

**THE UNIVERSITY OF MANCHESTER - APPROVED ELECTRONICALLY
GENERATED THESIS/DISSERTATION COVER-PAGE**

Electronic identifier: 31935

Date of electronic submission: 13/11/2020

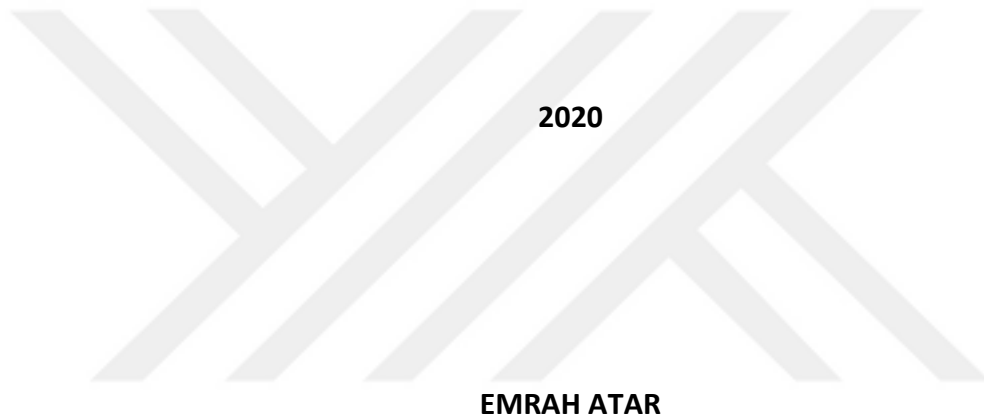
Thesis format: Traditional

The University of Manchester makes examined, Open Access electronic theses freely available for download and reading online via the University's Research Explorer <http://www.research.manchester.ac.uk>.

This print version of my thesis is a TRUE and ACCURATE REPRESENTATION of the electronic version submitted via the University of Manchester's eThesis submission system.

**IMPACT OF SYRIAN REFUGEE CRISES ON PUBLIC SERVICE PROVISION: PERSPECTIVES FROM
URBAN-LOCAL GOVERNANCE IN TURKEY**

A Thesis Submitted to the University of Manchester for the Degree of Doctor of Philosophy
in the Faculty of Humanities



Global Development Institute (GDI)
School of Environment, Education and Development (SEED)
Faculty of Humanities

Table of Contents

Table of Contents	2
List of Figures	8
List of Tables	9
List of Abbreviations	10
ABSTRACT	11
DECLARATION	13
COPYRIGHT STATEMENT	14
DEDICATION	15
ACKNOWLEDGEMENTS	16
CHAPTER 1: INTRODUCTION	17
1.1.Introduction and Background to the Research	17
1.2.Conceptual Understanding of Migration and Migration in Turkey	19
1.3.Problem Statement.....	21
1.4.Aim and Objectives of the Research	25
1.5.Research Questions	26
1.6.Significance of the Study	28
1.7.Methodology	29
1.8.The Structure of the Thesis	30
1.9.Limitations of the Research	31
1.10.Conclusion and Chapter Summary	32
CHAPTER 2: LITERATURE REVIEW	33
2.1.Introduction	33
2.2.Key Concepts and Generic Theory	34
2.2.1.Theories of International Migration	34
2.2.2.Neoclassical Economics: Macro Theory	34
2.2.3.Neoclassical Economics: Micro Theory.....	35
2.2.4.The New Economics of Migration	35
2.2.5.Dual Labour Market Theory	35
2.2.6.World Systems Theory	36
2.3.The Context of Governance, Local Governance and Public Service Delivery	36
2.3.1.The Concept of Governance	36

2.3.2.Public Service and Service Delivery in Public Sector	40
2.3.3.Alternatives to Public Services.....	44
2.3.4.Challenges and Obstacles to Good Public Service Delivery	45
2.4.Education and Syrian Refugees in Turkey.....	46
2.5.Healthcare and Syrian Refugees in Turkey	55
2.6.The General Concept of Capacity Building	58
2.6.1.Capacity Building in the Context of Education	60
2.6.2.Capacity Building in the Context of the Healthcare	63
2.7.NGOs in Human Development and Humanitarian Crisis.....	67
2.8.Context-Specific Theory	69
2.8.1.Civil War in Syria: Immigrants, Refugees, Ethnic Problems	69
2.8.2.Turkey: From Emigration to Immigration.....	73
2.8.3.The Effect of Syrian Refugees on Turkey in General	75
2.8.3.1.Economic Issues	77
2.8.3.2.Social, Political and Security	78
2.8.3.3.Public Services	79
2.9.Chapter Summary and Research Framework	80
CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY	82
3.1.Introduction	82
3.2.Research Philosophy.....	82
3.3.The Research Approach.....	86
3.3.1.Qualitative Research Approach	86
3.3.2.Case Study Research Strategy	88
3.3.3.Defining the Sample of Civil Servants and NGOs for the Research	89
3.4.The Fieldwork	91
3.5.Data Collection Instruments and Process.....	92
3.6.Pilot Interviews.....	93
3.7.Interview of Respondents	93
3.7.1.Focus Group Discussion (FGDs)	94
3.7.2.Documentary Review	94
3.7.3.Interview Transcription.....	96
3.7.4.Data Analysis and Presentation.....	97

3.8.Ethical Consideration	98
3.9.Quality Assurance, Validity and Reliability of Data	99
3.10.Chapter Summary	100
CHAPTER 4: EXAMINATION OF SYRIAN REFUGEE CHILDRENS' EDUCATION IN TURKEY	101
4.1.An Overview of the Chapter	101
4.2.Analysis of Education Policies for Syrian Refugees in Turkey	102
4.2.1.Temporary Education Centres	108
4.2.2.Promoting Integration of Syrian Kids into the Turkish Education System.....	109
4.2.3.Inclusive Education.....	109
4.2.4.Services in General.....	111
4.3.The Meaning of Education for Refugees.....	112
4.4.Problems Encountered in the Education of Syrian Students	116
4.4.1.Language (Communication) Barriers	118
4.4.2.Integration of the School Culture.....	121
4.4.3.Preparation before Attending Schools	125
4.4.4.Psychological Problems	127
4.4.5.Problems Related to Parents and Families	130
4.4.6.Distribution to Classes and Over-sized Classrooms	132
4.4.7.Absenteeism	133
4.4.8.Lack of Documentation	134
4.5.Capacity Building in Education	134
4.5.1.Developing and Improving Institutional Capacities	137
4.5.2.Improving Learning, Teaching and Training Capacity.....	138
4.5.3.Capacity Building and Curriculum Development.....	140
4.5.4.Strengthening School-Family Partnership.....	141
4.6.Chapter Summary	142
CHAPTER 5: EXAMINATION OF THE STATUS OF SYRIAN REFUGEES' ACCESS TO	
HEALTHCARE SERVICES	144
5.1.Introduction	144
5.2.Legal Status and the Utilisation of Health Services	145
5.3.International Solidarity and the Role of WHO	150
5.4.Challenges Facing the Health Service Provision	155

5.4.1. Language (Communication) Barriers	155
5.4.2. Temporary Protection Registration and ID Issues.....	158
5.4.3. The Lack of Types of Equipment and Doctors Serving only Syrians.....	160
5.4.4. Problems with Preventative Healthcare, and Women and Children's Health	162
5.4.5. The Negative Attitudes and Approaches of Health Workers Against Refugees.....	164
5.4.6. Financial Aspects of Healthcare and Medicine Fees	166
5.4.7. Psychosocial Support for Refugees	168
5.5. Health Service Workers and Refugee Crisis	170
5.5.1. The Problem of Working Conditions and Workload.....	171
5.5.2. Psychological Problems	172
5.5.3. The Dimension of Health and Safety of Health Workers.....	173
5.6. Capacity Building in Healthcare	174
5.6.1. Developing and Improving Institutional Capacities	175
5.6.2. Training Capacity Building	177
5.6.3. Resource Allocation	178
5.6.4. Strengthening Partnership for Healthcare Improvement.....	179
5.7. Chapter Summary	180
CHAPTER 6: EXAMINATION OF THE ROLE OF NGOs, INGOs AND CIVIL SOCIETY	
ORGANIZATIONS IN THE REFUGEE CRISIS	182
6.1. Introduction	182
6.2. The Place and Importance of Non-governmental Organisations in the Delivery of Public Services	182
6.3. NGOs and Their Capacity for Conflict Management.....	189
6.4. Challenges, Organisational Limitations, and Advantages of NGOs While Handling the Refugee Crisis.....	191
6.4.1. Lack of Funds	191
6.4.2. Barriers to Entry and Operational Activities.....	192
6.4.3. Absence of Strategic Planning.....	192
6.4.4. Limited Capacity and Capacity Building.....	193
6.4.5. Coordination and Co-operation	193
6.4.6. NGOs Create an Employment Environment	194
6.4.7. Easy Crossings Between Countries.....	194

