border with Syria. The first collective population movement from Syria to Turkey took place in Cilvegözü border gate in Yayladağı, Hatay by a group of 25. After that, even though the pace of the movement has decreased in the last two years, refugee influx continued incessantly. According to data from Ministry of Interior Directorate General of Migration Management (GİGM), as of July 16<sup>th</sup>, 2017, number of Syrian refugees who received Temporary Protection Foreigner ID (status) through biometric registration in Turkey is 3.088.061.<sup>3</sup> Although the flow of refugees has slowed down, registration process of the new refugees continues. Also, it is known that 81.977 thousand Syrians living in Turkey are in the “preregistration process” and yet to receive temporary protection status due to the changes made in the system after April 2016 requiring security investigation before granting temporary protection status. Thus, the number of Syrians living in Turkey is currently 3.170.038. DGMM and UNHCR started since January 2017 updating these registries. After this update, it will be possible to reach healthier information on Syrians in Turkey in both quantitative and qualitative sense. However, the deviation in the actual number of Syrians who seem to be approximately 3.2

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<sup>1</sup> This study uses the concept of “refugee” for Syrians in Turkey, regardless of legal-administrative context in Turkey, realizing that they are not legally “refugees”, and as a concept reflecting the situation better in a sociological sense. Legal framework in Turkey and the reasons for this use are addressed in the section titled “Legal and Administrative Regulations on Refugees”.

<sup>2</sup> UNHCR: Syria Regional Refugee Response (<http://data.unhcr.org/syrianrefugees/regional.php>) Access: 20.07.2017)

<sup>3</sup> Republic of Turkey Ministry of Interior Directorate General of Migration Management web page: [http://www.goc.gov.tr/icerik6/gecici-koruma\\_363\\_378\\_4713\\_icerik](http://www.goc.gov.tr/icerik6/gecici-koruma_363_378_4713_icerik) (Access: 20.07.2017)

million according to current official records is estimated to be 5% at most. This means that, it is known that number of Syrians in Turkey ranges between 3.2 and 3.5 million in any case.

Taking advantage of the “opportunity” created by the Syrian refugee inflow in the last six years, Syrian refugees exceeding 3.2 million in Turkey throw the existence of many refugees from countries such as Afghanistan, Iraq, Iran, Somali, Pakistan out of focus. Yet considering the total number of refugees in Turkey, which was around 50 thousand in April 2011, it can be seen that non-Syrian refugees in Turkey are also increasing dramatically. An important part of new refugees in Turkey (approximately 700 thousand) fled to Europe from Turkey after 2011. However, the number of Syrians who could not go to Europe or whose initial target was Turkey has become extraordinary. Data from July 2017 show that apart from 3.2 million Syrians, there are at least 300 thousand refugees, of which 132,300 are from Iraq, 123,000 from Afghanistan, 32,000 from Iran, 3,500 from Somali, and 8,300 from other countries. This means that the total number of refugees in Turkey in July 2017 is over 3,5 million.<sup>4</sup> This makes up 4.5% of Turkey’s 80-million-population.

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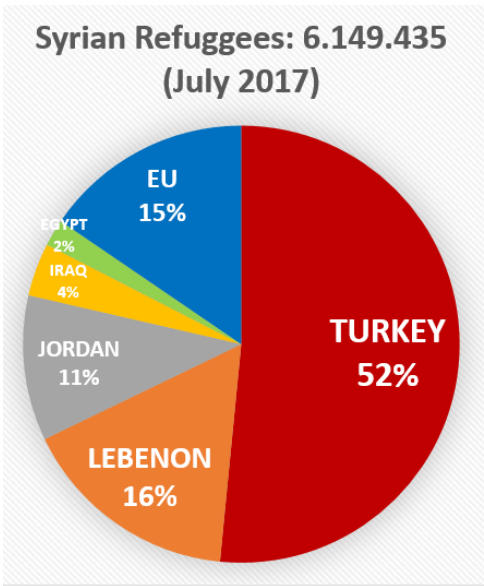
<sup>4</sup> According to data from GiGM, as of 2015, there are 216,349 foreigners identified as “international protection”, and 146,485 identified as “irregular refugees” in Turkey. ([http://www.goc.gov.tr/icerik6/duzensiz-goc\\_363\\_378\\_4710\\_icerik](http://www.goc.gov.tr/icerik6/duzensiz-goc_363_378_4710_icerik))



Undoubtedly, the Syrian crisis since 2011 is one of the most severe human crisis the world and Turkey have ever encountered. The efforts of Turkish people and government in these 6 years have been exceptional and very important. Extraordinary efforts of institutions such as central and local authorities from Ministry of Interior Directorate General of Migration Management and Disaster and Emergency Management Presidency (AFAD), Ministry of Family and Social Policies, Ministry of Health, Ministry of National Education (MoNE), and Turkish Red Crescent have prevented the situation from turning into a worse crisis. Syrian crisis is clearly a negative experience in terms of international solidarity and humanitarian aid. Universal “open door policy” is almost left to neighboring countries, and countries neighboring Syria have become the victims of open door policy. Countries and institutions with much higher capacity, incomes, and power have clearly strived to keep away from the problem. Leaving the problem to neighboring countries instead of sharing it burden in a very critical risk for crises which are yet to emerge. The crisis in solidarity and burden sharing during the Syrian crisis, might lead neighboring countries to tend towards much more protective measures. And this means that very severe human crises are still ahead.

**Current Situation in Turkey and in the Region**

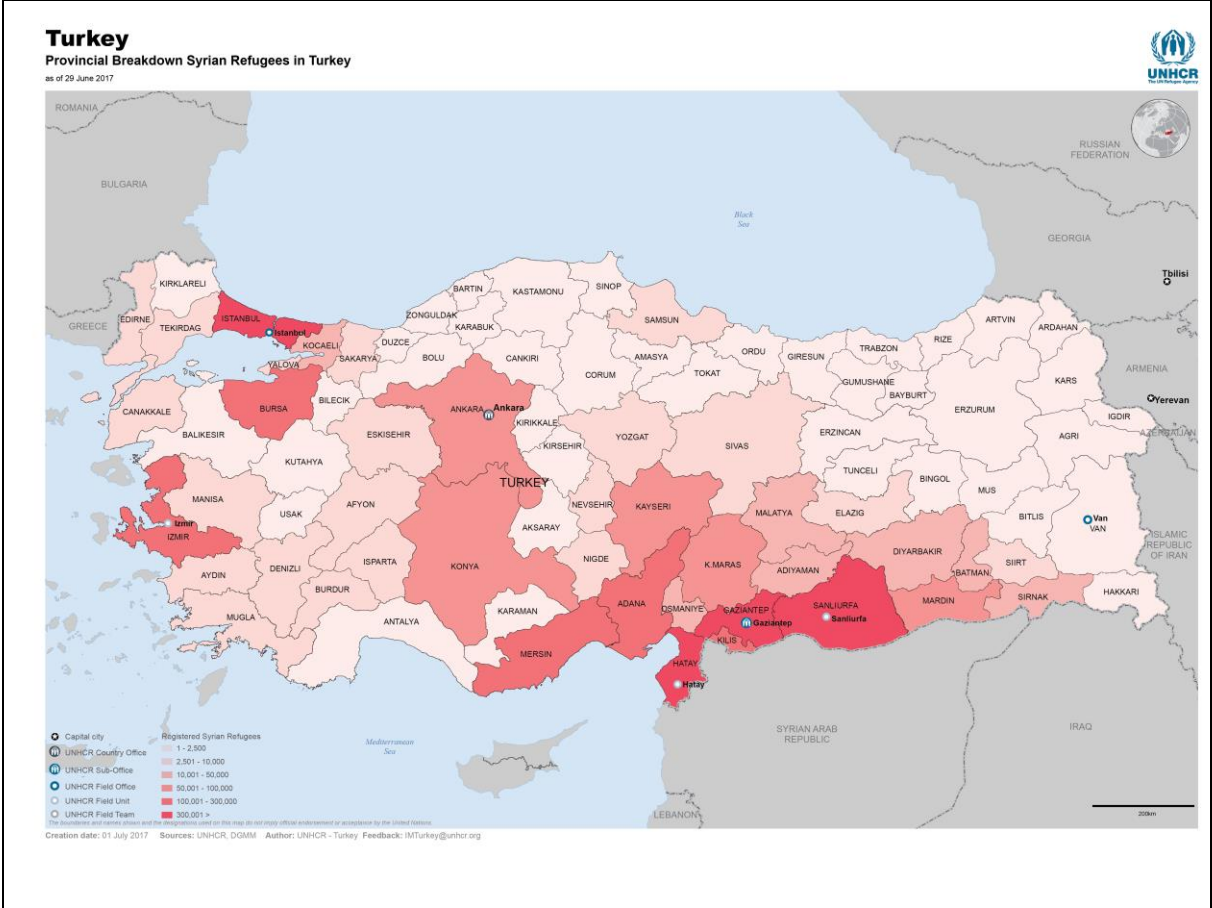
As of April 20<sup>th</sup>, 2017, the number of Syrians who escaped first from the sporadic conflicts, and then the civil war, sought asylum in Turkey under “open door policy”, and who received “temporary protection” and were registered since April 2011 are over 3.2, with 242.897 of them being in camps. It appears to take some time to determine basic quantitative data in this highly dynamic and unsteady period due to data collection deficiencies during the initial times of the crisis. In any case, it is well known that number of Syrians in Turkey is over 3.2 million. Turkey plays a special role in Syrian crisis, and Turkey alone hosts most -at least 52.4%- of the Syrians who left their country seeking asylum in neighboring countries, and who are over 6 million. Data from April 2017 show in the list of countries hosting Syrian refugees, Lebanon takes after Turkey with 16.4% (1 million 11 thousand), Jordan with 11% (661 thousand), (Northern) Iraq with 4% (242 thousand), and Egypt with 2% (122 thousand). Approximately 15% (953 thousand) of people fleeing Syria now live in Europe, and 50 thousand in countries such as USA, Canada.



Countries Syrians reside in and proportional distribution: NUMBER/PROPORTION

Source: UNHCR (Last Access: 12.02.2017) Number of Syrians seeking asylum is 14,274 in non-EU Norway, and 13,713 in Switzerland.

\* As of April 6<sup>th</sup>, 2017, 2,973,980 Syrians received temporary protection status, and 330 thousand were preregistered and yet to receive temporary protection in Turkey.



UNHCR: July 2017 / <http://data.unhcr.org/syrianrefugees/country.php?id=224>

Age groups and sex characteristics of Syrians in Turkey are also striking in that, 12.3% (400 thousand) of Syrians in Turkey fall within the 0-4 age group. A group of more than 1 million 600 thousand of Syrians, making 50% of the total, consists of children and adolescents under the age of 18. Another striking characteristic is the male population (54.1%), which is strikingly higher than female population (45.8%). Number of Syrian babies born in Turkey is 198,948 according to data from Ministry of Health. It is estimated that with unregistered babies, this number reaches at least 220 thousand.<sup>5</sup> Same data show that 82,850 Syrian babies were born in Turkey in 2016. And this means that in 2016 and 2017, daily average of Syrian babies being born in Turkey is 227.

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<sup>5</sup> Ministry of Interior Directorate General of Migration Management 2015 Migration Report, p.90.

## Legal and Administrative Regulations on Refugees

Refugee is a legal status.<sup>6</sup> Developing this status in international context was mainly affected by the human tragedy experienced in World War II. 1948 Universal Declaration of Human Rights uses the phrase “Everyone has the right to seek and to enjoy in other countries asylum from persecution.” (Article 14/1). When the reasons for people seeking asylum in another country are justified, “refugee” status is granted. UN

The UN defines refugee as “owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to return to it”. The legal status of refugees in international arena is determined by 1951 Convention Relating to the Status of Refugees and the 1967 “Protocol Relating to the Status of Refugees”. Two important exemptions were given to signatory countries on the validity of the convention, one regarding history (except from those experienced before 1951 or at all times), and geographical area. International liabilities of Turkey around asylum seekers and refugees are also determined under “**The 1951 Refugee Convention**” and “**The 1967 Protocol Relating to the Status of Refugees**”. With a declaration on 29 August 1961, Turkey one of the first countries to sign Geneva Convention, stated that “geographical limitations” shall be applied, meaning that whatever the reason is Turkey shall not accept people coming from outside of Europe as “refugees”. Many signatory countries of 1951 Convention used this exemption for a while, and afterwards left this practice by choosing “situation” over “country of origin”. There are no countries implementing geographical limitation other than Kongo, Madagascar, Monaco, and Turkey. Especially “Law on Foreigners and International Protection” which constitutes Turkey’s legal infrastructure on migration and refugees in 2013, and Temporary Protection Regulation (2014), the secondary legislation both adopt this geographical limitation principle. This means that, under the current legal regulations in Turkey, regardless of the situations they are in, people who are in Turkey and in fact defined as “refugees” by international law are not considered as refugees officially in Turkey. The new legislation defines people coming from other countries to Turkey under “refugee” (if they come from Europe), “conditional refugee”, “international protection”, and “temporary protection” statuses. Legal status of Syrians in Turkey is “temporary protection” under the latest “Temporary Protection Regulation”.

Turkey issued the **Law on Foreigners and International Protection** in April 2013 under the scope of efforts initialized in 1999 by the great impact from EU. With this Law, Turkey has established Ministry of Interior **Directorate General of Migration Management**, aiming for a new policy with stronger grounds on rights and human, prioritizing civil initiative, and

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<sup>6</sup> For refugees and regulation in Turkey, see “Nuray Ekşi (2014) Yabancılar ve Uluslararası Koruma Hukuku. İstanbul: Beta”.

partially leaving the security focused approach on this population. Also, this Law is structured taking account of Turkey's becoming a "target" country in terms of irregular and mass migration movements. However, it was unfortunate that Syrian crisis coincided with this period. Since the institution is newly established, the legislation works have not yet finished, and Syrian crisis exceeded all expectations, and hence the institution was able to get command of the situation only after the second half of 2014.

As to be expected, the "**Temporary Protection Regulation**" issued in October 22<sup>nd</sup>, 2014 in Turkey facing the most severe humanitarian crisis after April 2011, was also shaped around Syrian crisis. Due to the geographical limitation added to The Geneva Convention by Turkey, in addition to "refugees", the concept of "conditional refugee" was introduced in this law and regulation. The Regulation does not determine a period for "temporary protection", defines the scope of services to be provided to "conditional refugees" within the bounds of possibility, also prepares for the long-term potential of their status by mentioning "adaptation". Nevertheless, the Regulation gives the sense of "well-meant support from the host for the guests -within the bounds of possibility", rather than "rights" of refugees and involved liabilities of the state. The Law and the Regulation determine the outlines regarding the situation, but it is understood that they are structured in a way to allow special arrangements for Syrians. Provisional article 1 of Temporary Protection Regulation clarifies the status issue with a special arrangement for Syrians:

*"The citizens of the Syrian Arab Republic, stateless persons and refugees who have arrived at or crossed our borders coming from Syrian Arab Republic as part of a mass influx or individually for temporary protection purposes due to the events that have taken place in Syrian Arab Republic since April 28<sup>th</sup>, 2011 shall be covered under temporary protection, even if they have filed an application for international protection. Individual applications for international protection shall not be processed during the implementation of temporary protection." (TPR-Provisional Article 1)*

### **Permanence of Syrians in Turkey and Principles of Integration Policies**

The tendency of Syrians in Turkey to stay in Turkey increases every day. This is compliant with the nature of this issue as observed in other parts of the world where comparable refugee displacement has been experienced. It is a fact that if arriving refugees do not mind to stay in the country they came to, and the crisis continues vividly, steps toward permanency begin to be taken after two years. People who can hold on in the country they live in, especially if their home country has worse conditions, especially when there is a war going on back home, not surprisingly, they prefer to stay in the country they are living in. Syrians in Turkey say that they would go back to Syria if peace and security is maintained, however, they admit that this is impossible in the short and medium term. This means that, it is estimated that most of the Syrians in Turkey, probably more than 80%, shall not go back to Syria and stay in Turkey permanently. It is thus critical to accept and reflect this reality

on government policies. Undoubtedly, if possible, Syrians' going back to Syria would be the favorable option for themselves, for Syria, and for Turkey. Therefore, it is mandatory to keep policy on Syrians dynamic, and to structure the policy in a manner to predict both temporality and permanency. However, it should be kept in mind that even when the war is over, as a sociological fact, past five years made going back difficult, even impossible for some groups. The fact that only 8% of Syrians in Turkey live in camps, and the remaining 92% living outside the camps alongside the Turkish society, is another factor making returning to Syria difficult. Considering that most of the Syrians in Turkey will stay in Turkey permanently, work on policies on living together (integration) should commence.

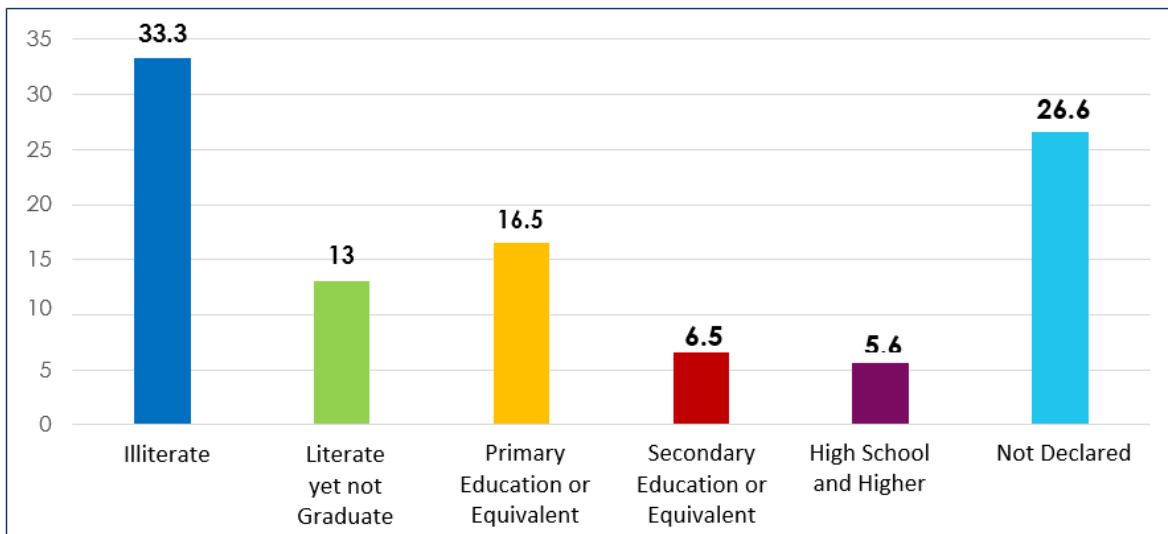
Four pillars of integration policies should particularly be considered in this period: Education, labor, housing (habitation), obtaining/preparing support from locals.