6.5.Coordination and Co-operation between Government-NGOs and NGOs-NGOs.....	194
6.6.Chapter Summary	200
CHAPTER 7: DISCUSSION OF FINDINGS.....	201
7.1.Introduction	201
7.2.Syrian Refugee Crisis and Turkey	202
7.2.1.Economic, Social, Political and Security Impacts	204
7.2.2.Policies on Refugees	205
7.3.Educational Service Provision	207
7.3.1.Concerns and Factors Affecting Relations in the School	208
7.3.2.Measures to Improve Quality Education in Schools	212
7.3.2.1.Preparation and Additional Courses.....	213
7.3.2.2.Teachers Training and the Need of Assistant Teacher	214
7.3.2.3.Psychosocial Support	214
7.3.2.4.Separate Classrooms for Syrian Students	215
7.3.2.5.Continuation of the School	216
7.3.2.6.Modification of Curriculum.....	216
7.3.2.7.Financial Support for Schools, Students, and Parents	216
7.3.2.8.Ensuring Active Participation of Parents in Education	217
7.4.Health Service Provision	217
7.5.Capacity Building in Service Delivery.....	221
7.6.The Role of NGOs, INGOs and Civil Society Organizations in the Refugee Crisis Management and Service Delivery	223
7.7.Chapter Summary	226
CHAPTER 8: CONCLUSION AND CLOSING COMMENTS	228
8.1.Introduction	228
8.2.Summary of Key Findings	228
8.3.Contributions of the Research to Knowledge.....	236
8.4.Limitations of the Research and Challenges	239
8.5.Suggestions for Further Research	240
8.6.Reflections on the Journey to the PhD Programme	241
8.6.1.Professional Development and Experience	241
8.6.2.Peer-Review Publications	241

8.7.Concluding Remarks 242

References 244

Total Words of the Main Text: 75,172



List of Figures

Figure 2-1: The General Context of Good Governance	39
Figure 2-2: Basic Elements for Good Local Governance.....	40
Figure 2-3: Collaboration in order to achieve Public Service Excellence	42
Figure 2-4: Education Services for Syrian Children in Turkey.....	50
Figure 2-5: Total People of Concern	71
Figure 2-6: Syrian Migrants in Turkey.....	72
Figure 2-7: A Conceptual Framework Defining Core Domains of Research.....	81
Figure 3-1: Basic Action Research Procedure	87
Figure 4-1: Population of Syrian children in Turkey and its distribution by age groups	103
Figure 4-2: Schooling Rates for 2014-2019	104
Figure 4-3: Gender-Based Graphic	104
Figure 4-4: Schooling rate according to education levels	105
Figure 4-5: Number of students given access to higher education.....	106
Figure 4-6: Types of courses and attendance numbers most preferred by Syrians in Public Education Centres.....	107
Figure 4-7: Number of schooling and training courses in the area where fieldwork is conducted	107
Figure 4-8: Education Services Provided by Government for Syrian Refugees.....	108
Figure 4-9: The response of the educators participating in the research to the presence of Syrian children	117
Figure 4-10: Problems Encountered during the Education of Syrian Children	117
Figure 4-11: Strengthening National Education Capacities.....	136
Figure 5-1: Number of Syrian who Accessed Health Services in Turkey	149
Figure 5-2: Capacity Building to Improve Healthcare Services	175
Figure 6-1: Operations that might be under a shared structure.....	198
Figure 6-2: Operations that might be under an individual structure.....	199
Figure 7-1: Needs to be met to improve the quality of education	213

List of Tables

Table 1-1: International Migrant Stock (millions)	17
Table 1-2: Migrant Flow into Turkey	18
Table 1-3: 2018 Address-based Population Registration System, Population of Foreign Nationals.....	20
Table 1-4: Logical Framework of Research Aim, Objectives and Questions	27
Table 2-1: Changing ideological conceptions of governance and public management.....	38
Table 2-2: Mapping of Public Services.....	41
Table 2-3: Numbers of students in education	62
Table 2-4: Indicators of Health Expenditures	65
Table 2-5: Number of Physicians, Persons per Physician and Patient Hospital Visits per Physician	65
Table 2-6: Number of Medical Institutions, Total Hospital Beds and Hospital Beds per 1000 Population.....	65
Table 2-7: PPP Hospital Project of Turkey	67
Table 2-8: Humanitarian Needs.....	73
Table 3-1: Comparison of four research philosophies	85
Table 3-2: Distribution of Participants by Gender and School Degrees.....	90
Table 3-3: Distribution of Participants by Age.....	91
Table 3-4: Summary of interviewees' profiles.....	91
Table 3-5: Link among Objectives, Research Questions, and Methods	95
Table 3-6: Research Questions and Method of Data Collection	96
Table 5-1: Donors under WHO's 2018–2019 3RP appeal Donor Amount (US\$).....	152
Table 5-2: Donors to the Gaziantep WHO hub, 2018.....	153
Table 5-3: Problems Encountered during the Healthcare Services of Syrian Refugees.....	155
Table 7-1: Conceptual Framework for the Study based on Findings (Related to Figure 7) ...	201
Table 7-2: General table of the problems of Syrian refugee children who attend and are out of school	212

List of Abbreviations

AFAD	: Disaster and Emergency Management Authority
AFKEN	: AFAD's Temporary Sheltering Management System
BOT	: Build Operate Transfer
BRAC	: Bangladesh Rural Advancement Committee
DAFI	: Albert Einstein German Academic Refugee Initiative Scholarship Programme
DESA	: United Nations Department of Economic and Social Affairs
DGMM	: Directorate General of Migration Management
DPI	: Democratic Progress Institute
EU	: European Union
FGDs	: Focus Group Discussion
FRIT	: The EU Facility for Refugees in Turkey
GCR	: The Global Compact on Refugees
GDI	: Global Development Institute
GNI	: Gross National Income
GSS	: General Health Insurance
HOPES	: Higher and Further Education Opportunities and Perspectives for Syrians
IOM	: International Organisation for Migration
IYEP	: Training Program in Primary Schools
MENA	: Middle East and North Africa
NGO	: Non-governmental Organisation
NPM	: New Public Management
OECD	: Organisation for Economic Co-operation and Development
ORSAM	: Center for Middle Eastern Strategic Studies
PIKTES	: Promoting the Integration of Syrian Children into the Turkish Education System
PPP	: Public-Private Partnership
SGK	: Social Security Institution
SIHHAT	: Improving the Health Status of the Syrian Population Under Temporary Protection in Turkish
SPARK	: Supporting Partnerships and Resources for Kids
SWOT	: Strengths, Weaknesses, Threats, and Opportunities
TUIK	: Turkish Statistical Institute
UN	: United Nations
UNDP	: United Nations Development Programme
UNHCR	: United Nations High Commissioner for Refugees
UNICEF	: United Nations Children's Fund
UREC	: The University of Manchester's Research Risk and Ethics Committee
US-USA	: The United States of America
WHO	: World Health Organisation

Emrah Atar

Global Development Institute (GDI), School of Environment, Education and Development
(SEED), University of Manchester, UK

ABSTRACT

Refugee and migration crises are among the most heartrending and vexatious humanitarian issues of this century. These crises are particularly evident in the case of Syria, where, since 2011, civil war and terrorism have led millions of people to seek refugee status in neighbouring countries, including Turkey. Since 2011, Turkey has pursued an open-door policy accompanied by a national temporary protection regime to protect over 3.6 million Syrians fleeing the civil war. Even though many of the Syrian refugees reside in refugee camps, a significant proportion (about 90%) are scattered in cities across Turkey, where they are confronted with challenging circumstances; notably, high poverty levels exacerbated by the high cost of living and limited livelihood opportunities. As a corollary, government institutions (the public service) in Turkey have the significant responsibility of providing essential services, including education and health; moreover, together with government agencies, NGOs are working hard to meet the needs of these people and for improving the quality of services provided. Against this backdrop, the aim of the study was to examine, analyse and understand the positive and negative ramifications of Syrian refugee presence on public services, specifically within the context of education and healthcare, and the role of NGOs while providing these kinds of services. Ensuring continuity of education and health service delivery to Syrian refugees is emerging as a significant challenge for the government in Turkey. Unfulfilled promises by the international community and the lack of commitment to burden-sharing from stakeholders have put the Turkish government under financial strain.

The study adopted the qualitative research design. In-depth interviews, focus group discussion, and documentary reviews were the primary data collection methods. The findings revealed that the Government of Turkey is being overstretched by the refugee crisis, and this has affected the quality of public service provision. It is possible to evaluate the results of this study in three headings. 1) Policies implemented for the provision of Educational Services, problems in the provision of services, and capacity management. 2)

Policies for the smooth delivery of health services and problems encountered while implementing these policies, and capacity management. 3) The role and deficiencies of NGOs in service delivery. The high and unexpected influx of people has caused disruption to social services. NGOs involved in the provision of services are equally over-stretched for lack of support from the Turkish government. Nonetheless, the situation has improved in recent times with the adoption of more systematic programmes and more extensive cooperation. In this context, this study is another modest contribution to current literature on the plight of refugees in Syria.

Keywords: Refugee Crisis, Syrian Refugees, Turkey, Public Service, Education, Healthcare, NGOs.



DECLARATION

I declare that no portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

Emrah Atar

September, 2020



COPYRIGHT STATEMENT

- i. The author of this thesis (including any appendices and/or schedules to this thesis) owns certain copyrights or related rights in it (the “Copyright”) and s/he has given The University of Manchester certain rights to use such Copyright, including for administrative purposes.
- ii. Copies of this thesis, either in full or in extracts and whether in hard or electronic copy, may be made only in accordance with the Copyright, Designs and Patents Act 1988 (as amended) and regulations issued under it or, where appropriate, in accordance with licensing agreements which the University has from time to time. This page must form part of any such copies made.
- iii. The ownership of certain Copyright, patents, designs, trademarks and other intellectual property (the “Intellectual Property”) and any reproductions of copyright works in the thesis, for example graphs and tables (“Reproductions”), which may be described in this thesis, may not be owned by the author and may be owned by third parties. Such Intellectual Property and Reproductions cannot and must not be made available for use without the prior written permission of the owner(s) of the relevant Intellectual Property and/or Reproductions.
- iv. Further information on the conditions under which disclosure, publication and commercialisation of this thesis, the Copyright and any Intellectual Property and/or Reproductions described in it may take place is available in the University IP Policy (see <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=24420>), in any relevant Thesis restriction declarations deposited in the University Library, The University Library’s regulations (see <http://www.library.manchester.ac.uk/about/regulations/>) and in The University’s policy on Presentation of Theses.

DEDICATION

I dedicate this work to the memory of my mother, **TURKAN ATAR**, who always believed in my ability to be successful in the academic arena. Dear Mom, you are gone, but your belief and trust in me has made this journey possible. Thank you, and you will always be missed...



ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious and the Most Merciful. All praises to Allah and His blessing for the completion of this thesis. I thank God for giving me the opportunities, trials, strength, patience, and ability that have been showered on me to finish writing the thesis. My humblest gratitude to the Holy Prophet Muhammad (Peace be upon him) whose way of life has been continuous guidance for me.

First and foremost, I would like to sincerely thank my supervisors **Dr Farhad Hossain** and **Dr Chris Rees** for their guidance, understanding, support, kindness, love, patience and most importantly, they provided positive encouragement and a warm spirit to finish this thesis. It has been a great pleasure and honour to have them as my supervisors. I also would like to thank **Dr Admos Chimhowu** for his brotherly and friendly posture during my PhD, and the entire academic staff at GDI, I wish to express my heartfelt gratitude for your support in diverse ways. My genuine appreciation also goes to the University of Manchester and the city of Manchester for their provision of an appropriate atmosphere. I also would like to thank all my interviewees for sharing their very precious time and knowledge with me, especially Ayham Almahli.

My very sincere thanks go to the Government of Turkey, with special thanks to Ministry of National Education for their confidence in granting me with a scholarship to pursue the degree of Doctor of Philosophy in the United Kingdom. May Allah always bless my beloved homeland.

My deepest gratitude goes to all of my family members. It would not have been possible to write this thesis without support from them. I would like to thank my dearest father **Halim Atar**, my sisters **Ebru Sahin** and **Esra Atar**. Finally, I owe much to my wife **Nurcan Atar** and my brother **Muhammed Atar**, who have always been on my side whenever I needed them and supported me emotionally throughout the PhD journey.

I thank every one of them wholeheartedly.

1. CHAPTER ONE: INTRODUCTION

1.1. Introduction and Background to the Research

The world is currently witnessing a period of unprecedented human movement, and it represents one of the most significant problems worldwide in recent times. According to a report by the United Nations (2016), the number of international migrants worldwide has rapidly increased over the past fifteen years, reaching 244 million in 2015, up from 220.7 million in 2010 and 174.5 million in 2000. Myers (2005) postulated that migration would continue to increase, and it has been speculated that as many as 200 million people might be forced to migrate by 2050 because of climate change, civil war or other reasons. According to UNHCR (2017a), international (external) migration mainly constitutes asylum seekers and refugees. In recent years, in particular, the number of refugees has rapidly been growing throughout the world, attaining unprecedented levels since World War II by over 70.8 million people who have been forcibly moved from their homes (UNHCR, 2020).

Table 1-1: International Migrant Stock (millions)

International Migrant Stock (millions)					
	1990	2000	2010	2013	2019
World	154.2	174.5	220.7	231.5	272
Developed regions	82.3	103.4	129.7	135.6	170
Developing regions	71.9	71.1	91	95.9	102
Africa	15.6	15.6	17.1	18.6	26.5
Asia	49.9	50.4	67.8	70.8	83.6
Europe	49	56.2	69.2	72.4	82.3
Latin America and the Caribbean	7.1	6.5	8.1	8.5	11.6
Northern America	27.8	40.4	51.2	53.1	58.6
Oceania	4.7	5.4	7.3	7.9	8.9

Source: United Nations, (2019)

Syria represents one of the most significant humanitarian crises and disasters of our time. Since the beginning of the conflict in 2011 around the time of the Arab Spring, hundreds of thousands of the civilian population have been killed, and millions have been forced to move from their homeland (UNHCR, 2020). Deposition due to mass conflict led to a significant

demographic change in Syria. For instance, the UNHCR (2020) estimated that 6.3 million people were displaced in Syria, and of this number, 5.5 million were subsequently registered as refugees in neighbouring countries. Thousands of people have lost their lives as a result of this turmoil, and it is further estimated that at least 100,000 refugees and potential asylum seekers have drowned in the Aegean Sea since 2011 (Dedeoglu, 2016). Between April 2011 and September 2013, almost 500,000 Syrians migrated to Turkey in order to protect themselves from domestic turmoil in Syria (The Government of Turkey, 2017). This number is believed to have surged to over 3.6 million, according to TurkStat (The Government of Turkey, 2017). This current figure makes Turkey one of the top host countries for the Syrian refugees in the region. As a result of the massive influx of Syrian refugees to Turkey, Turkish public services have been under intense pressure and have clearly been impacted by this massive inflow.

On the other hand, looking at the migration process and numbers in Turkey, the following statements can be made. The Director-General of Migration Management within the Ministry of Interior (The Government of Turkey, 2017) stated that mass migration flows into Turkey have continued from the early republican period onwards. The most concrete examples of these movements can be summarised as follows:

Table 1-2: Migrant Flow into Turkey

Migrant Flow into Turkey		
Year	Country or Region	Number of People
1922-38	Greece	384,000
1923-45	Balkans	800,000
1933-45	Germany	800
1988	Iraq	51,542
1989	Bulgaria	345,000
1991	Iraq	467,489
1992-98	Bosnia and Herzegovina	20,000
1999	The Republic of Kosovo	17,746
2001	Macedonia	10,500
2011-Cont.	The Syrian Arab Republic	over 3.5 million

Source: The Government of Turkey, TUIK (2017)

1.2. Conceptual Understanding of Migration and Migration in Turkey

Since migration is essential in this century and has been explored in this research, it would be better to understand the concept and context of migration explained in the context of what migration actually means and the type(s) of migration that currently exist in general. Based on information from the International Organisation for Migration (IOM, 2017), the Australian Government (2017) and the New Zealand Government (2017), migration can be defined as the movement of people from one place to another. Migration can be a movement of people between different countries international (external) or national involving movements of people from rural to urban areas within a country, for example. External migration refers to a change of place of residence through international borders which means an ex-migrant is a person who has moved to another country. Ex-migrants can be classified as legal immigrants, illegal immigrants, and refugees. Legal immigrants are those who act according to the legal requirements of the receiving nation. In contrast, illegal immigrants are those who move without legal permission, whilst refugees are those who cross international boundaries to escape persecution.