According to the data at hand, educational backgrounds of Syrians in Turkey point to a very negative view.<sup>7</sup> 33.3% of Syrians in Turkey are illiterate, and 13% are literate without a school degree. 25.6% of Syrians chose not to make any statements on their educational backgrounds. 16.5% of Syrians in Turkey are primary or equivalent school graduates, 6.5% are secondary or equivalent school graduates, and 5.6% hold high school diplomas or higher degrees. The "unknown" 26.6% in this table will probably be added to lower education level. There is serious doubt on the reliability of this information gathered during the registration process executed by DGMMM. DGMM and UNHCR registries are still being updated. However, it is not expected to see significant changes in the table in general. According to this table, more than 33% of Syrians in Turkey are not even literate. 13% of refugees stated that they learned how to read and write without going to school, and 26% is in unknown status. Actual ratio of Syrians in Turkey who has studied at a university or graduated from one is expected to be under 2%. This is critical in terms of future projections.

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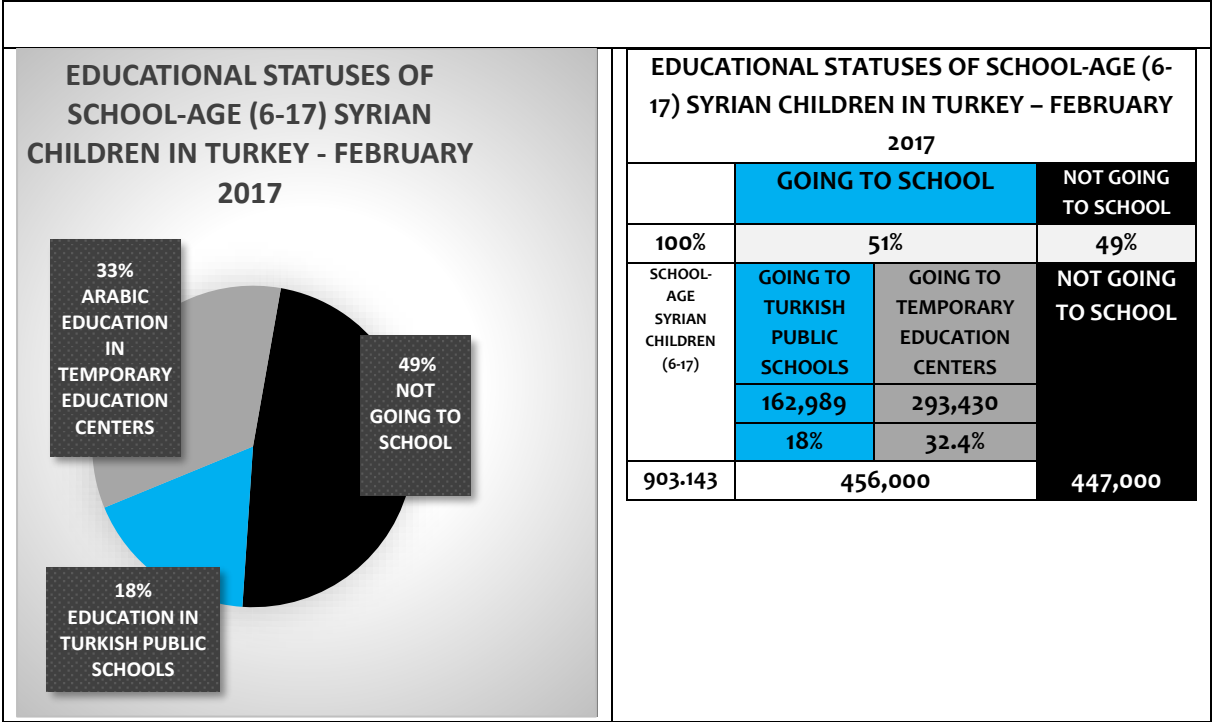
<sup>7</sup> Ministry of Development (March 2015)

### Syrians uTP in Turkey according to their Educational Statuses (%) March 2015



Additional to the general educational statuses of Syrians, the most problematic issue and more urgent problem is school-age children and adolescents among Syrians in Turkey. Despite all efforts of Turkish government, there is still a very problematic issue regarding the education of more than 910 thousand school-age children and adolescents aged between 6 and 17. The average number of students for one teacher in Turkey is 20. Calculating as such, it can be seen that 40-45 thousand teachers and also 30 thousand classrooms are needed for Syrian children in Turkey. This is not a capacity to reach in short-term. Due to building the process on “temporality”, this problem keeps growing. 450 thousand, 51% of school-age children participated to educational programs supported by Ministry of National Education and UNICEF. 18% of children are enrolled into Turkish public schools, and found the chance to receive their education in Turkish. However, 33% of children going to school receive their education in Temporary Education Centers (GEM) in accordance with Arabic and Syrian curriculum. As of March 2017, there are serious problems in these 432 GEMs due to quality of teachers, excessive absence, and transportation to schools and other locations. There are more than 14,500 “volunteer teachers”, 12 thousand of these being Syrians, working in GEMs. Wages of teachers, which became 1,300 TL in 2017, are paid by UNICEF. However, an important part of “teachers” working in GEMs are estimated to be not actual teachers. Although an initial inspection is run by the Ministry of National Education (MEB) and managers of GEMs are teachers and principals registered by the Ministry, it is clear that the study aims to send most Syrian children to school as soon as possible. MEB has started on working to integrate all Syrian children into Turkish education system as of 2016. Therefore, opening new GEMs is not allowed anymore, and children at the age of kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades are required to register in public schools. Still, it is known that number of Syrian children attending school in Turkey is more than the total number of primary education students in Norway. Within this scope, Turkey’s efforts are extraordinary and beyond any appreciation. MEB

also strives to prevent Turkish education system from being affected negatively by this period. Integration of almost 500 thousand children who are transferred from GEMs to normal schools and those who have lost touch with schools for years, into Turkish education system is clearly them most important building block of a peaceful future.





## **ELITE DIALOGUE RESEARCH**

### **A. WORKSHOPS:**

Workshops with Syrian academicians in Turkey:

#### **Findings from Workshops with Syrian Academicians**

Under the scope of ED project, 4 workshops have been conducted with Syrian academicians and they were asked about their academic backgrounds, their area of expertise, their previous work, problems they encountered both as a refugee and an academician, their suggestions for possible solutions, and their expectations from their lives here. Almost all of the Syrian academicians participating in the workshops were people who have worked at universities or other academic institutions in Syria before coming to Turkey. The definition of “academician” was also discussed in the meetings. Through these discussions, it is understood that from a Syrian point of view, not only people who work as instructors (instructors and lecturers), but also people studying at a university in a graduate program or graduated from one are called “academicians”. However, in this ED project, people who worked in an academic institution as an instructor before coming to Turkey were tried to be included.

#### **Technical Data:**

Some of the quantitative technical data revealed during the preparation and execution stages of workshops can be listed as follows:

- It has been understood that, although there are more than 3.3 million Syrians in Turkey as of April 2017, there are very few academicians among them. It is difficult to give an exact number, yet it is estimated that number of Syrian refugees holding Doctoral, Associate Professor, Associate Professor Doctor, or Professor titles is between 500 and 700. In addition, the number of Syrian physicians in Turkey was expected to be around 4,500 in 2014, however in 2017 this number decreased to

1,400. This reduction in numbers shows us that an important part of Syrian academicians left Turkey between 2014-2015.

According to Higher Education Council data, there are currently 392 of Syrian academicians who are working in different Turkish universities as of April 2017. However, only 143 of these academicians hold a Doctoral title. The remaining 249 academicians are specialists without a doctorate, research assistants, lecturers, instructors and other attendant academicians.

SYRIAN ACADEMICIANS WORKING IN TURKISH UNIVERSITIES	
TITLE	NUMBER
PROFESSOR	13
ASSOCIATE PROF	15
ASSOCIATE PROF DR	115
<b>TOTAL NUMBER OF INSTRUCTORS</b>	<b>143</b>
INSTRUCTOR	146
RESEARCH ASSISTANT	1
LECTURER	95
SPECIALIST	5
<b>TOTAL NUMBER OF INSTRUCTORS</b>	<b>249</b>
<b>TOTAL NUMBER OF ACADEMICIANS</b>	<b>392</b>

- In terms of their field of research, most Syrian academics in Turkey are Theology and Arabic Language. In particular, 218 of 392 academicians are theologians or Arabic instructors.
- It should be further noted that regardless of their expertise, majority of Syrian academicians working at universities are assigned to teach Arabic language.

- It is estimated that there are still 200-300 Syrians who served in academic institutions in Syria before coming to Turkey and yet to be assigned to Turkish universities.

**Situation, Problem, Expectation and Suggestions:**

The following problems, expectations, and suggestions stood out in the workshops conducted with Syrian academics (details can be found in the attached workshop report):

\* The main problem encountered by Syrian academicians is finding a job. It is stated that many of their applications to universities are either denied or remain unanswered, and many Syrian academicians cannot practice their professions.

\* Syrian academicians state that one of the most serious problems they encounter is their diplomas' and equivalencies' not being recognized by Turkish universities or Higher Education Council.

\* Syrian academicians emphasize that they have difficulties due to the lack of an institution to take care of their problems, and that there is a great incoordination between different institutions handling issues of Syrians.

\* The most important problem of Syrian academicians, especially those other than giving lectures on Arabic language, arises from knowledge of Turkish language. They cannot find opportunities to give lecture aside from very rare Arabic programs. Although some of the academicians can speak English, Russian, French, or German; since the medium of instruction in many universities is Turkish, they cannot be included in universities in Anatolia.

\* An important part of Syrian academicians express that they cannot perform duties they should be performing, they are perceived primarily –and in cases exclusively as Arabic language teachers, and that this obstructs their use of their own capacities.

\* Syrian academicians demand that an equivalence institution for academic staff and college students, involving Syrian academicians should be established urgently. Such an organization would lessen Higher Education Council's burden, and would prevent fraud and misuse practices encountered frequently.

\* An important part of Syrian academicians' state that they are underpaid and that there are significant differences between universities in terms of wages.

\* Syrian academicians state that Turkey should make things easier to leverage their qualifications, and that they want to work at universities for reasonable wages and with dignity.

\* Syrian academicians who are employed in universities to teach in Arabic or English classes are not content with the areas they teach in. They complain that these departments are irrelevant to their areas of expertise. Especially academicians with technical degrees such as engineering, reflect that they would like to teach in their own areas of expertise, and they could be more useful and successful this way. They also suggest that employment conditions should not depend on personal relations, but focus on scientific qualifications.

\* Academicians who are already employed mostly teach Arabic classes. They are working under their capacities and the classes they teach are irrelevant to their areas of expertise. They feel disappointed and upset because they cannot be more useful for students. Some of these academicians teach only Prep class students.

\* Syrian academicians point out the communication troubles between themselves and YÖK due to many reasons. Although some academicians applying to YÖK have graduated from Turkish universities and can give lectures in Turkish, they could not receive an answer for a year. Agreements of academicians signing up with universities are pending at YÖK to this date. Also, they criticize that personal relations lead to employment.

\* It is emphasized once more that thousands of students cannot enroll in universities due to language barrier, and language support for students is imperative. It is said that there are institutions providing language support for students in border regions, but this is not sufficient. Therefore, support must be provided in language because students and instructors cannot afford Turkish courses in private institutions. It is expressed that Turkish

government directs refugees in Turkey, especially students and academicians, to TÖMER centers all around in the country to take Turkish lessons. However, these centers are private institutions and their prices are quite high, therefore unemployed academicians cannot afford to pay these prices. Even though there are foundations providing funds to them, these funds do not suffice. It is demanded that the government should provide free Turkish lessons or make TÖMER courses easier to attend. Thus, the scientific assets in Turkey could remain in Turkey.

\* Some academicians run into obstacles due to their age. It is stated that there was a case where one Syrian academician was accepted to a university, yet the academician faced age obstacle, and was denied when demanded to be assigned.

\* Restrictions on freedom of movement has been one of the most complained issues among Syrian academicians. Academicians stated that they face this restriction both when looking for a job and when employed. They express that they can work more freely with a long-term right of habitation.

\* Some academicians argued that entrance to and exit from Syria is problematic, and therefore they cannot fulfil their wishes to give lectures in Syria.

\* In some cases, academicians are not granted visas to various countries because they are Syrians or they hear an announcement stating that Syrians cannot leave right before taking off.

\* Many Syrian academicians mentioned the importance of universities newly established in regions they call “liberated areas” in Syria. They demanded YÖK to accredit especially University of Aleppo, University of Damascus, and University of Idlib, and Turkey to recognize these universities.

\* Syrian academicians stated that they do not have any status and that this constitutes a serious problem. They argued that there is not a direct connection between the government and the refugee, that they should be given a legal status to facilitate the functionality of the system. They suggested that in order to achieve this, strategic decisions should be made, and the lack of coordination and strategy should be eliminated.

\* Some academicians mentioned that Turkish bureaucracy cannot meet needs in time, and this constitutes an obstacle in taking steps towards a solution. They said that contacting Turkish universities and receiving a positive or negative answer is very difficult. Besides, some academicians who can contact Turkish universities explained that their contracts are submitted to YÖK, however they could not receive an answer even though it has been months. They suggested that in order to meet such needs of academicians, and to completing their procedures quickly and easily, they should have necessary tools.

\* It is criticized that implementation of some important and facilitating decisions by government are left to the disposal of Mayor/District Governor in the region, and these authorities sometimes choose not to implement the said decisions.

\* Syrian academicians are anxious about citizenship which is an issue frequently discussed lately. Syrians who are employed under foreigner quota in universities are worried that they can lose their jobs if they are granted citizenships. Therefore, they suggest that long-term or indefinite right of habitation would be a more effective solution to this problem.



## **B. SYRIAN COLLEGE STUDENTS IN TURKISH UNIVERSITIES**

An important part of the “Elite Dialogue” project is to understand the evaluations of Syrian college students regarding their education programs, social and economic surroundings, integration attitudes and future expectations. These students are a special segment of the refugee population due to their higher cognitive mobilization, increased interaction with the host society in a constructive, namely academic environment, and in terms of their role model position in relation to their own community.

How do they like their universities? What kind of challenges they were faced with when applying and registering? What are their main difficulties at the moment? What are their plans for the future in terms of preferred location and their economic and political expectations from their home and host countries? What is their social capital like, i.e. Their membership in associations either Turkish or Syrian? What are their integration attitudes in terms of their trust in Turkish institutions or their interest in becoming citizens? What are their relations with Turkish students in terms of social distance or experience with discrimination? Also, how interested are they in current events in the world and where do they get their news? These are some of the questions we sought answers in this study.

For this survey, an online survey was designed to be implemented through a SurveyMonkey module. In preparing the questions, similar research in other contexts and existing field research conducted in Turkey were considered to increase comparability. The survey was announced mostly through social media i.e. Facebook, twitter, whatsapp. Syrian student group page admins of several universities were contacted to assist with disseminating the field. A snowball sample with several interventions were used in order to approximate the actual distribution of Syrian college students across Turkey. For these interventions, a multitude of methods were employed including asking assistance of Syrian and Turkish students and professors at these universities. Also, several NGOs such as SGDD and Hilalder and language schools such as DILMER assisted with announcing the survey.

### **General View about Syrian in Turkish Universities**

In the meeting of Higher Education Execution Council (Yükseköğretim Yürütme Kurulu) dated October 9<sup>th</sup>, 2013, various measures were taken by Council of Higher Education (YÖK) regarding higher education for countries in which education cannot be pursued due to violence and crisis. Under this scope, the following decisions are taken regarding undergraduate transfer processes of students who are Turkish citizens, citizens of such countries, and foreign students in such countries initializing their associate degree, bachelor’s degree, and postgraduate studies (except Specialty in Medicine and Specialty in Dentistry programs) before 2013-2014 academic year in Syria and Egypt:



1. If students present documentation required for undergraduate transfer, they can be transferred to institutions including first year and final year,
2. Undergraduate transfer applications shall be assessed by higher education institutions provided that such applications do not exceed 10% of ÖSYS quota of the applied department in respective year,
3. Students who cannot present documentation required for undergraduate transfer shall take courses at universities of Gaziantep, Kilis 7 Aralık, Harran (Şanlıurfa), Mustafa Kemal (Hatay), Osmaniye Korkut Ata, Çukurova, and Mersin as **special students** and students who can present documentation can go through undergraduate transfer.<sup>8</sup>

It is decided that programs in Turkish and/or in a foreign language can be opened in the above-mentioned universities under foreign student quotas so that Syrians and Palestinians can benefit from. It is also decided that students applying for undergraduate transfer to in-between classes who cannot present the required documents can be accepted according to the results of proficiency tests held by the said universities; those who are secondary school graduates yet cannot present related documents can be accepted through certificates of proficiency issued by Ministry of National Education according to high school graduation tests.

The contribution received as student contribution to current service cost in higher education institutions and tuition fees are determined by a Council of Ministers decree issued every year. Pursuant to Council of Ministers decrees, as of 2012-2013 academic year, tuition fees for Syrian students enrolling to an institution through application to foreign student quotas with their own means shall be covered from Presidency for Turks Abroad and Related Communities budget.

“Decree on Determining Student Contributions to Current Service Costs in Higher Education Institutions and Tuition Fees for 2014-2015 Academic Year” titled Council of Ministers decree published in 27/09/2014 dated Official Gazette state that in accordance with principles determined by Council of Higher Education, Syrian citizens greeted in our country due to events in Syrian Arab Republic shall not pay tuition fees within the quota to be determined separately under foreign student quota; that these students are subject to student contribution for daytime education and open education, and to tuition fees for

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<sup>8</sup> See: Council of Higher Education Announcements [http://yok.gov.tr/web/guest/anasayfa/-/asset\\_publisher/64ZMbZPZISl4/content/suriye-ve-m%C4%B1s%C4%B1r-ulkelerinden-yurdumuzda-bulunan-yuksekogretim-kurumlar%C4%B1na-yatay-gecis;jsessionid=190E403FCFECAAFCAF9DAE4647F3CA99?redirect=http%3A%2F%2Fyok.gov.tr%2Fweb%2Fguest%2Fanasayfa%3Bjsessionid%3D190E403FCFECAAFCAF9DAE4647F3CA99%3Fp\\_p\\_id%3D101\\_INSTANCE\\_64ZMbZPZISl4%26p\\_p\\_lifecycle%3D0%26p\\_p\\_state%3Dnormal%26p\\_p\\_mode%3Dview%26p\\_p\\_col\\_id%3Dcolumn-3%26p\\_p\\_col\\_count%3D1](http://yok.gov.tr/web/guest/anasayfa/-/asset_publisher/64ZMbZPZISl4/content/suriye-ve-m%C4%B1s%C4%B1r-ulkelerinden-yurdumuzda-bulunan-yuksekogretim-kurumlar%C4%B1na-yatay-gecis;jsessionid=190E403FCFECAAFCAF9DAE4647F3CA99?redirect=http%3A%2F%2Fyok.gov.tr%2Fweb%2Fguest%2Fanasayfa%3Bjsessionid%3D190E403FCFECAAFCAF9DAE4647F3CA99%3Fp_p_id%3D101_INSTANCE_64ZMbZPZISl4%26p_p_lifecycle%3D0%26p_p_state%3Dnormal%26p_p_mode%3Dview%26p_p_col_id%3Dcolumn-3%26p_p_col_count%3D1) (Last access: 25/10/2016)

evening education; and that tuition fees to be paid by students who continue their education within the period of the program or shall enroll to daytime education and open education programs shall be covered from Presidency for Turks Abroad and Related Communities budget.

According to data from February 7<sup>th</sup>, 2017 provided by YÖK number of Syrian students studying in 140 public and foundation universities in Turkey is 14,774.<sup>9</sup> It is understood that 12,816 (86.7%) of these students study in public universities, whereas 1,958 (13.2%) study in (private) foundation universities.<sup>10</sup> Although there are Syrian students studying in 140 universities, 46.4% of these students are studying in only 10 of these universities, and 65% are gathered in only 11 cities. Gaziantep University alone hosts 11.2% of these Syrian students, and İstanbul alone hosts 21.8%.

10 Universities and 10 Cities Hosting Most Syrian College Students in Turkey <sup>11</sup>					
University	Number of Syrian Students	Public / Foundation	CITY	Number of Syrian Students	
Gaziantep	1,667	Public	İstanbul	3,235	
İstanbul	990	Public	Gaziantep	1,704	
Karabük	927	Public	Karabük	927	
Mersin	724	Public	Mersin	733	
Kahramanmaraş Sütçü İmam	654	Public	Kahramanmaraş	654	
İnönü (Malatya)	463	Public	Ankara	469	
Çukurova (Adana)	422	Public	Malatya	463	
İstanbul Aydın	394	Foundation	Adana	440	
Yüzüncü Yıl (Van)	311	Public	Konya	365	
Sakarya	311	Public	Sakarya/Van	311	

<sup>9</sup> According to data from August 2016 provided by YÖK, total number of Syrian students in Turkey is 9,689. 649 (6.6%) of these students continue their associate degree studies, 7977 (82.3%) their undergraduate studies, 791 (8.1%) their graduate studies, and 272 (2.8%) their postgraduate studies.

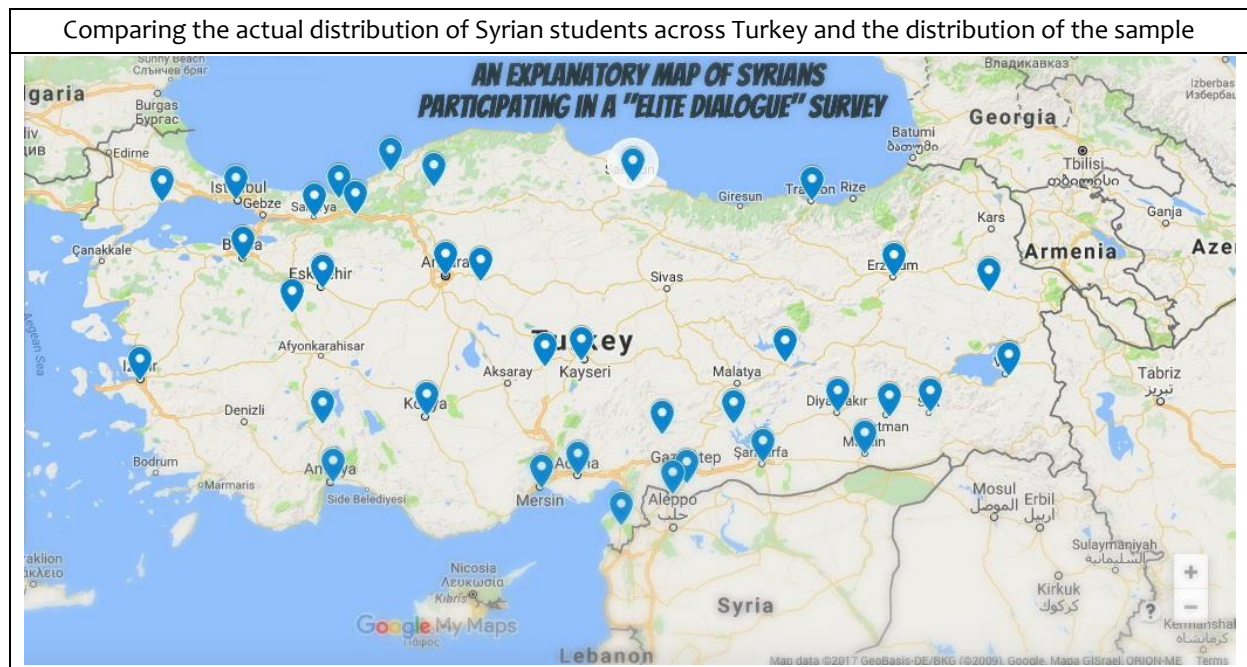
<sup>10</sup> Information regarding the numbers of students studying at universities in Turkey holding “Temporary Protection” and “Residence Permit” could not be found. Soon, “denizens” will be added to these categories. Distinguishing these categories is critical in planning the future. Systems in universities and YÖKSİS should be structured in a way to reflect this distinction.

<sup>11</sup> The table is prepared compiling the annotation sent by YÖK to KDK, showing the numbers and distributions of students and instructors in universities as of February 1<sup>st</sup>, 2017.

## Survey

### Survey Participants

The fieldwork for the abovementioned survey started on January 28th and finished on March 28th, 2017 with the participation of 497 students across the country. 395 of the participants took the online survey and the remaining 102 took a paper and pencil survey the researchers conducted/distributed in the cities of Istanbul, Ankara, Gaziantep and Mardin where academician workshops were held. Consistent with the actual distribution of Syrians across universities, 35 percent of the participants were women and 65 percent male. The resulting sample was highly representative of this distribution evidenced in the following graph.



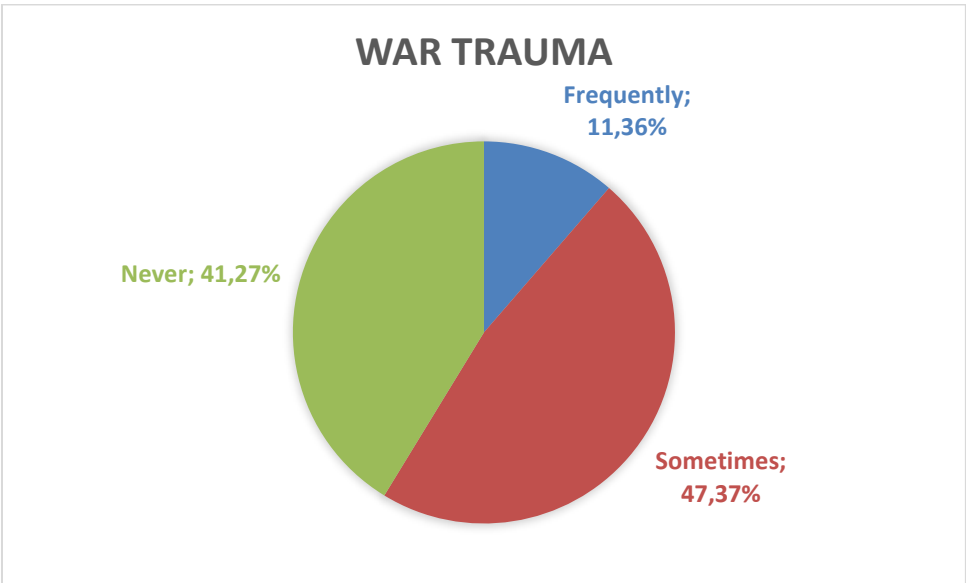
The average age of the participants is 23.15 which is reflective of the fact that most of these students dropped out of college before coming to Turkey and some of them are currently graduate students in Turkey. Of the participants 12.75 percent lived on a camp

Went to college in Syria (before Turkish University)	
Answer Choices-	Responses-
Yes	45.47% 226
No	54.53% 271
Total	497

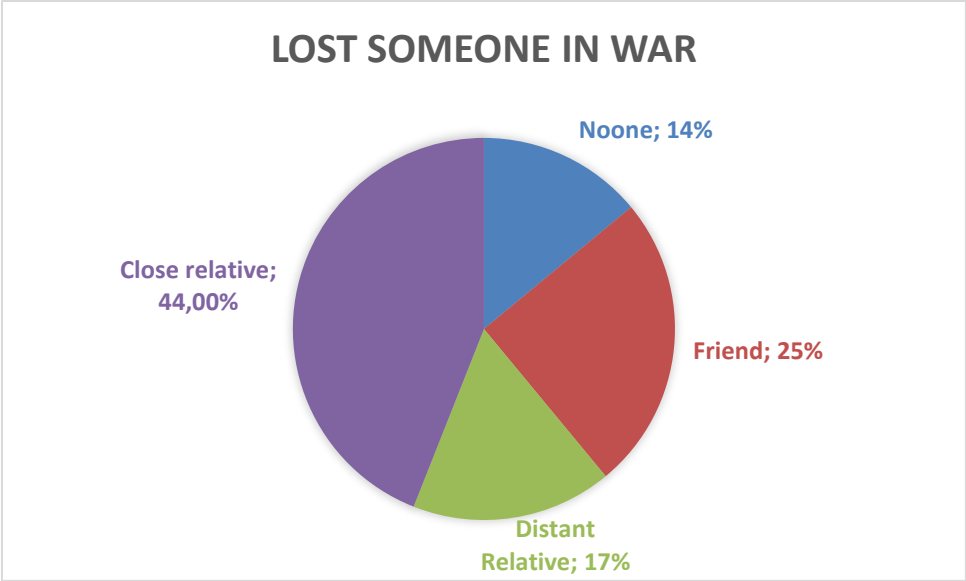
### Family Background and Vulnerabilities

When we asked them about the location of their family members we get a result indicating a very dispersed family diaspora. Accordingly, 89 percent of those in our sample still have family in Syria and 78 percent have family outside of Turkey and Syria.

We asked them how often they feel depressed about the war trauma they have experienced and about 60 percent indicated that they still suffer from these complaints.



In order to have an idea about the substance of this trauma, we asked them about their losses in war. Only 13.8 percent of our respondents have not lost someone they know during the civil war in Syria, while 60 percent lost a distant or close relative and 25 percent lost a friend.

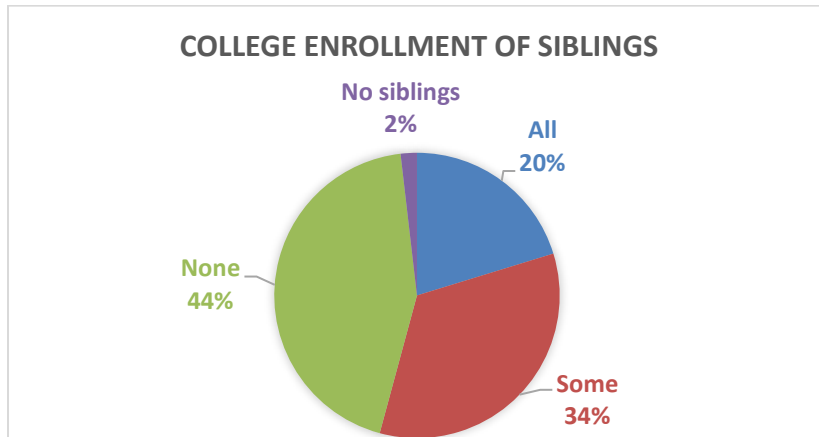


- Parents went to college?**

In order to understand whether there is a relation between college educations of Syrian college students participating in the research and educational statuses of other members of their families, questions seeking to discover whether their mothers, fathers or siblings went to college were included in the survey. The answers were rather surprising considering the generally poor educational statuses of Syrians. It appears that 21.3% of students have parents who went to college. As to be expected, percentage of men (fathers) who went to college (30.87%) is higher than that of women (mothers) (30.87%). The ratio of Syrian students studying in Turkey, who has no family members who went to college is 40%. Educational statuses of siblings paint a similar picture. Approximately 54% of siblings of Syrian college students participating in the research went or are going to college. All this data presents the interaction in educational statuses. It is clear that educational problems within the remaining crowd affect rates of college attendance negatively.

Answer Choices	Responses
Both parents went to college	21.37% 81
Only mother went to college	7.65% 29
Only father went to college	30.87% 117
None of them	40.11% 152
Total	379

- **Siblings in college?**



43% said none of their siblings are in college now

### Language Skills

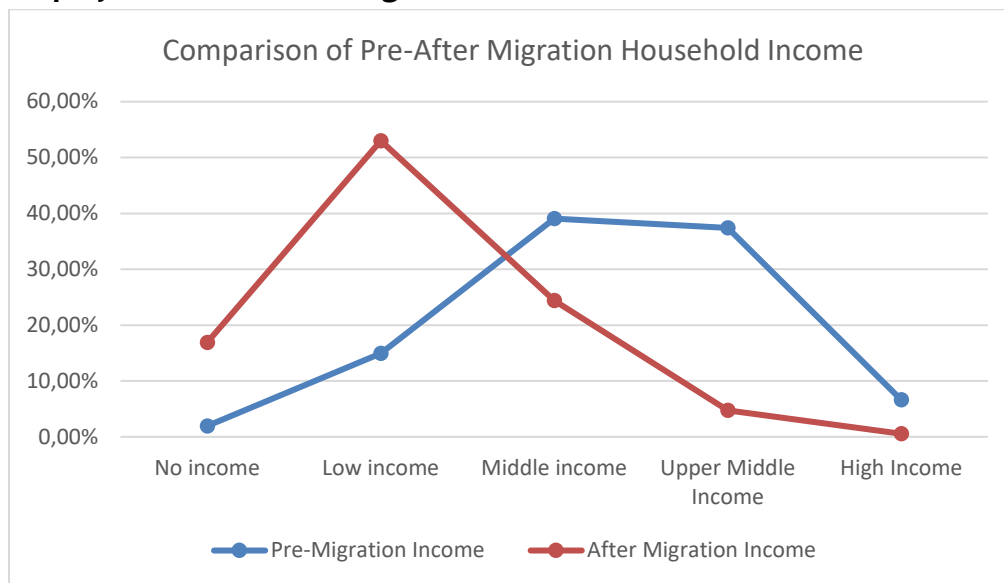
37.75% of Syrian college students participating in the survey stated that they can speak Turkish at an advanced level, and 41% of them at intermediate level. Part of this is a result of the one year TOMER (Turkish language) course they attended upon enrollment while another part is due to the participation of Syrians of Turkmen origin for whom Turkish is a native language. Students who can speak advanced English is 31%, French is 4.6%; and about a quarter of the students indicated that they can speak other languages such as Kurdish, German, Russian etc.

How well do you speak these languages?

	Beginner	Intermediate	Advanced	TOTAL
<b>Arabic</b>	0.49% 2	1.72% 7	97.79% 398	407
<b>Turkish</b>	21.25% 85	41.00% 164	37.75% 151	400
<b>English</b>	20.55% 82	47.87% 191	31.58% 126	399
<b>French</b>	81.09% 193	14.29% 34	4.62% 11	238
<b>Other Kurdish German Ottoman Japanese</b>	33.33% 35	20.00% 21	46.67% 49	105

There is a very visible income gap when pre-and after migration household income is compared. The welfare level of Syrian refugee students has dropped dramatically after migration indicated by the high income skewed normal distribution of their household income has heavily shifted towards lower income levels. As a result of this many students find themselves in the labor market either to support their families or their studies.

## Employment & Volunteering



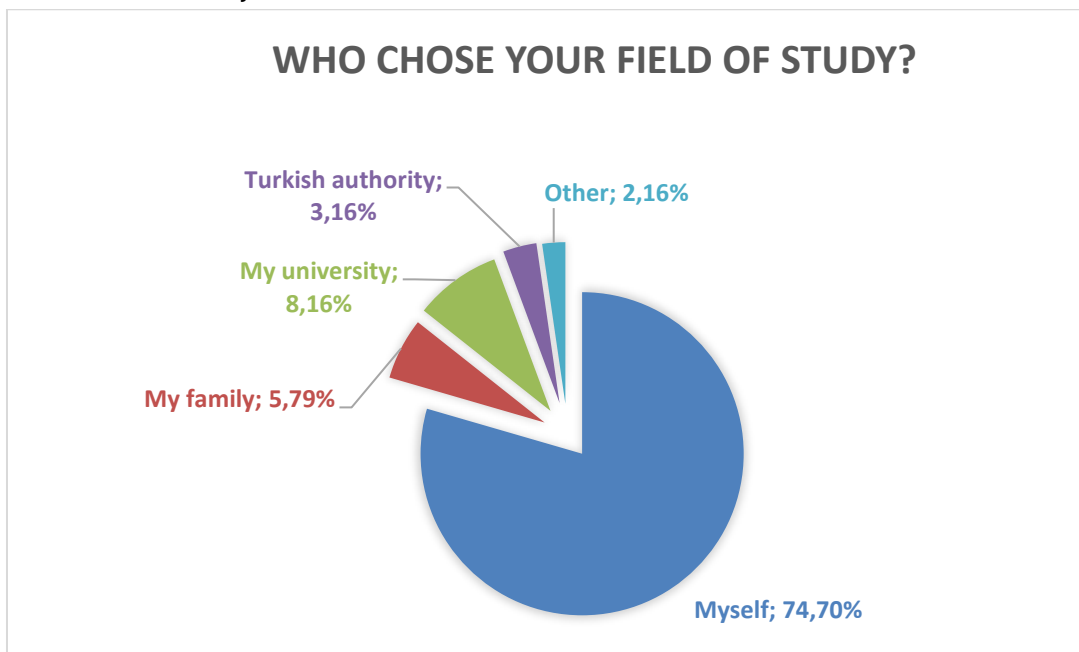
## Study at the University in Turkey

Syrian college students participating in the research were asked about the kind of difficulties they encountered when registering for colleges in Turkey. 19% of these students stated that they did not encounter any difficulties, however, it is understood that there are two main problems regarding this process, one is paying tuition fees and the other is gathering the required documents. Again, we see that lack of information sources and language barrier are among negative factors.