Before focussing on immigration in Turkey, an understanding of the process of emigration and immigration in Turkey would be useful. Kirişçi (2007), Elitok and Straubhaar (2011) explained that Turkey was an emigration country, where people take up permanent or temporary residence having left their home country. Since the beginning of the 1960s and early 1970s, a large number of Turkish citizens have migrated to Western European countries; particularly to West Germany. This emigration has, up until recently, been linked to family integration schemes and asylum track (Kirişçi, 2007). There are five main types of emigration followed by Turkish citizens moving into the EU area according to İçduygu (2013): family-related emigration, asylum-seeking, irregular (undocumented or clandestine) labour emigration, contract-related (low-skilled) labour emigration, and emigration of professional and highly skilled people.

However, located as it is at the geographical intersection between East and West, with both the Mediterranean and the Black Sea coasts, Turkey has historically acted as a nexus for essential population movements (Elitok and Straubhaar, 2011) and trade. Elitok and Straubhaar also argue that Turkish migration to the EU has declined meaningfully because

Turkey has begun to act as a migration hub for the Black Sea area and the Middle East. Table 3 reports the number of foreigners (external immigrants) living in Turkey according to its address-based population registration system, not including the primary immigrant population coming from Syria.

Table 1-3: 2018 Address-based Population Registration System, Population of Foreign Nationals

Country	Number of People
Iraq	283 934
Afghanistan	120 409
Germany	82 031
Iran	68 839
Turkmenistan	68 146
Azerbaijan	61 807
Uzbekistan	34 090
Russia	33 441
Egypt	26 162
Bulgaria	12 157
Others*	344 220
Total	1 211 034

*Others contain unknowns and stateless

Source: TurkStat, Address Based Population Registration System (ABPRS), 2013-2018

In contrast, looking at the numbers given by the Turkish Government (2017), more than 2.5 million people changed locations in 2016, which presents a clear indication of internal immigration numbers. In Turkey, the number of provinces that have been assigned an increased number of immigrants is 45, whilst the number that has been assigned fewer, by contrast, is 36. These numbers cover only internal migration, which is proportionally reduced when these figures are added to the number of people who have come to Turkey from Syria due to the civil war.

In addition to these migrants, there are also other migrants: about 174,466 based on numbers from the Turkish Government (2017), who enter the country by illegal means; thus,

official figures oftentimes underestimate the actual numbers on the ground, and the bottom line is that these huge numbers of refugees eventually have a direct undesired impact on the country's education and healthcare systems.

1.3. Problem Statement

In view of the crisis in Syria that has been on-going since 2011, many Syrians have migrated to Turkey and are accorded the status of guests rather than refugees, and have accordingly only received temporary protection with the Turkish Government declining to acknowledge any formal refugee status (Democratic Progress Institute DPI, 2017; Özden, 2013; İçduygu, 2015). Despite their 'guests' status', they face several challenges; especially the ability to access basic public and private services in their localities. The upsurge in demand for services invariably has had a toll on the relevant services providers, and unfortunately on the well-being of the migrants as well. The influx of Syrian refugees that erupted unexpectedly and the subsequent effect on healthcare has been a subject of debate as to whether the response of the public sector has been adequate or otherwise. Consequently, the research presented herein has considered the above; in contrast, it would be better to obtain a summary about the impact of the immigrants on the public service (education, healthcare) before examining the research questions in detail.

People move in search of a better life, and fortunately, most of them have succeeded in this regard. Most migrants hope to earn higher revenues and to gain better access to education and healthcare. The migrants send remittances back to their respective countries, leading to increased incomes and poverty reduction and improved health and educational outcomes, thereby promoting economic development in their home countries (Ratha et al., 2011). Despite these positive benefits of migration, it is difficult to say whether this claim is valid for the Syrian Arab Republic. However, Kahn et al. (2003) state that temporary circular migration leads to family breakdown, fragmentation of social networks and psychosocial stress. The potential downsides of migration for the receiving countries and towns include depressed wages of low-skilled workers, rising crime, added burdens on local services, and the fear of losing social and cultural cohesion (Bongaarts, 2010).

On the other hand, both domestic and foreign policy concerns have dominated the discourse of the Turkish state and the general political debate about Syrian immigrants. Domestically, Syrian refugees have been framed as a societal security threat and a political issue in three particular ways: as a 'rival victim' group; as a 'voter or demographic' threat; and as having 'unfair' access to public services (Memisoglu and Ilgit, 2017). Many local people are concerned that high levels of immigration may have hurt their jobs, wages, and quality of life. Although the fact that the government has been cutting back on public service spending and the issue of associated access cannot, therefore, be blamed on immigrants, it might be still worthwhile to understand whether immigration has led to the worsening of local service provision (Wadsworth et al., 2016).

The Turkish Government has been struggling with the problem of external immigrants (mainly Syrian refugees) whose presence have had various impacts on the public and private sectors; it has been observed that the quality of services offered to the local population has compromised. First of all, Ruud Lubbers (UNHCR, 2017a) expressed the idea that a refugee who goes without education cannot look forward to a more productive and prosperous future. A refugee who is unable to attend a school or vocational training courses are able to become disillusioned and might engage in military activities reluctantly. A refugee who does not know how to read or write could be at a severe disadvantage where they ought to be required to defend their human rights (Crisp et al., 2001).

Education is a societal essential if one is to ensure a better future (The World Bank, 2018; World Economic Forum, 2018). In this case, Syrian refugees (children, young adults and the elderly) need to complete their education wherever they happen to be located. Six hundred and eleven thousand five hundred and twenty-four (611,524) representing (63%) of a total 976,200 of Syrian refugees of school-going age in Turkey are currently enrolled in a school (UNICEF, 2018; Daily Sabah, 2018). Unlike in Jordan and Lebanon, Syrian refugees cannot communicate in Arabic with the local population and must instead learn Turkish to be able to enrol in school in most cases (Democratic Progress Institute, 2017).

Furthermore, over the last few years, young refugees have benefited from 1,600 scholarships per session for the intensive 10-month accredited Turkish language programme (UNHCR, 2017a). Turkey now implements the most extensive DAFI programme (UNHCR's

higher education scholarship programme - Albert Einstein German Academic Refugee Initiative Scholarship Programme) worldwide, with a total of 814 refugee youth awarded scholarships, which includes tuition costs and a monthly stipend for accommodation and living expenses (UNHCR, 2017a). Hence, to give better education to immigrants, we need to understand public sector responsibilities where such services are provided. However, although reasons such as compliance, separation into social classes, language, child employment, parents' desire to force their children to work, and lack of school numbers in the region seem to be the general effects of immigration on education; the impact of these aspects on local public services have been examined later in this research.

Secondly, the existence of stress and the lack of healthy nutrition amongst others, economic problems, the possibility of not having adequate health care facilities in the areas where the migrants are living, insufficient income to cover their health costs, etc., represent serious threats to the health of the migrants (World Health Organisation, 2006), and in environments where minimum standards of living cannot be attained, unhealthy conditions usually abound, unfortunately. In the majority of camps, there are several healthcare units, schools for children, playgrounds, laundries, bathrooms, social service units, etc.; however, it is hard to say the same for the people who live outside the camps. Fifty-eight 58% of women and 60% of men living outside the camps use health services in Turkey, where the number of people living out of camps is approximately 90% (AFAD, 2013). A study conducted in the 15-49 age groups of women in the province centre revealed 50% iron and 46% vitamin B12 deficiencies. Moreso, finding baby food is a serious problem (Şimşek et al., 2015).

Rechel et al. (2013) argue that there are several good reasons why migrant health issues should have a higher priority within the political agenda. The first is that migrants, like everybody else, have the right to the highest attainable standards of physical and mental health. They also indicated that the specific health needs of migrants are poorly understood as communication between health care providers and migrant clients remains poor, and health systems are not currently prepared to respond to this problem adequately.