What kind of difficulties did you experience when registering for college? Answer Choices	Responses
– I did not face any difficulties	19.00% 72
Lack of sufficient information regarding process and universities	14.25% 54
Financial difficulty in paying expenses	24.80% 94
Preparing proper documentation including equivalence	15.04% 57
Yes, in terms of language	11.61%

What kind of difficulties did you experience when registering for college? Answer Choices	Responses
	44
Other	15.30% 58
Total	379

It is understood that 74% of Syrian college students participating in the research chose their field of study based on their own decisions. This is very important and positive in terms of student's motivation. 8.1% of these students stated that the university chose their field of study.



22.6% of Syrian college students participating in the research stated that they are beneficiaries of a scholarship. This ratio is compliant with average of Turkey. Turkish government gives approximately 3,500 scholarships using its own and international resources. With 14,740 students, this number corresponds to 23.7%. This response is critical for the reliability and representative quality of our research. 51,45% of Syrian college students participating in the research stated that they applied for a scholarship but were rejected, whereas around 23% of them stated that they never applied for a scholarship. It is very important to support Syrian students coming from Syria with no financial resources so that they can continue their education and disseminate the information regarding these scholarships.



## Scholarships

Answer Choices	Responses
Never heard of or applied to these scholarships	10.82% 41
I have heard about them but never applied	13.98% 53
I have applied but was rejected	51.45% 195
I have applied and waiting response	1.06% 4
I have applied and I am currently a beneficiary	22.69% 86
Total	379

## Courses

Academic standings of Syrian students participating in the research in the last few years are rather promising. Of the participants, 75% of students stated that their success levels are “average”, “good”, or “excellent”. Students considering their success as “poor” is only 1%, those saying “average” is 15%. This level of success achieved despite very difficult conditions and a serious language barrier is indeed very promising.

### Perception of success in courses

Answer Choices	Responses
Poor	1.06% 4
Average	15.04% 57
Above Average	8.71% 33
Good	34.83% 132
Excellent	30.34% 115
Didn't-start my coursework yet	10.03% 38
Total	379

### Social Relationship with Refugees and Turks

In order to discover how happy and adapted Syrian students in Turkey feel, the research tried to discover social relationships and asked the participants about their relationships with their Turkish and Arab friends. More than 50% of Syrian college students participating in the research stated that they have good and excellent relationships with Turks, and 40% of them expressed bad relationships. The “good relationships” between this same group of students and other Arabs, including Syrians is 80%, the relationships between these groups defined as bad is 11%. This might be because Syrian students have not yet socialized with Turks fully. However, language barrier and significant obstacles due to cultural differences should be kept in mind.

	Poor			good	Very good	Total	Weighted Average
How is your relationship with your Turkish friends	19.79% 75	20.32% 77	8.97% 34	24.54% 93	26.39% 100	379	3.17
And Arabic friends	3.43% 13	8.18% 31	7.12% 27	31.40% 119	49.87% 189	379	4.16

### Quality of Education in Turkey

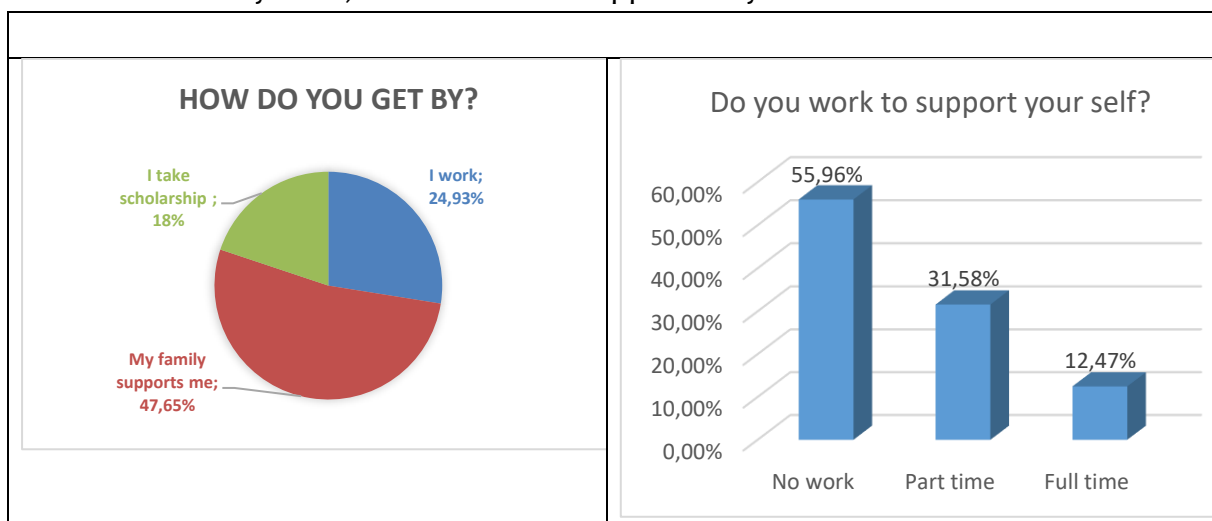
A major part of Syrian college students participating in the survey (64%) appear to be satisfied with the quality of education given in their departments in Turkey. Still, 20% of students seem dissatisfied with the quality of education, indicating the need for assessing what informs this lack of satisfaction.

Answer Choices	Responses
Poor	4.75% 18
Average	14.78% 56
Above average	16.36% 62
Good	42.74% 162

Answer Choices	Responses
Excellent	21.37% 81
Total	379

## Livelihood / Work

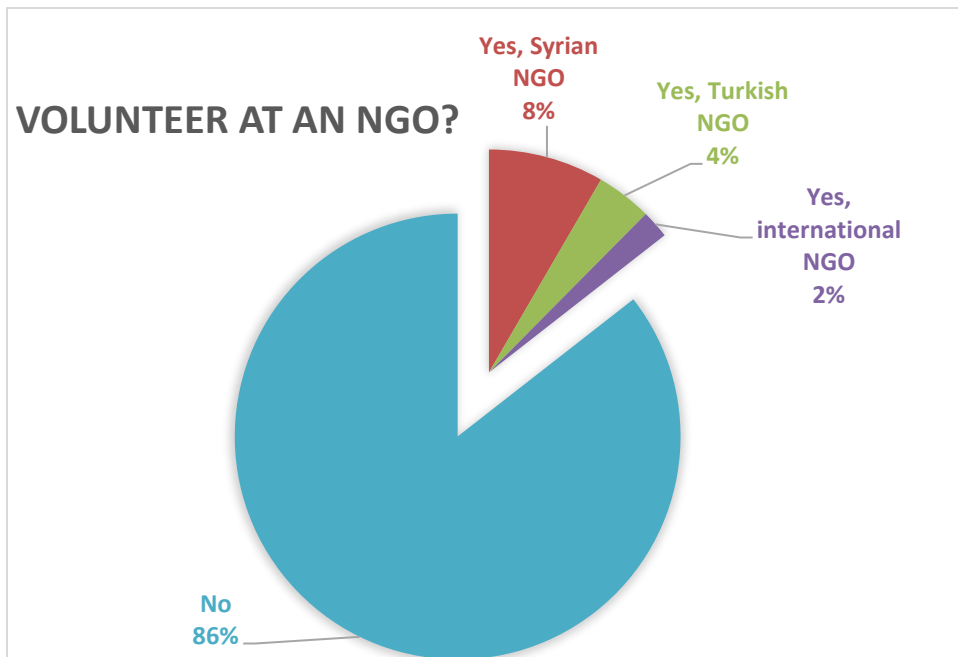
Syrian college students participants were also asked how they finance their educations. About 18% of the students stated that they finance their education by scholarships, 25% of them said that they work, and the rest are supported by their families.



The research also showed that 55% of Syrian students are not working, but the rest is working full-time or part-time. The ratio of students working full-time is 12.4%.

## Volunteer at NGO's

An important indicator of social capital of an individual is considered to be membership in associations or voluntary work. Considering the existence of many NGOs doing humanitarian work and serving refugees in Turkey, this could be an avenue for these students to get involved in community work. When asked about their interest in NGOs, it has been found that only a small part of Syrian college students participating in the survey (14%) engage in NGO activities continuously or occasionally, however a larger part do not engage in such activities.



### Perceptions of how other Syrians feel

Syrian college students participating in the research were asked how they think other Syrian refugees are doing in Turkey, responds show that prevailing perception is that Syrians face many difficulties and they are concerned. It is observed that many Syrian college students believe that Syrians are discriminated against. They also stated that working conditions of Syrians is rather problematic.

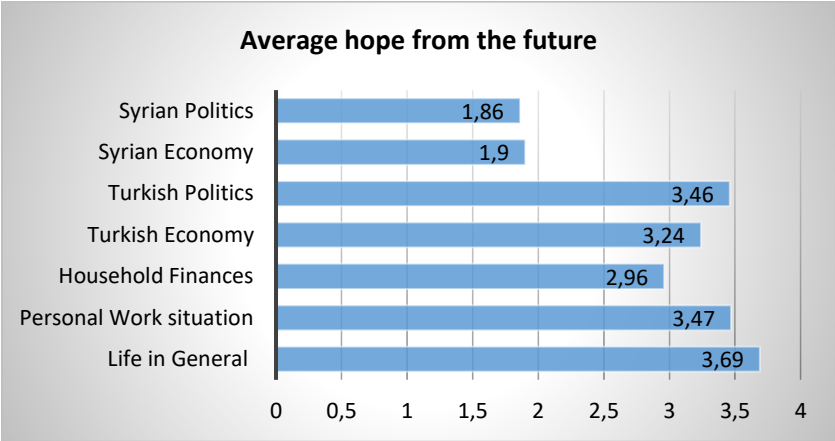
	Average
Syrians are happy	2.75
Syrians' work conditions are easy	2.28
Access to education is good	2.9
Intergroup relations are good	2.84
Syrians are discriminated against	3.12
Syrians are uneasy/worried	3.55

### Future Perspective

Now at this point it is also important to explore the employment prospects of Syrian refugee students as this is one of the main reasons as to why they are enrolled in higher education. First when it comes to their expectations from future the figure below ranks these with regards to different issue areas where 0 indicates no hope and 4 indicates high hopes from the future with respect to each issue area. As shown, they have the lowest levels of hope with regards to politics and economy of Syria and socitropically high hopes

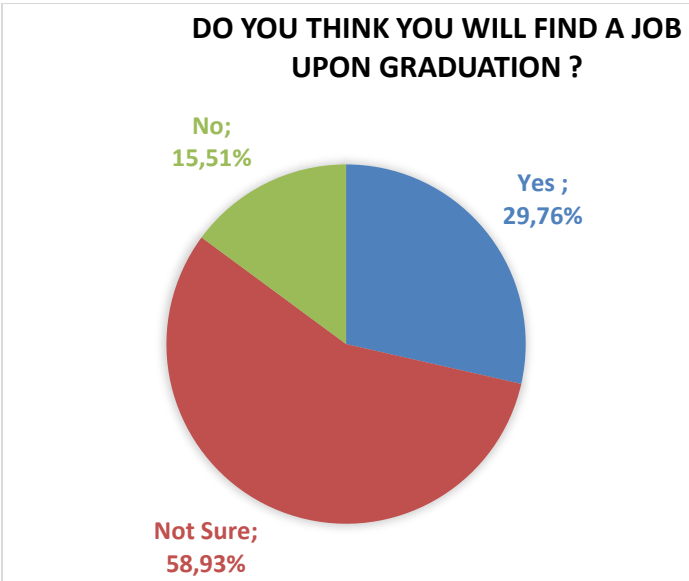
from both Turkish politics and economy. When it comes to personal issues, they are most worried about household finances and least worried about life in general.

It is striking that the level of hopes for Syria’s future at the lowest, and that Syrian college students participating in the research feel most hopeful about their personal lives and Turkish politics.



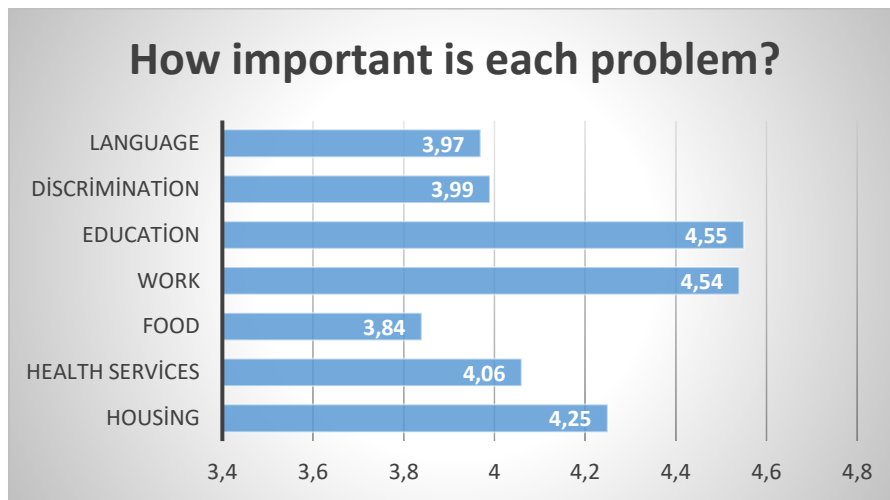
Second, it is striking that regarding their employment prospects, Syrian college students are very unsure about their future.

Responds to the question “Do you think you will find a job upon graduation” point to a severe concern. Only 30% of Syrian college students participating in the research are hopeful that they can find a job upon graduation. In fact, this is a critical finding for “migration to a third country” option, which we will address below. The rate of students answering that question “if I can’t find a job in Turkey” appears to be rather high.



## Problems in Turkey

The figure above illustrates their assessments of each issue area as problematic where 1 indicates not a big problem and 5 indicates very important problem. According to the student participants the most important problem areas are education and work and the least problematic one is food, followed by language and discrimination. Education and work being higher than language and discrimination is related to the vivid nature of the crisis.



## Social Distance

An important indicator of social integration and cohesion is considered to be positive attitudes towards different levels of inter-group relations. To this end, a battery of questions exploring social distance of Syrian college students have been asked, yielding to interesting findings. It is known that social distance of Turks towards Syrians in Turkey is rather high. According to the study, relationships Syrians want to establish with Turks are being schoolmates in the first rank, followed by being neighbors and then colleagues. Their willingness to get married or become girlfriend/boyfriend comes in the last place. Data shows that Syrians feel friendlier towards Turks than how Turks feel about them. However, it should be kept in mind that this research involved Syrian college students. This means that social distance scale might vary for the society in general and data represented here might be misleading. Yet, it is clear that rather significant and valuable data for elite-dialogue was revealed, and this raises hopes.

	Don't want at all	Don't want	No Interest	want	Would want a lot	Total	Weighted Average
Be Neighbors	1.39% 5	1.39% 5	17.78% 64	38.89% 140	40.56% 146	360	4.16
Be Schoolmate	0.28% 1	1.11% 4	11.11% 40	30.56% 110	56.94% 205	360	4.43
Be colleagues	1.40% 5	2.79% 10	16.48% 59	37.43% 134	41.90% 150	358	4.16

	Don't want at all	Don't want	No Interest	want	Would want a lot	Total	Weighted Average
Business Partners	3.90% 14	10.58% 38	18.94% 68	35.93% 129	30.64% 110	359	3.79
Close friends	2.79% 10	5.03% 18	14.25% 51	37.15% 133	40.78% 146	358	4.08
Roommates	12.01% 43	18.44% 66	20.67% 74	29.05% 104	19.83% 71	358	3.26
Boyfriend/Girlfriend	17.22% 62	13.33% 48	22.22% 80	27.22% 98	20.00% 72	360	3.19
Get married	17.22% 62	16.11% 58	19.17% 69	30.56% 110	16.94% 61	360	3.14

### Plan for Future

Perhaps, one of the most sought-for answers in the ED project is expectations of Syrian college students for the future. Through different questions on this issue, the study tried to discover how this elite group views the future, and group's permanency in Turkey.

11.39% of Syrian college students participating in the research said that they would go back to Syria under any circumstances, and 9.17% stated they would go back "when the war is over". 27% of the remaining participants stated that they would never go back, and 52% is willing to go back when the war is over and their desired regime is established. However, considering their responds to other questions indicating that their hopes are rather low, it can be concluded that more than 80% of Syrian college students will not go back to their country.

About future migration plans, would you consider going back to Syria at some point?	
Answer Choices	Responses
I would go back under all circumstances	11.39% 41
I will ever not go back	26.94% 97
I would only go back if my desired regime is established in Syria	52.50% 189
I would go back when the war is over even if	9.17% 33

About future migration plans, would you consider going back to Syria at some point?	
Answer Choices	Responses
my desired regime is not established.	
Total	360

The second most sought-for answer from Syrian college students participating in the research is the country they plan to live in the future. Responds to the question exploring this issue show that 52.5% of the students are not willing to migrate to a third country in the future. 30% of the students stated that they would go if they cannot finish their studies in Turkey or if they cannot find a job, whereas 14% would choose to go if they have the chance. 52.5% of the students stated that they would prefer to stay in Turkey. Although this is very valuable, it wouldn't be surprising if these ratios would turn more to pro-migration intentions over time.

Responds of Syrian college students participating in the research to the question asking which country they would go to "if they would go" are quite interesting. According to their responses, first choice of Syrian students would be Canada (41%), followed by UK (25%), and then Germany (18%).

Migration to a third country		If they want to go, to which country?	
Answer Choices	Responses	Answer Choices	Responses
I wouldn't go	52.50% 189	Germany	18.33% 22
I would go if I get a chance	13.89% 50	Sweden	6.67% 8
If I can't finish my studies in Turkey	8.06% 29	UK	25.00% 30
-	22.22% 80	USA	9.17% 11
		Canada	40.83%

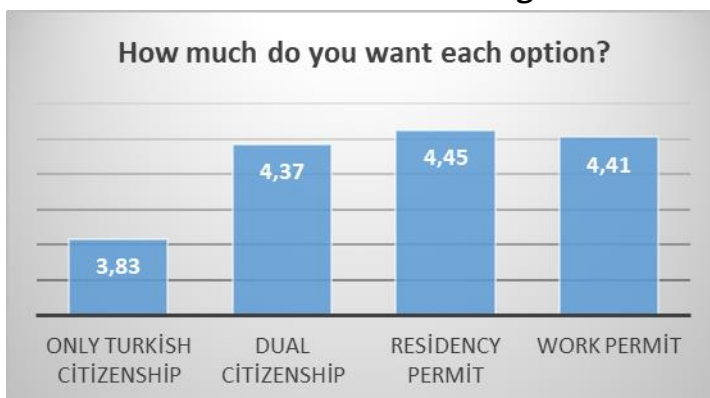


If I can't find a job in Turkey		49
If there is someone over there to help/assist me	3.33%	12
– Responses	0.00%	0
Total	360	

### Which Status Would be Optimal for Syrian Students

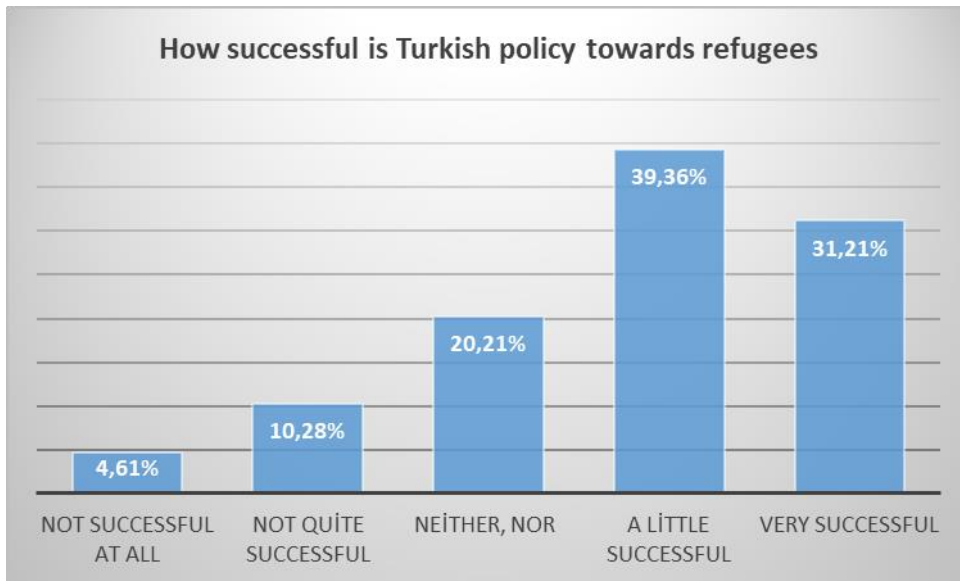
When asked about the status under which they want to live in Turkey, it is understood that Syrian college students participating in the research would prefer residency permit most. It is intriguing that this option is more preferred than “dual citizenship” and that “only Turkish citizenship” is the least preferred option. This might be related to their willingness to migrate to a third country in the future, even if it is not expressed as such.

### Attitude toward access to different rights:

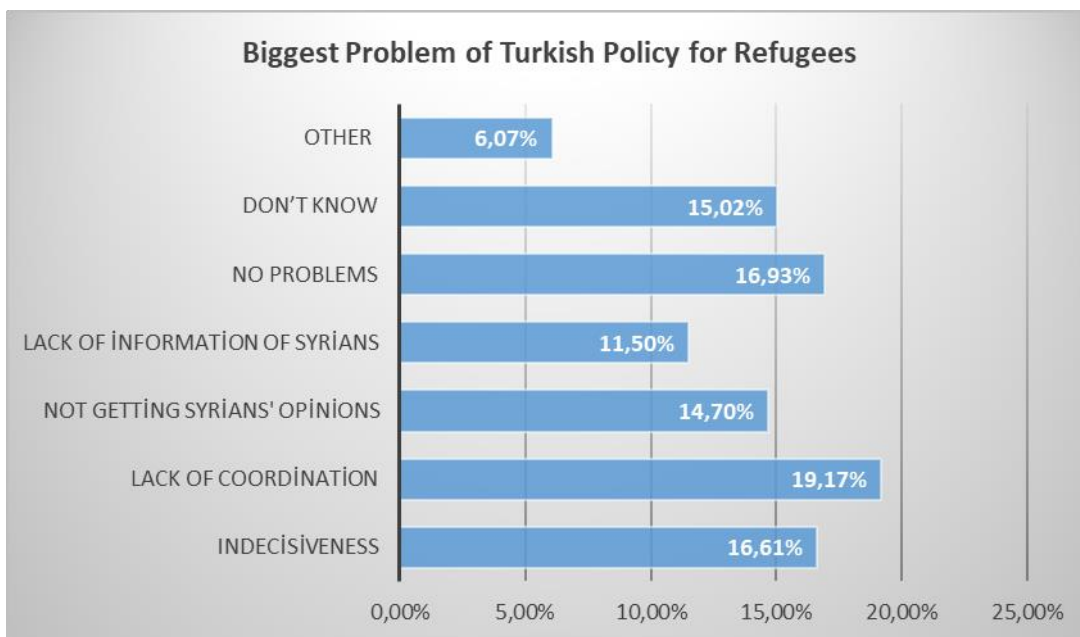


### Perceptions for Turkish Refugee Policy and Institutional Trust

Relationships of Syrian college students participating in the research with institutions in Turkey and their trust towards these institutions were asked as a critical question set. According to their responds to these questions, it is understood that most of the Syrian college students (71%) find Turkey policy on refugees rather successful. Those who find this policy unsuccessful is only 15%.



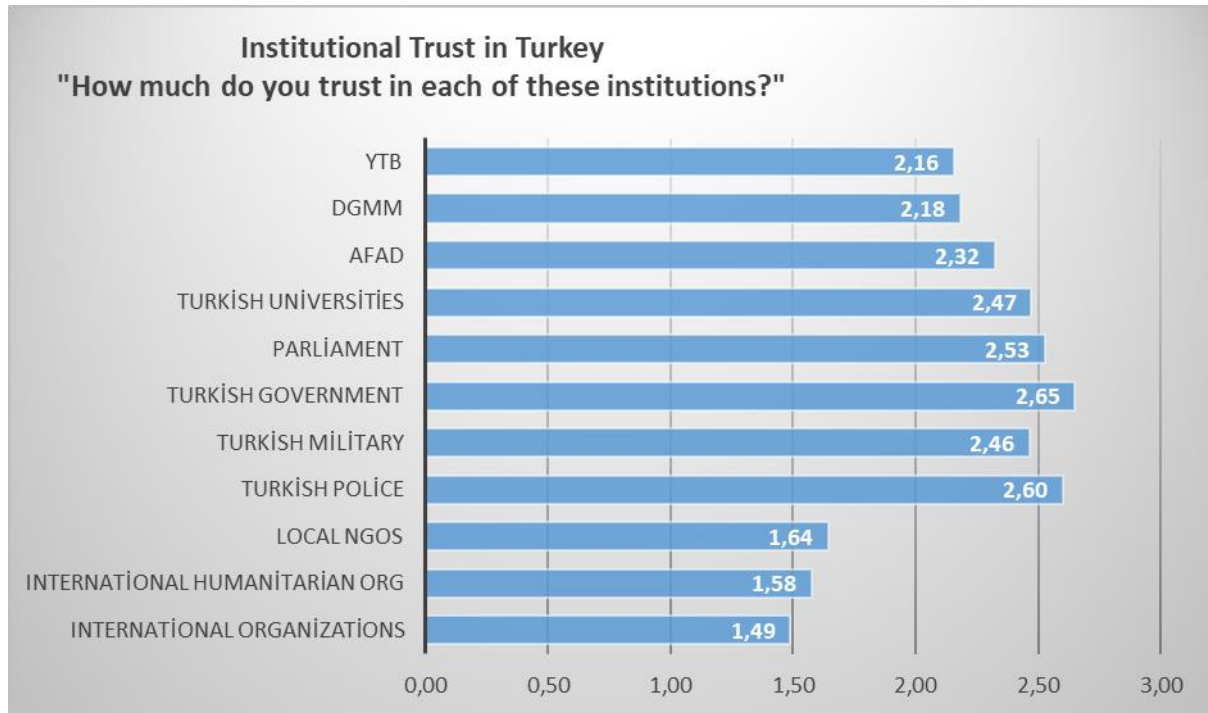
Although Syrian college students participating in the survey find Turkey’s policy on refugees successful, they do point out the problematic areas in this regard. The most problematic issue in Turkey’s policy on refugees for Syrians is “lack of coordination”, and the second one is indecisiveness. 17% stated that there are “no problems”.



- How much do you trust in each of these institutions?**

Institutional trust of immigrants/refugees is known to be an important dimension of political integration. When we look at the students’ level of trust in different institution, Turkish government is strikingly the most trusted institution followed by the police. International organizations are the least trusted. When it comes to state departments concerned with implementation of refugee policy such as DGMM and AFAD they are trusted above average but not as much as national institutions. When it comes to

knowledge about attitudes towards these institutions, the least known institution is AFAD with 36 percent of the respondents giving the answer “I don’t know” and unsurprisingly the most recognized institutions are Turkish Universities with only 14 percent “don’t know” answers. It is striking that international organizations are the least trusted institutions. Yet, it should be noted that Syrians almost all of whom are living in Turkey under temporary protection have limited dialogues with international organizations and limited access to services provided by these institutions.



	Not at all	A little	A lot	I don't know	Total	Weighted Average
International Organizations	47.12% 147	22.44% 70	7.69% 24	22.76% 71	312	2.06
International Relief Organizations	38.46% 120	29.81% 93	6.73% 21	25.00% 78	312	2.18
Local NGOs	38.26% 119	25.40% 79	7.07% 22	29.26% 91	311	2.27
Turkish Police	5.47% 17	20.58% 64	54.66% 170	19.29% 60	311	2.88

	Not at all–	A little	A lot	I don't know	Total–	Weighted Average–
Turkish Military	6.77% 21	23.87% 74	41.94% 130	27.42% 85	310	2.90
Turkish Government	5.14% 16	18.65% 58	60.45% 188	15.76% 49	311	2.87
Parliament	5.77% 18	20.83% 65	41.99% 131	31.41% 98	312	2.99
Turkish Universities	6.15% 19	33.33% 103	46.93% 145	13.59% 42	309	2.68
AFAD	8.68% 27	25.72% 80	29.26% 91	36.33% 113	311	2.93
DGMM	12.82% 40	33.33% 104	25.96% 81	27.88% 87	312	2.69
YTB	18.59% 58	28.53% 89	30.77% 96	22.12% 69	312	2.56

### Turkish Media

Communication and information sources are very important, especially for refugees and immigrants. Syrian college students participating in the research were asked questions about information sources they follow. It is understood that main information sources of Syrian college students studying in Turkish universities on both Syria and Turkey are social media tools such as Facebook and Twitter. News on Syria are received through foreign channels broadcasting in Arabic or Syrian channels. For news on Turkey, television is commonly used as an information source. TV channels broadcasting in English and French are also followed to keep up with events in Syria.

### Communications and Information Quell

Where do you follow the news			
	About Turkey	About Syria	Total Respondents–
Facebook	81.13% 245	89.40% 270	302
Twitter	65.54% 97	72.97% 108	148
Arabic Newspapers	41.91% 57	86.03% 117	136
Turkish Newspapers	85.16%	40.65%	

Where do you follow the news			
	About Turkey	About Syria	Total Respondents-
	132	63	155
Foreign Newspapers	58.78% 77	81.68% 107	131
TurkishTV	88.42% 168	47.89% 91	190
Arabic TV channels broadcasting in Turkey	74.63% 153	72.68% 149	205
Arabic TV channels broadcasting in Syria	35.07% 47	87.31% 117	134
English TV Channels	63.57% 82	83.72% 108	129
French TV Channels	49.35% 38	80.52% 62	77

Syrian students studying at universities in Turkey believe that news stories of Turkish media on Refugees/Syrians do not truly reflect reality (40%). 21% of students think Turkish media provide negative news. Even those who think that news from Turkish media is positive, their hesitations are apparent. This means that journalism approach of Turkish media on refugees/Syrians is not considered to be positive by Syrian students.

Do the news reflect Syrians	
Answer Choices-	Responses-
Negative and othering	20.51% 64
Does not reflect reality	40.38% 126
Positive does not talk about negativities	17.63% 55
<u>Responses</u> Other	21.47% 67
Total	312

## A. VIDEOS WITH SYRIAN ACADEMICIANS:

Short videos were shot for the ED Project, with 20 Syrian academicians in Turkey. These videos range between 1.5 and 7 minutes feature Syrian academicians speaking about their works in Syria, why and how they came to Turkey, whether they work in Turkey, if they do where and how, the difficulties they encounter and their expectations. Videos were edited in a professional film studio with additional materials provided by Syrian academicians. There is also another video including the whole project and interviews in one place.

The video shall be published through HUGO and IGAM web pages for viewing.

Names of people introduced in the videos prepared through exclusive filming and edited as mini life stories under the ED Project is given in annex section.



## CONCLUSION

The ED project is the first comprehensive work on highly educated Syrian refugees in Turkey. 4 workshops addressing opinions of Syrian college instructors were held, and a survey featuring a sample of 495 representing the 14,740 Syrian students studying at Turkish universities was conducted. The main purpose of ED project is to determine the situation of Syrian academicians and college students in Turkey. However, there are two main objectives underlying this purpose. First one is to determine the problems of Syrian academicians and students and develop suggestions for policies on this matter; and the second one is to understand this qualified (elite) group's contribution to the adaptation process of Syrians in Turkey in long-term, and provide ways and methods for them to motivate themselves. The team conducting this study mainly believe that most of the Syrians whose numbers are over 3.3 as of April 2017, shall stay in Turkey, which is clearly established during the study. Therefore, considering the rather problematic educational statuses at hand, it is critical to involve elite groups in this period. Being role models and communication channels, elite groups have a very important function which will grow in importance. The project also intended to take opinions from the real respondents in this "problematic" area, and provide contribution from the "inside" when developing policies. Contribution of Syrians in all works on Syrians is not a favor for Syrians, but a necessity for a peaceful common life. This study aims to draw attention to this issue.

Highly successful workshops (and bilateral discussions other than workshops) conducted with Syrian college instructors under the scope of this ED project in Gaziantep, İstanbul, Ankara, and Mardin, the following issues stood out:

- Syrian academicians
  - There are still 500-700 Syrian academicians in Turkey, who have worked at universities in Syria before coming to Turkey. 392 of these academicians are currently working at different Turkish universities. Most of these academicians are working on "theology" or similar fields of study. There are 13 professors, 15 associate professor doctors, and 115 associate professors among these 392 academicians. 251 Syrian academicians do not hold a doctorate, and they work as specialists, research assistants, instructors etc. Approximately 200-300 academicians do not work in Turkey or they are employed in areas other than their professions.
  - Syrians believe that finding a place in universities is very important for a dignified life in Turkey and contributing to the Turkish society.
  - It is understood that in 2014-2015, a huge number of Syrian academicians (around 3-4 thousand) left Turkey and migrated to other countries.

- One of the most important problems for academicians who are still working at universities is that they are not assigned jobs suitable for their capacities, and that most of them are teaching Arabic language.
  - Academicians, especially those with over 40 years of experience, face problems due to language barriers, and they believe that they cannot overcome this barrier easily. Very few of them speak English, French, or Russian. However, their chance to give lectures other than theology is almost none.
  - Academicians state that there is not an institution addressing their needs, and that there is a serious incoordination. They demand YÖK to establish a unit for them and a decision-making mechanism acting more rapidly.
  - There are serious difficulties regarding accreditation and equivalence of Syrian academicians. Major part of these are due to forgery. Since the current Syrian government cannot provide assistance with this issue, the processes are taking much longer than expected. Academicians believe that if they can be involved and given more active roles in these processes, forgery can be minimized and processes can be expedited.
  - With a few exceptions, personal benefits provided for Syrian academicians are in very poor conditions, including “low wages”.
  - Another important difficulty Syrian academicians are faced with is mobility. They frequently reflect the discomfort they feel because they have to obtain permissions to travel with academic purposes to other countries and even within Turkey.
  - Even though some academicians find it difficult to overcome language barriers due to age, another problem with this barrier is the high fees of education in language courses. Academicians expect the government to provide contribution and resources for them.
  - Most academicians believe that long-term residency permit is a more advantageous solution for them, instead of citizenship. An important reason for this is their concern that it will be very difficult for them to find any jobs if the “foreigner” quota they are currently working under is eliminated.
  - A considerable part of Syrian academicians believes that both themselves, but especially Syrian people in Turkey, shall stay in Turkey, and express their willingness to take part in this process.
- Syrian College Students  
As of April 2017, there are 14,740 Syrian students in Turkey studying in 140 different universities. They are one of the mostly discussed issues and one of the main areas of social conflict in Turkey. Despite the fact that Syrian students do not revoke Turkish students of their educational rights, and enroll in universities under foreigner quota, this has been one of the mostly criticized points in Turkish society regarding the rights granted to Syrian students. On the other hand, the need for



elite groups to reach out to and lead Syrian society with generally very poor educational statuses is obvious. In order to prevent creation of new lost generations, to help these children to continue their education, to enable them to contribute to Turkish society, and act as bridges in adaptation processes, there should be a lot more Syrians with college education. In fact, 14,740 is a very small number in a 3.3 million population. However, advancing this number and incentive policies should be structured in a manner to prevent any aggravation within the society, and policies should be developed to take support from the Turkish society.

The fieldwork started on January 28th and finished on March 28th, 2017 with the participation of 497 students across the country. 395 of the participants took the online survey and the remaining 102 took a paper and pencil survey the researchers conducted/distributed in the cities of Istanbul, Ankara, Gaziantep and Mardin where academician workshops were held. Consistent with the actual distribution of Syrians across universities, 35 percent of the participants were women and 65 percent male. The resulting sample was highly representative of this distribution evidenced in the following graph.

Findings of this research with strong representative properties with respect to not only quantitative, but also regional aspects and other factors, are summarized as follows:

- The average age of the participants is 23.15 which is reflective of the fact that most of these students dropped out of college before coming to Turkey and some of them are currently graduate students in Turkey. Of the participants 12.75 percent lived on a camp
- When we asked them about the location of their family members we get a result indicating a very dispersed family diaspora. Accordingly, 89 percent of those in our sample still have family in Syria and 78 percent have family outside of Turkey and Syria.
- In order to have an idea about the substance of this trauma, we asked them about their losses in war. Only 13.8 percent of our respondents have not lost someone they know during the civil war in Syria, while 60 percent lost a distant or close relative and 25 percent lost a friend.
- In order to understand whether there is a relation between college educations of Syrian college students participating in the research and educational statuses of other members of their families, questions seeking to discover whether their mothers, fathers or siblings went to college were included in the survey. The answers were rather surprising considering the generally poor educational statuses of Syrians. It appears that 21.3% of students have parents

who went to college. Educational statuses of their siblings paint a similar picture. Approximately 54% of siblings of Syrian college students participating in the research went or are going to college.