Nevertheless, the Government of Turkey and the United Nations work together to help people improve the quality of health services they are receiving, as has been done for the other services. In overcoming barriers to improving healthcare delivery, while the legal

framework provides access to health services for all refugees and asylum seekers, language remains an obstacle to delivering quality interpretation services across Turkey where the UNHCR offers interpreters to hospitals throughout the country (UNHCR, 2017a), and which is the reason for allocating a larger budget to the sector. In this context, capacity building in these areas is also important for administrators to concentrate on analysing the real effects of refugees in the Turkish public sector. Capacity building is the process of strengthening an organisation in order to improve its performance and impact (Connolly and Lukas, 2002). Capacity problems are more serious in low-income, crisis-ridden countries where state systems are either in disarray or have suffered severe erosion following long-running recessions, globalisation pressures and poorly thought-out structural adjustment policies (Bangura, 2000). Grindle and Hilderbrand (1995) point out that capacity building to improve public sector performance has become the principal focus of many development initiatives. As a result of the lack of capacity in the public sector of many developing countries, organisations and governments need to build such critical capacities so as to be able to set and achieve objectives, solve problems and perform essential development functions (Jorge, 1997; Crabbe et al., 2009). As a result, the research also analysed capacity building in education and health in Turkey.

In addition, based on the previous information and my experiences as an internal migrant living in this city for more than 20 years, I have the preconception that the public sector has faced considerable difficulties in implementing plans for education and healthcare processes in the city since it has been taking more people than expected to cope with and care for. Akin and Dökmeci (2015) expressed the idea that immigration has not just resulted in an increase in the urban population, but has also transformed its economy, politics, education, social fabric, urban structure, and lifestyle as well as its relationships with the international community. Thus, in this study, the researcher has focused on two areas of public services, namely education and healthcare as based on the impact of Syrian Refugees.

It is apparent that when the above information is analysed in the context of both the definition and the causes and consequences of immigration which has caused severe problems regarding bringing public services to people in a healthy manner. In this context, the research presents a detailed discussion of the effects of immigration (both internal and external) on public services. Even if positive consequences are possible – as examined in the

following chapters – the problem of immigration in Turkey is triggering a number of unwanted consequences, especially in the areas of education and healthcare. For a practical solution to the associated problems, it is necessary to analyse the interactions between factors related to the migration phenomenon and to follow a practical strategic planning approach. Therefore, the intention is to minimise such adverse effects in this research by offering policy recommendation mitigate the adverse effects of the Syrian Refugee problems on public services in Elazig, which would also help other cities to minimise any similar negative impacts they might experience.

To summarise, reliable information on migrants or refugees is essential to develop evidence-based policies, to inform the public and their opinion, and to fight widespread misunderstandings. How many immigrants or refugees do various countries have? What are the main features of those people? How do refugees contribute to their host and societies of origin? How do the roles of refugees evolve over time? These and other critical questions need to be answered in order to plan the future of migration, to evaluate migration possibilities and to address and solve the Syrian refugee challenge (UN, DESA, OECD, 2013). The aim, objectives, and the research questions, as based on the information provided above, are highlighted as follows.

1.4. Aim and Objectives of the Research

The main aim of this research is to examine, analyse and understand the positive and negative aspects of Syrian refugees on public services, specifically within the context of education and healthcare, and the role of NGOs while providing these kinds of services. To investigate this aim, the following objectives and research questions have been identified:

In particular, the thesis addressed the following principal objectives:

1. To better understand the adaptation of refugees to the education system.
2. To explore the effects and consequences of this international migration on the Turkish health system and examine whether public healthcare services are available to places where immigrants are clustered.
3. To analyse and recognise national and local needs in terms of capacity in education and healthcare.

1.5. Research Questions

This research seeks to address the following questions to obtain the aim and objectives of the research, as discussed above:

1. Do public services recognise and respond to the needs of refugees' and their children's education?
2. What are some affordable alternative ways of maintaining the mental health of refugees? And what are the financial needs of public services that might allow them to deal with healthcare regarding Syrian refugees?
3. How can the capacity of these areas be strengthened, and which training programmes, according to the Syrian refugees' needs in education and healthcare, can be identified?
4. What is the role of NGOs, INGOs and Civil Society Organisations in the Refugee Crisis Management and Service Delivery?

Please see table 4, which clearly demonstrates the research aim, objectives, and questions.

Table 1-4: Logical Framework of Research Aim, Objectives and Questions

Aim: To understand, analyse and examine the positive and negative aspects of Syrian refugees on public services, specifically within the context of education and healthcare.	
Research Objectives	Research Questions
1. To better understand the adaptation of refugees to the education system.	1. Do public services recognise and respond to the needs of refugees' and their children's education?
2. To explore the effects and consequences of this international migration on the Turkish health system, and examine whether public healthcare services are available to places where immigrants are clustered.	2. What are some affordable alternative ways of maintaining the mental health of refugees? And What are the financial needs of public services that might allow them to deal with healthcare regarding Syrian refugees?
3. To analyse and recognise national and local needs in terms of capacity in education and healthcare.	3. How can the capacity of these areas be strengthened, and which training programmes, according to the Syrian refugees' needs in education and healthcare, can be identified?
	4. What is the role of NGOs, INGOs and Civil Society Organisations in the Refugee Crisis Management and Service Delivery?

Source: Author's construct, 2020

1.6. Significance of the Study

While some research has been carried out on Syrian refugees, there have been few empirical studies or investigations into the impact of migration, specifically Syrian refugees, on the public services in Elazig. Even if the Syrian refugee crisis has been studied considerably, those studies have not specifically considered the city of Elazig, and many essential questions remain unanswered about the impact of Syrian refugees on public services and their delivery, such as on education and healthcare.

The thesis is essential in the context of revealing the relationship between the public sector and immigration, which is critical to ensuring sustainable development within the community. One of the significant factors with regards to immigration is the allocated budget which is the cause of the disruption to public services. In this context, prioritising service investments, such as education and healthcare, can have a significant impact on the public sector budget. The research findings present perspectives to be considered by public sector administrators to assess irregularities in the sector caused by immigration, and thus can assist the public sector concerning the streamlining of public services. As a result, balanced growth, protection of the environment, and proper immigration planning would be significant in terms of defining the duties of local government, and the public, in order to reach social targets in a particular region and moreover, establishing a framework between the public sector and the community for immigration would be beneficial to mitigate circumstances for immigrants living in Turkey.

Supporting the integration of refugees and asylum seekers into the public services and supporting vulnerable people who need help in areas such as education, health, social assistance, child protection, legal representation, prevention and response to sexual and gender-based violence can be shown to be among the duties of the public sector. Consequently, the research is significant in terms of developing meaningful solutions for these kinds of immigration-related problems in a holistic, systematic and rational way. Furthermore, a SWOT (strengths, weaknesses, threats, and opportunities) analysis of the city of Elazig is given in the implementation of the strategies; these played a crucial role in strategies to reduce the influence of Syrian refugees on public services and help people better integrate at a later stage.

1.7. Methodology

The overall research design aimed to address the primary research question detailed above through a series of logical steps geared towards achieving the above research objectives, assessing whether, not only, such information could be beneficial to satisfy the ongoing requirements of daily city operation, but also whether the knowledge base could be profitably applied as an instrument in the development of decisions, plans, policies, and actions, as a result of effects on migrants and public service delivery, including aspects of education and healthcare.

The method of this research, which focuses on the people who settled in the city of Elazig after their forced or voluntary immigration, and their effects on this city, has been consisting of two principal stages, namely: field research and the literature search. As essentially based on qualitative research, a multidirectional literature search was first carried out on the axis of immigration and public services, followed by specific field surveys across Elazig being identified as the research area.

Based on the data collection used in this research, the use of both primary and secondary sources were employed during the investigation. Most of the primary data for this study was qualitative in nature, and collected through qualitative interviews and participant observation in Elazig. Following this qualitative research method, an area calendar was created and the city, where the field study was conducted, was visited. The interviews were conducted face to face, and the target group was stakeholders such as the municipal employees, people who migrated, teachers, doctors, and the general public. In addition to interviews carried out as part of the field survey, extended observations are made throughout the city, particularly in the city centre, and diaries were regularly updated.

On the other hand, even though most of the primary data for this study is qualitative in nature and were collected in Elazig through qualitative interviews and participant observations, secondary data were obtained from reports, records and documents published by newspapers, municipalities, public institutions, and non-governmental organisations, including specific websites on the subject of the study. To summarise, this study falls within the qualitative paradigm which inductively explores a contemporary social phenomenon, thus, the (*"Syrian Refugee Crisis on Public Services in Turkey"*) in its natural settings (local

and public services of Turkey), specifically in the city of Elazig, by attempting to interpret the meanings people attribute to this phenomenon through in-depth interviews, focus group discussions (FGDs) and documented sources (Creswell, 2014; Yin, 2010). Thus, this research involves multiple sources of data gathering rather than relying on a single source (Creswell, 2014; Marshall and Rossman, 2011), including: A) individual interviews with representatives of government agencies, public and private stakeholders; B) focus group meetings with migrant students and their families in Elazig; and C) the documented legal framework, policies and procedures, and also online works, newspapers and magazines.