- 37.75% of Syrian college students participating in the research stated that they can speak Turkish at an advanced level, and 41% of them at intermediate level. It is clear that this group has great numbers of Syrians of Turkmen origin. Students who can speak advanced English is 31%, French is 4.6%; and those who can speak languages such as Kurdish, Russian, Chinese is 46.67%.
- When Syrian college students participating in the research were asked what kind of difficulties they encountered when registering for colleges in Turkey, it is understood that there are two main problems regarding this process, one being paying tuition fees and the other gathering the required documents. Again, we see that lack of information sources and language barrier are among negative factors.
- 22.6% of Syrian college students participating in the research stated that they are beneficiaries of a scholarship. This ratio is compliant with average of Turkey. 51,45% of Syrian college students participating in the research stated that they applied for a scholarship but was rejected, whereas around 23% of them stated that they never applied for a scholarship.
- Academic standings of Syrian students participating in the research in the last few years are rather promising. 75% of students stated that their success levels are “average”, “good”, or “excellent”. Students considering their success as “poor” is only 1%, those saying “average” is 15%. This level of success achieved despite very difficult conditions and a serious language barrier is indeed very promising.
- More than 50% of Syrian college students participating in the research stated that they have good and excellent relationships with Turks, and 40% of them expressed bad relationships. The “good relationships” between this same group of students and other Arabians, including Syrians is 80%, the relationships between these groups defined as bad is 11%. This might be because Syrian students have not yet socialized with Turks fully. However, language barrier and significant obstacles due to cultural differences should be kept in mind.

- A major part of Syrian college students participating in the research (64%) appear to be satisfied with the quality of education given in their departments in Turkey. 20% of students seem dissatisfied with the quality of education.
- Syrian college students participating in the research were asked how they finance their educations. 18% of the students stated that they finance their education by scholarships, 25% of them said that they work, and the rest are supported by their families.
- The research also showed that 55% of Syrian students is not working, but the rest is working full-time or part-time. The ratio of students working full-time is 12.4%.
- Syrian college students participating in the research were asked how they think other Syrian refugees are doing in Turkey, responds show that prevailing perception is that Syrians face many difficulties and they are concerned. It is observed that many Syrian college students believe that Syrians are discriminated against. Now at this point it is also important to explore the employment issue with regards to future prospects of Syrian refugee students. First when it comes to their expectations from future the figure below ranks these with regards to different issue areas where 0 indicates no hope and 4 indicates high hopes from the future with respect to each issue area. As shown, they have the lowest levels of hope with regards to politics and economy of Syria and socitropically high hopes from both Turkish politics and economy. When it comes to personal issues, they are most worried about household finances and least worried about life in general.
- It is striking that the level of hopes for Syria's future at the lowest, and that Syrian college students participating in the research feel most hopeful about their personal lives and Turkish politics.
- Only 30% of Syrian college students participating in the research are hopeful that they can find a job upon graduation. In fact, this is a critical finding for "migration to a third country" option, which we will address below. The rate of students answering that question "if I can't find a job in Turkey" appears to be rather high.
- According to the student participants the most important problem areas are education and work and the least problematic one is food, followed by language and discrimination.

- Questions exploring social distance of Syrian college students participating in the research towards the society they live in reveal important findings. It is known that social distance of Turks towards Syrians in Turkey is rather high. Social distance of Syrians towards Turks is measured for the first time through this study. According to the study, relationships Syrians want to establish with Turks are being schoolmates in the first rank, followed by being neighbors and then colleagues. Their willingness to get married or become girlfriend/boyfriend comes in the last place. Data shows that Syrians feel friendlier towards Turks than how Turks feel about them.
- Perhaps, one of the most sought-for answers in the ED project is expectations of Syrian college students for the future. Through different questions on this issue, the study tried to discover how this elite group views the future, and group's permanency in Turkey. 11.39% of Syrian college students participating in the research said that they would go back to Syria under any circumstances, and 9.17% stated they would go back "when the war is over". 27% of the remaining participants stated that they would never go back, and 52% is willing to go back when the war is over and their desired regime is established.
- The second most sought-for answer from Syrian college students participating in the research is the country they plan to live in the future. Responds to the question exploring this issue show that 52.5% of the students are willing to migrate to a third country in the future. 30% of the students stated that they would go if they cannot finish their studies in Turkey or if they cannot find a job, whereas 14% would choose to go if they have the chance. 52.5% of the students stated that they would prefer to stay in Turkey.
- Responds of Syrian college students participating in the research to the question asking which country they would go to "if they go" are interesting. According to their responds, first choice of Syrian students would be Canada (41%), followed by UK (25%), and then Germany (18%).
- When asked about the status they want to live in Turkey, it is understood that Syrian college students participating in the research would prefer residency permit most. It is intriguing that this option is more preferred than "dual citizenship" and that "only Turkish citizenship" is the least preferred option. This might be related to their willingness to migrate to a third country in the future, even if it is not expressed as such.
- Relationships of Syrian college students participating in the research with institutions in Turkey and their trust towards these institutions were asked as a

critical question set. According to their responses to these questions, it is understood that most of the Syrian college students (71%) find Turkey policy on refugees rather successful. Those who find this policy unsuccessful is only 15%.

- Although Syrian college students participating in the research find Turkey's policy on refugees successful, they do point out the problematic areas in this regard. The most problematic issue in Turkey's policy on refugees for Syrians is "lack of coordination", and the second one is indecisiveness. 17% stated that there are "no problems".
- Institutional trust of immigrants/refugees is known to be an important dimension of political integration. When we look at the students' level of trust in different institutions, Turkish government is strikingly the most trusted institution followed by the police. International organizations are the least trusted. It is striking that international organizations are the least trusted institutions.
- Communication and information sources are very important, especially for refugees and immigrants. It is understood that main information sources of Syrian college students studying in Turkish universities on both Syria and Turkey are social media tools such as Facebook and Twitter. News on Syria are received through foreign channels broadcasting in Arabic or Syrian channels. For news on Turkey, television is commonly used as an information source. TV channels broadcasting in English and French are also followed to keep up with events in Syria.
- Syrian students studying at universities in Turkey believe that news stories of Turkish media on Refugees/Syrians do not truly reflect reality (40%). 21% of students think Turkish media provide negative news.

The tendency of 3.3 million Syrians in Turkey to stay in Turkey permanently increases every day. Elite groups clearly play an important role in peaceful future prospects and contributions to all segments of the society including Syrian refugees. ED Project is based on this view believing that Syrians working as academicians and students studying at universities in Turkey will play a rather important part in the process. In this six-year-period, representative and reliable findings of this Project hold critical clues for policymakers.

It is our greatest wish that the 8-month "Elite Dialogue" Project conducted with support from British Embassy in cooperation with Research Center on Asylum and Migration (IGAM) and Hacettepe University Migration and Politics Research Center (HUGO) will serve as a reference for other studies, contribute to policymaking procedures, and enforce a peaceful society.

## ANNEX-I: LISTS OF WORKSHOP PARTICIPANTS and WORKSHOP REPORTS

### 1. Gaziantep Elite Dialogue Workshop

#### Gaziantep WS Participants (18):

12 have PhD.

6 have Master's degree.

- 1- **Mohamad Jamal Tahan** – a Researcher
- 2- **Mohamad Marwan Al-Khateeb**- PhD in Engineering, worked at Aleppo University and Al-Itihad University in Aleppo.
- 3- **Mohamad Gazi Rashid**- PhD in Political Sciences, worked in Aleppo University and Ebla Private University in Aleppo - working at Artuklu University in Mardin and Gaziantep university.
- 4- **Samer Katerji** – Master's degree in engineering – working at Gaziantep University.
- 5- **Wafi Zeabrani** – Master's degree in engineering- working at Gaziantep University.
- 6- **Bashar Yasin** – Master's degree in Aviation Engineering.
- 7- **Hisham Abdulwahab** – Master's degree in Economics, Aleppo University.
- 8- **Husam Halak**- PhD in Economics- working at Gaziantep University.
- 9- **Yasin Khalifa**- PhD in Economics.
- 10- **Mohamad Abdulhay**- PhD in Financial and Banking Resources.
- 11- **Mohaamd Karam Haly** – Master's degree in Business Administration.
- 12- **Mehy Al-Deen Banane**- PhD in Civil Engineering worked at Damascus University and Al-Itihad University in Aleppo.
- 13- **Mahmoud Al-Wahab**- Writer and has PhD in Literature.
- 14- **Mahmoud Haj Sulieman** –PhD in Law.
- 15- **Abdo Fadel Hamade**- PhD in Accounting.
- 16- **Momtaz Hayze**- A doctor who is working as a Chairman in SYRIAN EXPATRIATE MEDICAL ASSOCIATION, (SEMA) in Gaziantep Turkey.
- 17- **Jamal Jamili**- PhD in Philosophy.
- 18- **Abdulnaser Al-Jasem**- PhD in Economics, worked for 7 years at Aleppo University and was the Head of Marketing branch in the university – Now he is working at Artuklu University in Mardin.

**Gaziantep WS Protocol:**

The main debate is that Turkish government saw us as temporary guests, even we did not think that our stay will drag on and it started to be a problem when we stayed longer than we imagined and planned. Education here in Turkey for Syrians is completely in Arabic from the curriculum to the teachers, I'm a father of two children so I can't say that I'm happy when it comes to the education they are taking here in Turkey and it's not like the education back in Syria. People who went to Europe could integrate better than people who stayed in Turkey, because we have our own societies here. In 2016 Turkish government started to integrate Syrian societies with the local society through the media, although it was a late response but still it's very important. Coming to the last point the higher education in the Arabic programs in Turkey are not that good and student who will graduate from these programs will not have scientific competence in the future. Other important point is that vocational education must be effective for Syrians who are living in Turkey so they can help their families in the future.

We are still facing a lot of problems here in Turkey such as (how to get the ID or residence permit, how to find a job and nationality problem). We need to exchange of experiences between Turkey and Syria, we need to transform the camps into actual housings because unfortunately there're some children who don't know how to walk on stairs because they never seen one and we want platform to express ourselves in it as Syrians. As academics, we need permission to attend meeting or workshops in other cities, we want the government to cancel the travel authorization at least for academics. We ask Gaziantep governor to create a cultural center for us to have our own meetings and to know each other more. We want to be either refugees or become Turkish citizens. Also, we want a secular education for our children. I think children in the primary school until the high school should learn Turkish.

.....

After 5 years we still have Syrian academics in Turkey who are working in inappropriate jobs. Some of them works in a barber shop or in a small market or in an NGO that torturing

him every day. There are at least 800 Syrian Academic here in Turkey and 200 Iraq academic. If we helped these 800 academics we can benefit from them for both Syria and Turkey. I travel all the time between Turkey and France and I see that when academics go to Europe the governments there are giving them a suitable live for them and their children. Academics who went to Europe can study the country's language without worrying about their children and their education and after one or two years they can start working in their fields. We can do the same here and we are ready to pay our education fees to the government when we start working. The Arabic program in Turkey here is very tripped and it's dominated by personalities that picks up Master's graduates not PH. Ds. We were in Konya few days ago and one of the parliament members said in the meeting that "we have Syrians now here we should use them and work together to build a good Turkey and help them to build a new Syria". In our minds and heart, we want to go back home and there are a lot of Syrians who want to go back to Syria when the war stops. In a meeting, we suggested to let the education in Arabic and improve it and decisions which force schools to teach in a specific language are wrong decisions. We created 6 workshops in Gaziantep about education, health, economy, security, law and culture, in every workshop we elected a representative and a council for it.

Syrians in Turkey are not living like Syrians in Europe or Canada, but they are better off from Syrians refugees in Lebanon and Jordan. We have to focus on organizing efforts between the Turkish government and Syrians academics and how to reach them. Turkey responded in a good way with the Syrian Revolution and had a positive attitude about it but still we have refugees near to the borders who are suffering. We need to take decisive action to integrate or not to integrate in order to not waste more time.

Refugees problem is a really complex issue and it is not easy to deal with. The Refugee's problem starts from door to door, which means problems that begins from borders to residency whether it's a house or a tent. I was surprised that Turkey had experience in the academic rehabilitation of the Iraqi academics who came to Turkey after 2003 war. I did a lot of researches about refugees and my latest research is "The issue of forced



displacement in Syria and Iraq" and I will launch problems that facing the educational process in Turkey:

1- In the refugee camps (pre-university):

According to AFAD statistics there are 5134 children studying in the camps in elementary, preparatory and high school. Outside the camps there is 170.000 child, the number of student studying in temporary schools is 250.000.

2- Certificate diversity problem:

There are five types of certificates:

- Interim government certificate.
- Certificate of the Syrian Arab Republic.
- Certificate granted recently by the Turkish government (normative).
- Libyan Certificate.
- Forged certificate which is a big obstacle in front of the real educational process.

Interim Government issued about 18.953 certificates in addition to 5800 Libyan certificates.

3- Suspended students (Yatay Geçiş):

There are scary statistics up to 50.000 students are suspended.

4- Students:

It costs 4000 TL for one students to take TÖMER certificate and learn Turkish so there are two choices either education or bread.

5- Academics:

We have 297 Syrian academics in Turkey (213 of them have PH. Ds and 85 were working in Syrian universities back in Syria), Master's graduates are 343.

- Academics participants accentuate that funding for pre-university phase is enough but university phase needs a lot of attention and funding. Plus, there were 6 governmental universities and 12 private university in Syria. In the pre-university phase: A crucial decision should be taken either to merge or not to merge.
- For the academics: we should benefit from the Turkish experience with the Iraqi academics and to cooperate with the Syrian academics and encourage them to learn either Turkish or English.
- Research centers: we have to create these research centers to help us finding our inputs and problems to find outputs and solutions.

- “The existence of a regulatory body monitoring the progress of the education process”.
- Syrian academics must be registered by the Turkish government first and then cooperate with the ones who knows English according to their experience and their diplomas.
- For those who does not know English, Turkish government should encourage them to learn either Turkish or English to merge in the academic field.

.....

First, I would like to thank you for taking care of Syrians and Syrian academics in Turkey, I just want to mention that most of the academics who are present in Turkey want to return to Syria when the war ends and that is why they stayed here and did not go to Europe. Back to the educational issue, we have a serious problem with education caused by the Syrian revolution and the war that flamed in Syria. And this issue has three main stages:

- 1- pre-university stage.
- 2- university stage.
- 3- after university stage.

Pre-university stage: Efforts are being made in Syria in the liberated areas to teach Syrian children there to restore of the gap that occurred as a result of the crisis. In the absence of state in carrying out educational tasks, local organizations and civil society organizations are working on the educational field to help children in the liberated areas. About 85 percent of civil society organizations are located in Turkey, so there is a simple solution that Turkey should cooperate with Syrian academics and intellectuals to control education directed to Syria and Turkey. Turkey currently playing a role of controlling the money of these NGOs and licensing others and the primary objective of this is not to support terrorism in Syria. So, there must be a regulatory body to control, direct and support Syria. Until now there is no problem in the cost of pre-university education.

University stage: it is very painful stage in Syria, there’s only one successful experience that could work in Syria in the Liberated University of Idlib and the Liberated University of Aleppo. Now students in these universities are going to be surprised after they graduate that because they will not have a recognized certificate. We hope from Turkey, the

neighboring country, which has a great credit from Syrians to recognize these certificates.

I suggest two solutions for this stage:

- 1- Virtual learning, which should be linked with Turkish universities to provide recognized certification for students.
- 2- We suggested to IHH: The Physical education at Turkish-Syrian border, by finding common geographical area for the education of Syrian students.

Post-university stage: me personally and other friends that I have could not continue our higher education in Syria because we stood against the Syrian regime and I got arrested by Syrian regime and after they released me from prison it was a rebirth for me. Here in Turkey, there are a lot of young Syrians who want to continue their higher education but they have to work in the NGOs to take care of their family’s lives. Education in the Arabic program of Gaziantep university for Syrian students is very weak and it is not up to teach it to the technical institutes. They take their lessons at night after they finish their work and teachers also are not happy with the salaries.

.....

First, I would like to thank Turkey for the good hospitality. Now I would like to point that Syrian refugees have integrated more in Europe because they need to find a job or study but here in Turkey, Syrians are planning to go back to their country when war stops. So, I think there is no need to integrate Turkish language in the Syrian schools because we have enough Syrian teachers for the Syrian students. The Turkish law allows people to open private schools here so we can open our own schools and teach our own children in it. We had hope after Euphrates shield and I think in the few years we can go back to the liberated areas in Syria and begin restoration there and if we integrate Turkish language in Syrian schools we are going to face difficulties with our children in Arabic. For the academics, we have to work with Turkish government to register Syrian academics in order to gain benefit from their experiences here and we need also a coordination between Syrians and government to let the refugees living here in Turkey know about new regulations and laws. We also have to let the Syrian academics who are fluent in English language to teach in Turkish and private universities so they can connect with both Syrian and Turkish students. Young Syrians should learn Turkish to communicate in an easy way with Turkish society

here and gain experience from it. In the end, we need research centers (Arab centers or Syrian centers) to make documents that will help us in the future to build a new Syria.

## 2. İstanbul Elite Dialogue Workshop (21)

### İstanbul WS Participants (21):

15 have PhD.

5 participants have Master's degree.

1 has a bachelor degree.

- 1- **Husam Abo Al-Sharaf** –PhD in Islamic Economy, worked for 5 years at Damascus University.
- 2- **Saed Al-Balkhy** – PhD in Mathematics, worked for 30 years at Riyadh University and 6 October University, working in Istanbul University.
- 3- **Abdulrahman Akhras** – PhD in International Finance from Aleppo University, worked at Aleppo University, now he is working in a company.
- 4- **Faten Gazal**– Master's degree in Geography, now she is studying for PhD and she is a teacher in a Sudanese-Syrian school in Istanbul.
- 5- **Tahseen Ziade**- legal Accountant for 35 years, PhD in Islamic Economy.
- 6- **Ahmad Mohamad** – PhD in Nano Technology, worked for 25 years in Syria in Nuclear Energy Commission. Now he is working in a private company in Turkey.
- 7- **Lena Naasan** – PhD in Nuclear Physics, worked for 15 years in the Nuclear Energy commission in Syria.
- 8- **Bassem Safo**- Master's degree in Computer Engineering from the U.S.
- 9- **Saed Sabbagh** – PhD in Nuclear Physics from Kiev, Ukraine. working now in the Energy Institute in Istanbul and working with Prof.Fuat Sezgin in the manuscripts of the scientific heritage.
- 10- **Zahit Erdogan**- Master's degree in Chemistry, Member of the Executive Office in Arab Academics League.
- 11- **Hasan AL Shagel** – Master's student at Istanbul Aydın University- International Economy.
- 12- **Usama Hamwey** - worked at Damascus University, PhD in Shariaa and law, president of the Arab Academic League.
- 13- **Mahmoud Nafise** – PhD in Islamic Philosophy from Damascus University, working at Sütçü İmam in Kahramanmaraş.
- 14- **Fahed Kharof** – Specialist in the interpretation of Koraan in Al-Azhar, I work now at Mehmet Fatih University in Istanbul.
- 15- **Reem Khartash**- PhD in Civil Engineering, worked at AL-Furat University in Syria for 3 years and at Aleppo University for 12 years.
- 16- **Abdulaziz Al-Masri**- PhD in International Law, worked as a diplomat in the Syrian Embassy in Ankara.
- 17- **Khaled Bakro**- PhD in Computer engineering, worked at Aleppo University
- 18- **Hussam Al-Saad** – PhD in Sociology, worked at Aleppo University and Damascus University for 13 years, now he is working in HARMOON research center in Gaziantep.
- 19- **Thaer Halak**- PhD in Philosophy from Egypt, worked at Damascus University and now working at Trakya University
- 20- **Abdulnaser Al-Jasem**- PhD in Economics, worked for 7 years at Aleppo University and was the Head of Marketing branch in the university, he is working at Artuklu University in Mardin.
- 21- **Samir Hafez**- Chemistry Engineering, President of the Syrian-Turkmen Council, working as an advisor in the Arab Academic League.

## **Istanbul WS Protocol:**

Problems of the Syrian academics who are living in Turkey:

- Many of us are working as Arabic teachers in its very early levels with students who does not want to learn Arabic language so we are losing our goal and our studies that we have spent years on it.
- “We are suiciding in the Turkish Universities as academics” and Syrian academics in the Turkish Universities are having negative relationship with their student because there’s a gap between us.
- “we have our own country, it is like an insult to take other nationality and betrayal our own home” said one of the participants.
- Syrian academics are facing many problems related to their residency permits, where long-term residency is the only solution that we suggest.
- YÖK the Higher Ministry of Education is not paying any attention to us, they should have their own rules, regulations and programs for the foreign academics in their country in order not to lose them.
- The lack of coordination is very obvious in Turkey, we need one main official institution to deal with us and help us to know the regulations and rules here in Turkey.
- “I have many academic friends who still want to go to the west because they did not have the chance to find a work in Turkey”.
- “two days ago, I saw my friend in Iskender Paşa in Istanbul selling Simit and it was very hard for me not to cry in front of him”.
- The nationality is like an honor to us but we are afraid to lose our jobs and if I had the chance to choose between the Turkish nationality or my work, I will choose my work just to survive with my family.
- We need a special program in the Turkish universities to teach the Syrian academics Turkish language because the courses here are really expensive and we need time to develop ourselves.
- Equivalence of the diplomas: is the main problem that Syrian academics facing in Turkey and it make them lose hope as it is the only way to find a job related to their studies.
- We are taking low salaries in the Turkish universities and paying many taxes (26% of our salaries goes for the taxes) without any idea why we are paying it.

- It is really good to hear that 300 academic signed contracts with some Turkish universities. But on the other hand, there are around 600 academics who have no jobs and staying in Turkey without any future or planning.
- Academics problems are the refugee's problems, there children and families are also suffering like typical refugees living in here. Many Syrians who are living in Turkey have their families in Syria and cannot bring them to Turkey because of the Visa.

#### Demands and recommendations:

- Long-term residency card instead of renewing our passports and residency permits every year.
- Long-term residency will help the academic to live in Turkey with dignity because if we take the Turkish nationality we will lose our jobs in the Turkish Universities.
- We hope to establish a special government body for expatriates in Turkey. Because the number of Syrians refugees in Turkey has reached 3 million and this number can establish a new country.
- We need to organize our efforts with YÖK and start working together in order not to lose the remaining academics in Turkey.
- We have to open more Arabic programs like the ones in Mardin and Gaziantep, especially we need these programs in Istanbul.
- Establishing an Arabic university or International Universities that teaches all the immigrants, foreigners and refugees in Turkey (in Arabic and English languages) and by that we can solve some problems related to the academics or even the students whose living in Turkey.
- We need research centers that is specialized for the Middle East and can hire all the qualified academics in it.
- we have to find a way to equate the diplomas for the Syrian academics, because it is not realistic to stay jobless for all these years.
- Establishing an institution to investigate about the fake diplomas, to equate the diplomas and to help the academics to find appropriate jobs.
- Academics should have the chance to choose between the Turkish nationality and the long-term residency.
- Turkish government should hear the Syrian voice when it comes to their future or regulations that are made for them and should cooperate more with the Syrian intellectuals and academics in Turkey.

### 3. Ankara Workshop

#### Ankara WS Participants (18):

##### Participants (18):

1 has a Master's degree

11 have PhD.

6 university students.

- 1- **Manaf Al-Hamad**- PhD in Economics, *HARMOON* Research Center, Gaziantep.
- 2- **Ziad Ibrahim**- Master's degree in the laboratory diagnosis, hematology. Worked at Kalamon University for 7 years and Al-Baath for 3 years, not working now.
- 3- **Adnan Mamo**- PhD in Ancient History, from Ain Shams University, Egypt. worked at Hasake University, Deir Ezzor University, Idlib University and Rakka University.
- 4- **Zafer Sayba** – a Professor in Ankara University- I worked at Aleppo University for 7 years and I worked at some Universities in the U.S.
- 5- **Dr. Khaled Bakro**- PhD in Computer engineering, worked at Aleppo University
- 6- **Mahmoud Nafisa**- PhD in Islamic Philosophy, worked at Damascus University- working now at Sütçü İmam University.
- 7- **Abdulaziz Al-Masri**- PhD in International Law, worked as a diplomat in the Syrian Embassy in Ankara and he was an International negotiator for 25 years.
- 8- **Bssam Sahyouni** - PhD in jurisprudence and law.
- 9- **Thaer Halak**- PhD in Philosophy from Egypt, worked at Damascus University and now working at Trakya University in Edirne.
- 10- **Abdulahman Hussien**- Worked at Aleppo university for 22 years, working at Istanbul University in Electronic Engineering.
- 11- **Omar Al-Mohamad** - PhD in Business Administration from Damascus University, worked at Aleppo University and Gulf University in Aleppo.
- 12- **Abdulrhaman Al-Jamouss** - Professor in Strategic Management, worked at Aleppo University, Al Maamoun University and Ebla Private University.

18 Syrian Academics and students.

Guests: Nilay Çabukkaya - Ankara University in Turkey

Ömer Anlar - Ministry of Health, Turkey.



## **Ankara WS Protocol:**

Problems of the Syrian academics who are living in Turkey:

- Many Syrian Academic who have PhDs and experiences in teaching back in Syria and in the Syrian Universities, are still working in inappropriate jobs that have nothing to do with their academic specializations and because the Turkish government did not pay any attention to them from the first beginning they moved toward Europe.
- Lack of Stability in Turkey: we as academics, are facing many problems to renew our passports and residency permits in Turkey, The Syrian consulate does not deal well with us and sees us as dissidents. And if we did not renew our passports we cannot stay in this country and work with our residency permit. We are not feeling stable in this country in order to the changeable rules and regulations every day.
- Unclear Turkish Strategy towards the refugees: we still see that Turkish government is in a state of confusion in dealing with the refugee file.
- Equivalence of the diplomas: Higher Ministry of Education in Turkey “YÖK”, is accepting to do the certificate equation for academics who have diplomas from Egypt, Lebanon and many countries, except they Syrian Diplomas. Even the Academics who had their master’s degrees and PhDs outside Syria and just because they studied their B. E’s in Syria “YÖK” the Higher Ministry of Education is not accepting them.
- We need the Turkish nationality and we are honored to take the Turkish nationality for many reasons but the most important reason is to register our new born babies who have no home and no registration in any country.
- But on the other hand, when we take the Turkish Nationality and according to the Turkish law, we will lose our jobs in the Turkish universities once we become Turkish citizens. And because of that many Syrian academics in Turkey are afraid to become Turkish citizens and want a long-term residency permit in order not to lose their jobs in the universities here in Turkey.
- Many Syrian professors who have PhD in Law or Islamic Studies are working as Arabic teachers in the universities. Because they cannot equate their certificates here.
- Distancing the academic from his field and major means stripping him of his scientific potential, some academics who have very sensitive majors need to stay attached to their fields or they will lose their abilities and profession with time.

- Language barrier: language courses are really expensive in Turkey. We need to facilitate the process for Syrians to learn Turkish.
- Turkish Media is not spending any effort to introduce the Syrian society to the Turkish Society or the Turkish government and that the reason why many problems can occur between the both sides.
- The proportion of illiterate refugees in Turkey is high, especially the refugees who came from northern Syria. They could not complete their children's education because the regime's pressure back in Syria and in Turkey due to the financial difficulties and the low income, they cannot improve themselves or send their children to the school to learn.
- Why Syrian refugees in Turkey are not learning Turkish but they are learning other languages in the European countries? Because refugees who are living in the European countries are not stressed with the housing and the financial needs like the refugee who is living in Turkey. Governments in the European countries have a strategic and economic refugee plan. So, they have the time, the ability and they are financially more comfortable to learn the language in the country they live in it. But, here in Turkey we have two choices either to get our education or to send our children to the schools and universities or to work for living.
- Lack of a specific body in Turkey to deal with the Syrian refugees in general and the academics: we need a specific legal body in Turkey who can be responsible for the Syrian academics and starts from the audit to the recruitment phase.
- We are losing hope as Syrian academics, our legal status is unclear until now and there is a huge miscommunication between us and the Turkish side, which is the main and the biggest problem for us in here.
- Lack of a strategic plan to deal with the refugee's file in general.
- Our only resource is the social media and some Syrian groups and activists, who speak up about the education and the process in Turkey. But unfortunately, most of the time there are fake news coming up.
- We are still wondering about the priority of the Turkish government and the ministry of Higher Education, we do not know anything about the education process in Turkey, how to get into a university, what are the needs and the papers and where we should go.

#### Demands and recommendations:

- We need to improve ourselves and to participate with Turkish or Syrian research centers, to not forget and lose our abilities and because the academic's dignity is his research.
- We need a schedule and a plan held by the Turkish government and the Syrians to improve ourselves here in Turkey, especially the post-doctorate process.
- We lost hope in improving ourselves here in Turkey. Because after 6 years, we still cannot work with our majors in the universities, it became a dream to think about the post-doctorate.
- Through Operation Euphrates Shield, we demand to open a university in the liberated area in Syria, so many academics and many students in Turkey and Syria can work and study in this university and continue their education in their country.
- We need a legal expert, to tell us about legal legislation in Turkey because after 6 years we still don't have any idea about these regulations and legislation in Turkey.
- Legislation in Turkey should be flexible we should know what is legal and what is not.
- Decisions issued by the Ministry of Higher Education must be followed up and controlled by the Syrian Academics and the Turkish government or Turkish research centers.
- We need to move to the action plan, after 6 years and after all these meetings which were held for the Syrian academics, I think people who are interested in this file should move to the action plane and do something to improve the education for refugees in Turkey.

#### 4. Mardin Elite Dialogue Workshop

##### **Marin ED Participants (19):**

**15 have PhD.**

**4 have Master's degree.**

- 1- **Omar Yagan** – Master's degree in Al-Shariaa from Al-Azhar University in Egypt, now he is now a Master's student in Kilis, working at Artuklu University in Theology Faculty.
- 2- **Ibrahem Al-SHilbli** – PhD in Arabic language, working at Artuklu University in Mardin.
- 3- **Khaled AlAdwani**- PhD in Arabic Language from Aleppo University, working at Artuklu University.
- 4- **Amer Al Jarah** - PhD in Arabic Language from Aleppo University, working at in Artuklu University in Mardin.
- 5- **Lawand Ali**- PhD in Arabic Language from Aleppo University, working at Artuklu University.
- 6- **Hussain AlJunaid**- PhD in Literature from Aleppo University, working at Artuklu University in Mardin in the Arabic department.
- 7- **Islam Jihangir**- Master's degree from Damascus University, working at Artuklu University in Mardin.
- 8- **Abdulrahman Kasem**- PhD in Arabic Language from King Abdulaziz University in Saudi Arabia, working at Artuklu University in Mardin.
- 9- **Wissam Aldien Aloklah**, PhD in International Law and International relations from Damascus University, working in political science department at Artuklu University in Mardin.
- 10- **Farouk Ismail** – PhD in Ancient East Civilizations from Germany.
- 11- **Musalam Talas** – PhD in economics, working at Artuklu University in Mardin.
- 12- **Omar Kadkoy** – TEPAV.
- 13- **Abdulhalim Abdullah**- PhD in Arabic language, working at Artuklu University in Mardin.
- 14- **Mohamad Al-Fared**- PhD in Sociology in Damascus, worked in Al-Baath University- working in Artuklu University in Mardin.
- 15- **Hasan Khataf** – PhD in Islamic sciences from Al-Zaytouna University in Tunisia, worked at Damascus University and Aleppo University, working at Artuklu University in Mardin.
- 16- **Kamel Karabelli**- PhD in Islamic sciences from Damascus university - working at Artuklu University in Mardin.
- 17- **Nader Idelby** – Master's degree in Arabic language - working at Artuklu University in Mardin
- 18- **Mohamad Hamido**- Master's degree in Arabic language - working at Artuklu University in Mardin.
- 19- **Ibrahim debo** – PhD in Islamic Philosophy, worked at Aleppo and Damascus University, working at Artuklu University in Mardin.

### **Mardin WS Protocol:**

ABDULHALIM ABDULLAH-There is an astounding incoordination between government agencies in Turkey. I have both TPID and a working permit card. I have to carry them both. As academician, what I do here is not scientific work. We don't even publish articles. Even if we do, it is deemed invalid. What we publish or will publish doesn't add up to our ranks in the institutions because our position in the university is based on contract, and is temporary. This is not real academy.

We can be in the universities through contracts, and temporary working permits. It is unclear whether our contracts will be renewed.

It is difficult for us to overcome the expenses of residency renewals, especially for family residencies.

Other Academician- Equivalency is one of the biggest problems.

HASAN ALKHATTAF- Equivalency is the main problem. It a huge obstacle. I requested equivalency on June 1<sup>st</sup>, 2015, and the respond I got was "We cut diplomatic ties with Syria". I graduated from Zeytune University. The university is in Tunisia, but the respond I get for my graduation in 1994 is in the context of bilateral relations with Syria. I couldn't express my problem.

Mardin migration authority asked me to bring information from Syrian consulate. I presented my pedigree, but it wasn't accepted. I submitted all my documents to YÖK for equivalency. Therefore, I don't have any of my documents.

OTHER REFUGEE- We have problems with two agencies: DGMM and Ministry of National Education.

DGMM keeps making plans for Syrians, but they never ask Syrians. I wish there were "councils of Syrian intellectuals" in every city to negotiate with this decision-making mechanism. However, since there is no such institution and Syrians are left out of decision-making procedures regarding themselves nonlogical practices prevail. There are decisions making us "exit the country and come back" to renew our residence; they are impossible to implement. DGMM maintains an attitude to hurt their reputation.

On the other hand, our children's education is our biggest problem. They are fading away. Our children who are graduated from Syrian schools are being accepted to universities at first, and then they say there will be another exam. Inconsistency is unbelievable. My daughter has a GPA of 90, and they said she must take another exam. The exam is on the Prophet's life and Turkish. The grading is based on these two courses. Physics, chemistry are ignored. Ministry of National Education should cease these ridiculous practices.

MR ASLAN – We all suffer from same problems. Because of forgery in diplomas even hard-working instructors with titles and carriers in Syria are not deemed respectable. Turkish authorities lost their trust in people with diplomas from Syria. However, it is not hard to tell real ones from fakes. If a commission was established to eliminate these diplomas, this problem would be eliminated.

Students have problems, too. We, academicians, cannot even solve our own problems, how can we help them solve theirs? It is impossible.

Even if their GPAs are high, Syrian students cannot get into Turkish universities because of the language barrier. Syrian students adapted in a very short time. This had both positive and negative consequences. Our children cannot speak Turkish, but they are trying to adapt by following the footsteps of their friends. It was wrong to enroll every kid at any age to schools, they should have been gradually transferred from GEMs to schools. This was very important, but it cannot be done. And it obstructs education.

ABDULHALİM ABDULLAH- We have an integration problem. This can be solved in two ways. One of them is through language, and the other is through working life.

There are basic Turkish lessons for literacy in Public Education Centers in every city. However, we need institutions giving language education on TÖMER or equivalent level. Unfortunately, Syrian academicians must work in jobs which do not benefit them. It is because of passport issue. Most of them don't have passports, and this is an objection for equivalency. Thus, they are cut in from working at universities.

About Turkish citizenship, there are many problems lingering in our minds. When I become a Turkish citizen, my contract made when I am under temporary protection will be terminated. I don't know the benefits or downsides of being a citizen. Citizenship will take me out of my exception position and make equals with Turkish citizens. But, what we need now is long-term residency permit. We are not in a position to be held equals with Turkish citizens. Especially language barrier puts us in a disadvantageous position if we get into that kind of a competition.

In short, what we mean by passport is whether our identities are deemed real or not. Europe accepts every document we have. However, Turkish authorities ask for a new passport, regarding an expired one. This problem might be solved, but how?

MR MUSALLEM BEY- There are 5 public universities in Syria. They have branches in cities. There were about 20 private universities. And I think there were around 3 thousand Syrian academicians in Syria before the war began. It is hard to give an exact number, but this would be the number of Syrians with doctorates and higher degrees. It is very hard to give a number for lower positions.

HASAN ALKHATTAF- Of course we demand Turkish citizenship because we are not sure about our rights in this country. I don't know where to go to if something happens to us. I would like to know my legal rights and duties, and to continue doing my real job in the city I live in. But if I am forced to make a choice between citizenship or doing my job, I would definitely choose my job.