Due to the flexibility to freely express oneself, in-depth interviews were used to elicit the views, experiences and beliefs of participants to generate a deeper understanding of the subject matter in the context of Turkey, and also to probe answers that needed further clarification (Saunders et al., 2009). The FGDs were also employed because of their ability to generate spontaneous, rich and insightful information from research participants (Wong, 2008).

On the other hand, the data collected by the researcher were analysed with one of the more computerised applications such as NVivo, SPSS or MS Excel to generate charts on how some of the problems have arisen, what the public expectations are, and what the government has been doing so far to address the above. With the analysis in place, the study has also illustrated the level of confidence that the public has with their public administrators as per the migrant issue.

Therefore, the methodology used for this study will be elaborated in Chapter Three.

1.8. The Structure of the Thesis

This thesis consists of seven chapters. **Chapter one** presents a background to the thesis, the aim, objectives and a description of central research problem and questions. It provides a concise version of methodologies used and concludes by stating the importance of the study and its possible limitations. **Chapter two** covers theoretical overview, broad literature review, and gives a critical assessment of the relevant literature about the public services,

service delivery, local-urban governance, the circumstances of Syrian refugees, and the impact of Syrian refugees on public service provision in Turkey.

In **Chapter three**, a detailed discussion of the research design, research questions, the methodology and related methods employed in the thesis will be given. Chapter four, five, and six will demonstrate a deep and synoptic understanding of the field of study. **Chapter four** indicates examination of Syrian Refugee Children Education in Turkey; **Chapter five** presents an examination of the status of Syrian Refugees' access to healthcare services; in addition, **Chapter six** will provide in-depth details on examination of the role of NGOs, INGOs and Civil Society Organizations in the refugee crisis. **Chapter seven** critiques and determines the significance of fundamental information gathered through field observations or personal interviews with research subjects that have been recorded and transcribed. The final chapter of the thesis will be **Chapter eight**, which will give a series of concluding remarks and give suggestions for policy formulation and implementation.

1.9. Limitations of the Research

There is a need for a comprehensive understanding of the concept of migration, Syrian refugees, and the public sector, which are evidence-based. On the one hand, it would be right to discuss with key stakeholders such as the mayor, governor, national education director, and provincial director of immigration about the situation of refugees in Turkey. However, although scheduling a meeting with high-profile individuals is not easy, using my educational background and relationships have helped me to overcome this possible limitation.

On the other hand, talking to people who have migrated and also listening to their problems would be difficult because people may not be willing to talk about the issues they have faced during this process due to fear. Thus, the potential associated lack of available or reliable data from stakeholders could be a challenge to the research. In contrast, using proper language to explain the research to people might help me during my research to reduce the circumstances of this limitation.

Furthermore, considering the fact that there is not a great deal of literature on the field of Syrian refugees in Elazig, and this lack of prior research into the topic would be one of the main limitations to my research, and could potentially lead to minor delays in the research. However, I am planning to counter any such hindrances through extensive reading from periodicals and conference materials; I have also incorporated advice from my supervisors and lecturers in relation to the research.

1.10. Conclusion and Chapter Summary

A detailed study has been conducted on the impact of Syrian refugees on public services in Elazig with a specific focus on education and healthcare. The thesis has tried to explore some of the critical steps that can be undertaken to streamline the relationship between Syrian refugees and public service. In this context, enormous responsibilities are placed on local governments in Turkey to provide better services to such people.

Furthermore, the study has explored the variety of ways that can be used to restructure the city's public services, notably through the proactive collection of data and harnessing information to obtain valuable insights into the essentials of how public services can be enhanced to give migrants a better life. Hence, in the following chapters, the fundamental issues related to the impacts of Syrian refugees on public services have been analysed as based on education and healthcare; furthermore, the ability of the public sector to cope with this problem has also been discussed in this research.

Fundamentally, this chapter illustrates the general lines of the research which might be investigated in order to understand the influence of Syrian refugees on the city of Elazig and public services, in particular education and healthcare. The reason why the research should be done has been specified in the section of the significance of the study. The problems that might be encountered during this research were briefly mentioned. Also, general information about the methodology used for the research was given, as was the structure of the thesis. Hence, the next chapters would help to gain a better understanding through an extended discussion about the impact of Syrian refugees on the public services in the case of Elazig.

2. CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

As mentioned in chapter one, the main aim of this research is to understand, analyse and examine the positive and negative effects of Syrian refugees on public service provision within the context of education and healthcare. To achieve this aim, three objectives and four research questions were determined. This chapter, thus, provided a clear overview and foundation to support the attainment of the research objectives and questions posed in the thesis. In addition, the chapter presented the generic concepts of public services, service delivery and local governance in public services. Even though various thematic areas can be addressed for those studying refugee crisis, this study has been focused on the mentioned key concepts. Thus, the chapter has accordingly been divided into the following sections:

1. Key Concepts and Generic Theory

- Theories of International Migration
- The context of governance, local governance and public service delivery
- The concept of governance
- Service delivery in the public sector
- Urban-local governance in public service delivery
- Challenges and obstacles to good public service delivery
- Education and Syrian refugees in Turkey
- Healthcare and Syrian refugees in Turkey
- The capacity of public service delivery and the general concept of capacity building
- NGOs in Human Development and Humanitarian Crisis

2. Context-Specific Theory

- The civil war in Syria; immigrants, refugees, and ethnic problems
- Turkey: from emigration to immigration
- The effect of Syrian refugees on Turkey

2.2. Key Concepts and Generic Theory

2.2.1. Theories of International Migration

In recent years, migration has had a major impact worldwide. In traditional immigrant-area societies such as Australia, Canada and the United States, the volume of migration has grown, and its arrangement has removed conclusively from Europe, which has historically been the dominant resource, towards Asia, Africa and Latin America (Massey et al., 1993).

Migration has a significant impact on the demography, culture, economy and politics of both the country that gave the migrants and the state that received the migrants. That is why immigration is now responsible for population stability or growth in many Western or global north communities (Meyers, 2000). The most basic distinction in migration is made over the duration of migration, and the concepts of permanent, semi-permanent and temporary migration are emphasised (Olejárová, 2007).

The prevailing point of view in the emergence of migration theories is to evaluate migration in terms of decisions made by individuals who are generally considering possible changes in location. Various theoretical models have been proposed to explain and understand why international migration began, and although each ultimately tries to explain the same thing, it has been revealed that they use radically different concepts, assumptions, and frames of reference. Yet the theoretical base for understanding these forces remains weak. At the moment, it is possible to say that there is no single, coherent theory of international migration. there is only a fragmented set of theories, largely isolated from each other, sometimes not always partitioned by disciplinary boundaries (Meyers, 2000)

2.2.2. Neoclassical Economics: Macro Theory

The first and perhaps the most focused theory on migration is the neoclassical theory of migration, which is based on a number of principles such as benefit maximisation, expected net returns, rational expectations, factor mobility, and wage differences. Possibly the oldest and best-known theory of international migration was industrialised originally to enlighten labour migration in the progression of economic growth (Lewis, 1954; Harris and Todaro, 1970).

According to this theory and its extensions, international migration, like its domestic counterpart, is due to geographical differences in labour supply and demand (Massey et al., 1993). The humble and persuasive explanation of international migration offered by neoclassical macroeconomics has powerfully shaped public thinking and has provided the theoretical basis for much immigration policy (Richmond, 1988).

2.2.3. Neoclassical Economics: Micro Theory

Equivalent to the macroeconomic model is a microeconomic model of specific choice (Sjaastad, 1962). In this scheme, according to Sjaastad (1962), individual rational actors decide to migrate because a cost-benefit calculation causes them to imagine a generally monetary constructive net reappearance from the move. International migration has been conceptualised as a form of investment in human capital (Massey et al., 1993). People indicate to move to where they can be most productive and industrious, given their skills; but they need to obligate to many investments, including the cost of travel material, cutting old relationships and forging new ones, the hardship experienced in adapting to a new labour market, and the psychological costs of moving and maintenance costs while looking for work, the effort related to learning a new language and culture (Massey et al., 1993; Meyers, 2000).