The university in Mardin offers very good terms. But there are problems in course hours. As an academician, I shouldn't be giving more than 12 hours of lecture a week, but there are Syrian academicians giving lectures for 24-25 hours a week. This pace obstructs, undermines an academician's productivity. This must be regulated.

ABDURRAHMAN HUSEYİN KASIM MUHAMMAD BEY- I agree with my friends. We should be able to solve refugees' problems together. We are indebted and grateful to Turkey. Turkey is Syrians' source of hope. Yet, we do have problems. Sure, there are unfavorable

behaviors towards us. I, personally, never approve of behaviors compromising Turkey, and criticize them. Because as much as yours, this is our country, too.

I'll try to express the problems in two channels. Let me show you the ID card I have. There isn't a field for mother's or father's name. This is not an actual identification card; therefore, the authorities ask us for a valid document such as a passport in processes other than living here.

And about working, some Syrians are being exploited because of the situation they are in. A Syrian person cannot seek their rights even when faced with unjust treatment.

Another problem is that, the authorities in Mardin act in a "subjective" manner. This brings our demands to a deadlock. I have to say that we are insulted and humiliated in government offices.

I have to say that the officers don't really know about new decisions. We hear what the President says, and get our hopes high, however the neglects of officers disappoint us.

Families cannot be together, and that is another problem. Members of my family live in different cities. We want to be together as a family at least once a year. However, I cannot leave the city of the university I work at. (NOTE: Mr. Ahmet complained about the short leave times. I think it is not about the restriction of leaving the city, but the dissatisfaction of Syrians about calculation of holiday entitlements according to number of working days). WISSAM ABDULLAH- Many of our friends went to Europe because experiences and knowledge of Syrian academicians are not taken seriously in Turkey. They are working in research centers and institutes in Europe. But, we don't have that kind of an opportunity here.

As a suggestion, let me tell you this: Syrians should be taken advantage of in both university education and research centers. Steps should be taken towards education in Arabic. If programs in Arabic language are encouraged it would be much easier to make use of Syrian academicians.

And also, let's talk about visiting instructor program. Unfortunately, many academicians cannot find jobs in universities. Until positions are made available for currently unemployed academicians, a support fund can be formed. Such an initial support for their integration to the society might relieve them. If each Turkish university accepts 3-4 Syrian academicians as visiting instructors, teach Turkish language and academic orientation courses, it would be much easier and smoother for them to be integrated into Turkish education system.

Also, academicians shouldn't have to make a choice between citizenships and their jobs.

And finally, the camps are just like prisons. Children of families living in camps grow up without learning about the life outside. Someone living in the camp cannot work outside. They are expected to leave the camp to be able to work outside. And that means a sheltering problem. This also creates a generation ready to explode. Young people living a life of prison, growing under these conditions are unfortunately candidates to create many social problems.

I worked at University of Damascus for about 5 years. 3 years postgraduate, and 2 years before that. I graduated from international relations department. Why did I stay in Turkey?

To be honest, I came to Turkey for the first time in 2013, and I couldn't find a job until 2 months ago. There are many reasons for me to be here. Cultural and religious affinity between Syrian and Turkish people. Our academician friends embraced us and finally I could find a job, and that made me stay here. But because of the living conditions in the camps, Syrian intellectuals are losing their self-confidence and their hopes for the future. When you make an academician teach primary school students in the camp, you discourage them.

I have been working as an academician for 2-4 months in total.

OTHER ACADEMICIAN- Unfortunately, almost 40% of Syrian academicians coming to Turkey left here. I can also say that female Syrian academicians are much more disadvantageous in finding a job.

Why cannot "education in Arabic" only in cities in the border be possible? We believe it is possible. These models can be implemented in those cities, not in the whole country.

MR WISSAM- Why are there too few female academicians? Unfortunately, there were only 3 female academicians in Mardin University, and contracts of two were terminated by the rector, and now only one is left.

ACADEMICIAN NEXT TO MR WISSAM – My spouse has a master degree, but there are male academicians who has master degrees and can work at universities in this room. I don't think female academicians' not having master degrees is the real reason for this.

NADER EDELEBI- The reason for few numbers of female Syrian academicians are cultural traditions. My wife couldn't do master's or doctorate because in our culture, women are responsible for managing and organize the family, and their higher education chances are lower.

MR MUSALLAM- As Syrian academicians we always talk about negative aspects when discussing issues related to master and doctorate. We also have many positive experiences Mardin University. I feel indebted, and should tell about them. ....

Sometimes contract renewal period takes more than it should, and there may be problems for Syrian academicians if their residency permits drop off. Why don't they make the new contracts a few months before the end of current contract, and wait until the first contract expires? This would relieve us a great deal.

NADER EDELBI- I want to talk about Syrian schools and their problems, the GEMs. It has been decided that these schools should be closed down. For integration purposes, these schools will be closed down for good next year. We think it is an excuse.

Bright Syrian children should be raised with special care, they should be approached with a special treatment, and shouldn't be dulled.



## ANNEX-III: SURVEY FORM FOR SYRIAN STUDENTS:

### SYRIAN REFUGEES IN TURKEY AND DIALOGUE WITH THE ACADEMICIANS AMONG THEM

<b>Pollster:</b>	<b>City:</b>	<b>Date:</b>
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#### INTERVIEWEE INFORMATION:

- 1) Your gender?  Male  Female
- 2) Your age? .....
- 3) City you live in:
- 4) University you study at:
- 5) Your Faculty and Department?
- 6) What grade are you in?
- 7) Did you go to college in Syria before?
  - a) Yes, I did
  - b) No, I started here
  - 7.a) If yes, for how long?
- 8) What are the languages you speak and their levels?

	Beginner	Intermediate	Advanced
Arabic			
Turkish			
English			
French			
Other.....			

- 9) Which city were living in Syria before coming to Turkey?.....
- 10) When did you come to Turkey (MONTH and YEAR)?.../ 201..
- 11) Did you ever stay in the camps since you came to Turkey?
  - Yes (1) -Go to 11B  No (0)
  - 11.B How many months did you stay in the camps?..... (still living in the camps)
- 12) Are any of your family members in Turkey?
  - a) No
  - b) Yes: \_\_\_Siblings      Mother      Father
- 12) Are there any of your own (nuclear) family members living in Syria or another country
  - a) No      b) Yes .....(degree of affinity)
- 13) Are your parents alive?
  - Yes (0)  No, my mother isn't alive (1)  No, my father isn't alive (2)  No, both of them aren't alive (3)
- 14) Did any of your parents go to a college/academy?
  - Yes, both my mother and my father (3)  Yes, my mother (2)  Yes, my father (1)  No, none of them(0)
- 15) Did any of your siblings go to college/university?
  - Yes, all of them when they came to that age (3)  Yes, some of them (2)  I don't have any siblings (1)  No, none of them (0)
- 16) What kind of difficulties did you experience when registering for college?
  - No, I did not face any difficulties (0)
  - Yes, lack of sufficient information regarding process and universities (1)
  - Yes, financial difficulty in paying expenses (2)
  - Yes, preparing proper documentation including equivalence (3)
  - Yes, in terms of language (4)
  - Yes, (other)(5).....
- 17) What do you think about scholarship opportunities for Syrian students in Turkey?
  - a. Never heard of or applied to these scholarships (0)
  - b. I have heard about them but never applied (1)
  - c. I have applied but was rejected (2)

- d. I have applied and waiting for response (3)
  - e. I have applied and I am currently a beneficiary (4)
- 18) Did you take any Turkish language courses before starting college?  
 Yes (1)       No (2)
- 19) Did you take any Turkish language courses after starting college?  
 Yes (1)       No (2)
- 20) How would you define your success in your coursework?  
 a. Poor (0)  
 b. Average (1)  
 c. Above average (2)  
 d. Good (3)  
 e. Excellent (4)  
 f. Didn't start my coursework yet (5)
- 21) How would you define your social relationship with other students?  
 a. Poor (0)  
 b. Average (1)  
 c. Above average (2)  
 d. Good (3)  
 e. Excellent (4)
- 22) How would you define the quality of education in your university?  
 a. Poor (0)  
 b. Average (1)  
 c. Above average (2)  
 d. Good (3)  
 e. Excellent (4)

**LIVING CONDITIONS**

- 23) Under what conditions are you living now?  
 a. I live alone (1)  
 b. I live with my family in a house (2)  
 c. I live in the camp (3)  
 d. I live with my friends in a house (4)  
 e. I live in a dorm (5)  
 f. Other (5)
- 24) How much rent do you pay? ..... TL
- 25) How much is your monthly income?.....TL
- 26) How do you get by?  
 a. I work  
 b. My family supports me  
 c. I take scholarship  
 d. Other .....
- 27) Do you work to support yourself?  
 Yes, full-time (2)       Yes, part-time (2)       No (0)
- 28) How was your family's economic condition before migration?

We didn't have any income	1
Lower-income	2
Middle-income	3

Upper middle	4
Wealthy	5

29) How is your family's economic condition after migration?

We don't have any income	1
Lower-income	2
Middle-income	3
Upper middle	4
Wealthy	5

30) What is the main reason for your migration?

Safety of life	1
Economic trouble	2
Political oppression	3
Social oppression	4
Other.....	5

31) Do you have any war traumas or fears remaining from that time?

Yes (1)  No (0)

32) Did you lose anyone close to you in the war?

No	Yes, close relative	Yes, distant relative	Yes, my friend
1	2	3	4

33) Following questions are about your future expectations. Please choose how you expect to feel about each one of them within one year from now.

	Much Worse	A Little Worse	Same	A Little Better	Much Better
Your life in general	1	2	3	4	5
Personal job status	1	2	3	4	5
Financial conditions of your household	1	2	3	4	5
Economic conditions in Turkey	1	2	3	4	5
Political conditions in Turkey	1	2	3	4	5
Economic conditions in Syria	1	2	3	4	5
Political conditions in Syria	1	2	3	4	5

34) Following articles are about areas you might have had any difficulties since you came to Turkey. State whether you agree or disagree that each of them is an important problem for you.

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Housing	1	2	3	4	5
Health	1	2	3	4	5
Food	1	2	3	4	5
Work	1	2	3	4	5

Education	1	2	3	4	5
Discrimination	1	2	3	4	5
Communication (Language)	1	2	3	4	5

35) State your satisfaction with below listed services you might have received in Turkey.

	Dissatisfied	Satisfied	Very Satisfy	I didn't receive this service
Healthcare Services	1	2	3	4
Aids	1	2	3	4
Security	1	2	3	4
Social Services	1	2	3	4
Education	1	2	3	4
Other.....	1	2	3	4

36) Do you have any relatives in Turkey?  Yes (1)  No (2)

37) Do you have any friends among native population?  Yes (1)  No (2)

38) How do you feel about being in various relationships with someone from native population?

	Don't want at all	Don't want	No Interest	Want	Would want a lot
Be Neighbors	1	2	3	4	5
Be Schoolmate	1	2	3	4	5
Be Colleagues	1	2	3	4	5
Business Partners	1	2	3	4	5
Close friends	1	2	3	4	5
Roommates	1	2	3	4	5
Boyfriend/Girlfriend	1	2	3	4	5
Get Married	1	2	3	4	5

39) How do you feel about native population's attitude towards you?

Not satisfied at all (1) Dissatisfied (2)	Indecisive (3)	Satisfied (4) Very Satisfied (5)
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40) Do you experience any problems in your relationships with native population?

No, not at all (1)	Yes, sometimes (2)	Yes, frequently (3)
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41) Many refugees came to Turkey since the beginning of the civil war in Syria. Some of them plan to go back to Syria in the future, while some choose to stay in Turkey. Which one of the following statements express your attitude regarding this issue better?

- I would never think of going back to Syria
- I would go back even if the war doesn't end
- I would go back if the war in Syria ends and my desired regime is established
- I would go back when the war is over even if my desired regime is not established

42) Some western countries are preferred by refugees because of their social policies on refugees. Which one of the following statements express your attitude regarding this issue better?

- I wouldn't go
- I would go if get a chance
- I would go if I can't finish my studies in Turkey

- d. I would go if I can't find a job in Turkey after I graduate
- e. I would go if there is someone over there to help/assist me

42. If the answer is not a

Which country would you go?

- a. Germany
- b. Sweden
- c. UK
- d. USA
- e. Other.....

43) How willing are you in the following subjects regarding your status in Turkish Republic? Would you consider being a Turkish citizen?

	Don't want at all	Don't want	Indecisive	Want	Want a lot
Only Turkish Citizenship					
Dual citizenship					
Residency Permit					
Work Permit					

44) Considering your impressions up until today, please state how much you trust in each of these institutions?

	No, I don't trust	I trust a little	I trust a lot
International Organizations (like UN)	1	2	3
International Aid Organizations	1	2	3
Local NGOs	1	2	3
Turkish Police	1	2	3
Turkish Courts	1	2	3
Turkish Military	1	2	3
Turkish Government	1	2	3
Parliament	1	2	3
Universities in Turkey	1	3	3

45) . How do you feel in Turkey?

	No	Indecisive	Yes
Safe	1	2	3
Troubled	1	2	3
Under threat	1	2	3
Among friends	1	2	3
Among people who cast us out and don't want us	1	2	3
Anxious	1	2	3
Temporary	1	2	3
	1	2	3
	1	3	3

40. What is your projection about your personal future in Turkey?

- I am temporarily in Turkey, I will go back
- I intend to go to countries other than Turkey
- I intend to stay in Turkey
- I don't really know

46) Do you believe that you can work in job suitable for your vocation in Turkey in the future?

- a) Yes, I do
- b) I am not sure
- c) No, I don't

47) What do you think about ending of war in Syria and establishing stability and peace?

- a) The war will end in 1-2 years
- b) The war will end in 3-5 years
- c) The war will end in 5-10 years
- d) The war will never end
- e) Stability and peace will never be established even if the war ends

48) Which source do you use most when using media?

- a) Printed newspaper I buy
- b) TV
- c) Mobile phone
- d) Personal computer
- e) Computer at school

49) Please check the options reflecting your views regarding the channels you use to follow developments in Syria and Turkey.

	I follow news on Turkey from this source	I follow news on Syria from this source
Facebook	1	2
Twitter	1	2
Arabic Newspapers	1	2
Turkish Newspapers	1	2
Foreign Newspapers	1	2
Turkish TV	1	2
Arabic TV channels broadcasting in Turkey	1	2
Arabic TV channels broadcasting in Syria	1	2
English TV channels	1	2
French TV channels	1	2

50) Which of the following statements reflect your view on news about Syrian refugees in Turkish media?

- a) Negative and othering
- b) Very ideological
- c) Reflects reality
- d) Positive, does not talk about negativities

51) Are you a member of or volunteering at any NGOs or similar organizations in Turkey?

- a) Yes b) No
- 51) a – If you are a member, is this a Turkish NGO, or a Syrian NGO?
  - a) Syrian NGO b) Turkish NGO c) International NGO

52) How successful do you think is Turkish government's policy towards refugees?

Not successful at all	Not quite successful	Neither, Nor	A little successful	Very successful	I don't know/I have no idea

53) What do you think is the biggest problem of Turkish policy on refugees?

- a) Indecisiveness
- b) Lack of coordination
- c) Not getting Syrians' opinions
- d) Lack of resources
- e) No problems, they are doing their best
- f) Other...

54) If you have any additional thoughts, critiques, or comments, please write here

THANK YOU FOR PARTICIPATING IN THE SURVEY...

## **ANNEX-III: LIST OF CONTRIBUTORS TO THE SHORT FILMS FEATURING SYRIAN ACADEMICIANS**

Videos are shot in different cities. Of the 32 video interviews, 20 of them were chosen and edited.

- 1- **Mohamad Marwan Al-Khateeb**- PhD in Engineering, worked at Aleppo University and Al-Itihad University in Aleppo.
- 2- **Mohamad Gazi Rashid**- PhD in Political Sciences, worked in Aleppo University and Ebla Private University in Aleppo - working at Artuklu University in Mardin and Gaziantep U.
- 3- **Mehy Al-Deen Banane**- PhD in Civil Engineering worked at Damascus University and Al-Itihad University in Aleppo.
- 4- **Momtaz Hayze**- A doctor who is working as a Chairman in Syrian Expatriate Medical Association, (SEMA) in Gaziantep Turkey.
- 5- **Abdulnaser Al-Jasem**- PhD in Economics, worked for 7 years at Aleppo University and was the Head of Marketing branch in the university – Now he is working at Artuklu University in Mardin.
- 6- **Wissam Aldien Alokalah**, PhD in International Law and International relations from Damascus University, working in political science dept. at Artuklu Uni. in Mardin.
- 7- **Abdulhalim Abdullah**- PhD in Arabic language, working at Artuklu University in Mardin.
- 8- **Hasan Khataf** – PhD in Islamic sciences from Al-Zaytouna University in Tunisia, worked at Damascus University and Aleppo University, working at Artuklu University in Mardin.
- 9- **Mohamad Hamido**- Master's degree in Arabic language - working at Artuklu University in Mardin.
- 10- **Ibrahim debo** – PhD in Islamic Philosophy, worked at Aleppo and Damascus University, working at Artuklu University in Mardin.
- 11- **Saed Sabbagh** – PhD in Nuclear Physics from Kiev, Ukraine. working now in the Energy Institute in Istanbul and working with Prof.Fuat Sezgin in the manuscripts of the scientific heritage.
- 12- **Usama Hamwey** - worked at Damascus University, PhD in Shariaa and law, president of the Arab Academic League.
- 13- **Reem Khartash**- PhD in Civil Engineering, worked at AL-Furat University in Syria for 3 years and at Aleppo University for 12 years.
- 14- **Abdulnaser Al-Jasem**- PhD in Economics, worked for 7 years at Aleppo University and was the Head of Marketing branch in the university, he is working at Artuklu University in Mardin.
- 15- **Ziad Ibrahim**- Master's degree in the laboratory diagnosis, hematology. Worked at Kalamon University for 7 years and Al-Baath for 3 years, not working now.
- 16- **Adnan Mamo**- PhD in Ancient History, from Ain Shams University, Egypt. worked at Hasake University, Deir Ezzor University, Idlib University and Rakka University.
- 17- **Bssam Sahyouni** - PhD in jurisprudence and law.
- 18- **Omar Al-Mohamad** - PhD in Business Administration from Damascus University, worked at Aleppo University and Gulf University in Aleppo.
- 19- **Abdulrhaman Al-Jamouss** - Professor in Strategic Management, worked at Aleppo University, Al Maamoun University and Ebla Private University.
- 20- **Mohamed Faris, Astronaut**
- 21- **Tülin Haji MOHAMAD**, Student