2.2.4. The New Economics of Migration

Recently, a new economics of migration has arisen to encounter many of the expectations and conclusions of neoclassical theory (Stark and Bloom, 1985). A critical insight of this new approach is that migration decisions are not made by isolated individual actors, but by larger units of related people, typically families or households, in which people collaborate not only to maximise expected income but also to minimise risks and to loosen constraints associated with a variety of market failures, apart from those in the labour market (Stark and Levhari, 1982; Stark, 1991).

2.2.5. Dual Labour Market Theory

Although neoclassical human capital theory and the new economics of migration lead to opposing conclusions about the origins and nature of international migration, both are essentially micro-level decision models (Massey et al., 1993; Meyers, 2000). Some

differences in this area need to be analysed; individual or household decision, income or risk factors, the existence of full and well-functioning markets against incomplete or flawed markets, income is calculated in absolute terms or evaluated according to some reference group. This theory argues that the international migration movement comes from the labour demand of modern industrial societies. Therefore, this theory, which links the migration process to structural changes in economies, explains migration dynamics in terms of demand (Massey et al., 1993)

2.2.6. World Systems Theory

A variety of sociological theorists has connected the origins of international migration not to the divergence of the labour market within particular national economies, but to the structure of the world market that has developed and prolonged since the sixteenth century (Portes and Walton, 1981; Morawska, 1990). According to world-systems theory, migration is a natural outgrowth of disruptions and dislocations that inevitably occur in the process of capitalist development (Massey et al., 1993). According to this theory, which is dominated by the Marxist point of view, it is necessary to see the emergence of labour migration as part of the world capitalist system, and labour migration arises from the disparity between central capitalist countries and underdeveloped periphery countries (Gezgin, 1991).

2.3. The Context of Governance, Local Governance and Public Service Delivery

2.3.1. The Concept of Governance

The concept of governance is not new. In contrast, although the meaning of the term 'governance' varies from person to person, a few definitions can be given as follows: Rhodes (1996) explains governance as the processes of regulation, coordination and control. He also states that governance refers to a change in the new management process, or a change in conditions of the ordered rules, or a new method by which the community is governed. Governance is defined as the use of political power in the management of a country's affairs, according to a report on the development of Africa by the World Bank (1989).

Moreover, the World Bank experts Kaufmann, Kraay and Zoido-Labaton (1999) define governance as the traditions and institutional mechanisms that determine the use of power and competence in a country. Stoker (1998) tried to underline the meaning of governance by

explaining the meaning of government, which is that 'government' refers to official and institutional processes operating at the nation-state level to protect public order and facilitate collective action. Thus, Stoker claims that the traditional use of governance is a synonym for the government.

On the other hand, two explanations from the above perspectives can be inferred; government can be defined as the task of reaching goals efficiently and effectively through planning, organising, directing, coordinating and controlling resources. However, governance represents a whole relationship of mutual interaction rather than one, and can also be used to emphasise management activities based on mutual interaction with participative, sharing, coherent, responsible, transparent, accountable and fair approaches.

Several studies have analysed and measured the autonomy of governance; however, it is sufficient in this sense to note and understand Stoker's (1998:18) five propositions in order to help us understand the context of governance more clearly: 1. governance refers to a set of institutions and actors that are drawn from, but also from beyond government; 2. governance identifies the blurring of boundaries and responsibilities for tackling social and economic issues; 3. governance identifies the power dependence involved in the relationships between institutions involved in collective action; 4. governance is about autonomous self-governing networks of actors; and 5. governance recognises the capacity to achieve things which do not rest on the power of government to command or use its authority. The government can be seen as the ability to use new tools and techniques to steer and guide.

In addition, the ideological conceptions of governance have changed over the years. Three paradigms are shown in the following table 5, which indicates the changing ideological conceptions of governance and public management, as based on the study by Benington and Hartley (2001). While the first two can be known as traditional public administration and New Public Administration (NPA), the third paradigm rests on the evidence of emerging governance and service delivery models, citizen-centric governance or network-based governance. Jean Hartley (2005) describes these three paradigms as follows: firstly, traditional public administration is mostly based on a legislative, bureaucratic and rule-based approach to public service provision. Secondly, NPM is underpinned by a different set of assumptions in neo-liberal economics and a particular form of management theory, the

innovations arising through this approach focus particularly on organisational forms and processes. Network Governance, finally, is the role of the state which steers action within complex social systems rather than exercising control solely through hierarchy or market mechanisms.

Table 2-1: Changing ideological conceptions of governance and public management

	<i>Traditional Public Administration</i>	<i>New Public Management</i>	<i>Networked Governance</i>
Context	Stable	Competitive	Continuously changing
Population	Homogeneous	Atomised	Diverse
Needs Problems	Straightforward, defined by professionals	Wants, expressed through the market	Complex, volatile and prone to risk
Strategy	State and producer centred	Market and customer centred	Shaped by civil society
Governance Through Actors	Hierarchies, Public servants	Markets, Purchasers and providers, Clients and contractors	Networks and partnerships, Civic leadership
Key Concept	Public goods	Public choice	Public value

Source: Benington and Hartley, (2001:28)

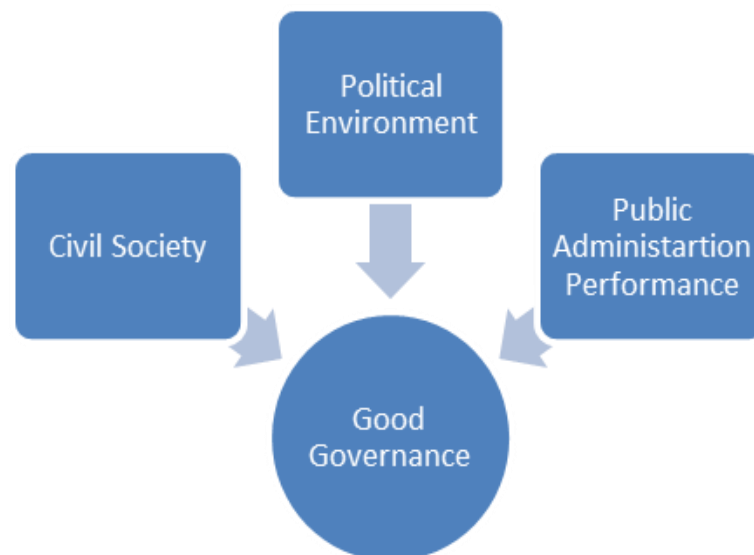
Within the framework of reform efforts, changes in public administration and urban governments have been frequent in recent years, as noted in table 5. In this sense, there has been a shift towards urban governance. Keles (2009) explains urban governance as being organised by the local organs of local people in order to provide timely and on-site services to cater for public needs and which is organised on the basis of a specific region or a specific service(s) other than the hierarchy of the central authority.

Mengi (1997) discusses the existence of four new methods in the context of urban governance together with this change: Lean Management, Total Quality Management, Public-Private Partnership, and New Public Management. This shift to urban governance has

some significant consequences. It first helps to transform regime theory, local state theories and the urban political economy into a broader analytical framework. The second emphasises urban governance theories, formal policy processes related to formal (policy) policy implementation and their effects on public-private interaction (Pierre, 1999). Pierre (1999:377) additionally, though succinctly, describes four different models of urban governance: the managerial, corporatist, pro-growth, and welfare models.

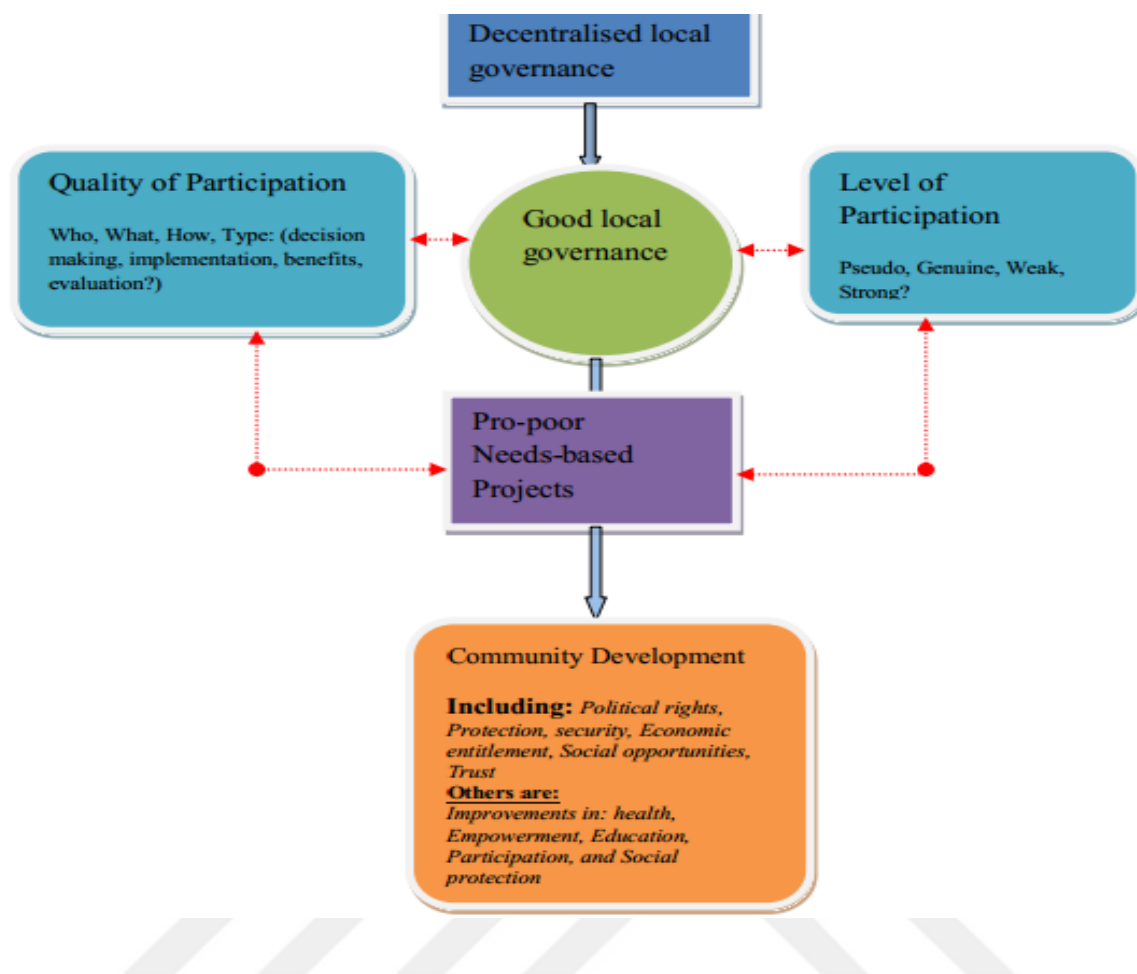
To summarise, based on the above literature, governance and urban governance play a significant role in public administration. It seems clear that all efforts are geared to provide and offer better governance to the public. Even though its name has been changed from time to time, the purpose is always the same; "good governance for the public". Dwivedi (2002) defines the six basic principles of good governance as those reflecting a global consensus of good governance: participation, fairness, transparency, training, accountability, and productivity. Heichlinger et al. (2014:33) indicate in (figure 1) three different components of good governance. Also, Sanyare (2013:66) explains (figure 2) the elements of good local governance.

Figure 2-1: The General Context of Good Governance



Source: Heichlinger et al. (2014:33)

Figure 2-2: Basic Elements for Good Local Governance



Source: Sanyare (2013:66)

2.3.2. Public Service and Service Delivery in Public Sector

The public sector plays an important role in service provision because it controls most of the economic resources of a local-urban area. The provision of public services is one of the principal responsibilities of the national and urban-local government. Public services include water, wastewater, solid waste, heating, transportation and other related services provided to the residents of a given jurisdiction by national and local authorities. Ideally, the authorities should ensure that these services are at least adequate to meet the needs of the populace.

Public services have evolved as a turning point for the growth of economies and are one of the tools that governments can use to implement their development goals and objectives, with the aim of creating a climate that is best suited to all sectors of the economy. In addition, public services involve a wide range of services at both the local and national level (Frost & Sullivan, 2012). However, Gowan, et al. (2001) note that service delivery is more

complex in the public sector, it is necessary to define not only identified and explained needs but also unexplained needs; priorities also have to be set by the local-urban governors. Public services are based on the principle of providing services as dictated by social needs. In this regard, it appears that public services have the public interest at their core. Table 6 indicates the details of public services based on the information from Frost & Sullivan (2012:5).

Table 2-2: Mapping of Public Services

Public Safety	Police Services	Civil Defence	Specialised Legal Services
Public Education	Compulsory Education	Vocational Education	Tertiary Education
Healthcare	Basic Healthcare	Occupational Healthcare	Advanced Healthcare
Social Security	Employment and Social Aid	Affordable Housing	Advanced Healthcare Services
Infrastructure	Utilities and Roads	Postal Services	Internet and Telecom
Public Transport	Public Land Transport	Taxi Services	Inter-city Transport
Environmental Protection	Waste and Waste-Water Treatment	Air Pollution Prevention and Treatment	Maintenance of Public Space
Culture, Sports and Entertainment	Culture and Public Sports	Cultural Protection and Innovation	Culture and Sports Industries

Source: Frost & Sullivan, (2012:5)

The state expends considerable effort to deliver these services to the public. According to a report from the Productivity Commission (2012:49), national and urban-local governments deliver public services through five different arrangements: firstly, the government provides the services themselves as a provider; secondly, the government manages funds and regulates external providers through grants and the purchase of services, including where a market or quasi-market for public services is created as a purchaser; thirdly, the government subsidises users who purchase services from external providers; fourthly, the government imposes community service obligations on public and private providers; and, finally, the government encourages individuals and communities to be responsible for their public services and use mutual aid and philanthropic resources to supplement government funding in their provision.

On the other hand, based on research by the Public Sector Research Centre (2007), there are five actions that shall facilitate and deliver promised projects: understand your customer,

customer centricity; pull down the walls, affiliate government; empower your organisation, create capacity; realise benefits, promise; and continuous improvement, innovation. Please also see below (figure 3) to gain more information about collaboration in order to achieve public service excellence, as created by Kippin (2015:8).

Figure 2-3: Collaboration in order to achieve Public Service Excellence

Collaboration for Public Service Excellence



Source: Kippin (2015:8)

However, despite the enormous efforts and resources being devoted to the above-mentioned steps and reforms, a large number of countries have not reached their initial goal of raising their societies to the desired standards; quality health services, education and housing are still not accessible to many communities (Frost & Sullivan, 2012). As a result, obtaining rapid and focussed results in terms of effective public service delivery is imperative for a community. Denhardt and Denhardt (2000) suggest five elements through which government agencies could provide better public service delivery. Their first suggestion is serving, rather than steering, which is an increasingly important role of the public servant designed to help citizens articulate and meet their shared interests, rather than to attempt to control or steer society in new directions. Secondly, the public interest is the aim, not the by-product. Thirdly, they claim that public servants ought to think strategically, and act democratically. Then, public servants need to understand that they serve citizens, not customers. Finally, they should understand that accountability is not as simple as they think.

In contrast, most public sector organisations face challenges in following one or more of the principles below, which are critical to getting rapid and focussed results in terms of effective public service delivery according to Frost and Sullivan (2012; pp, 8).

- 1) Co-creation of Service; objectives and definitions are designed in consultation with stakeholders, i.e., citizens and businesses*
- 2) Clear and Measurable Outcomes; shift from output to outcome.*
- 3) Transparent Monitoring and Evaluation; building confidence among stakeholders that budgetary outlay is utilised in a proper manner, and that results on the ground are transparent.*
- 4) Accountability of Public Programmes; accountability for the quantity, quality and outcomes of services delivered.*
- 5) Strong Policy-Programme Management; the process of policy-programme initiation, analysis, formulation, approval, implementation, and monitoring and evaluation.*
- 6) Rapid and Lean Transformation; cutting red tape through processes rather than structure.*

In order for public services to be effective, productive and participatory, a political system that organises these services at both the central and local level is required. With rapid urbanisation, development in technology and transportation and widespread understanding of the social state, the burden of local administrations is increasing rapidly. The people of the city expect a range of services from local or urban administrators. Decentralisation plays a significant role in this case.

Rees and Hossain (2010) argue that decentralisation has become associated with public sector reform in developing and transition countries. Despite recognition of these problems and some of the pessimistic predictions made in the 1960s, the popularity of decentralisation has continued to increase, ultimately emerging as an international phenomenon. On the other hand, decentralisation, in the distribution of local public goods, improves the efficiency of the public sector by promoting allocation efficiency, promoting productivity efficiency and accountability, and facilitating recovery, according to Azfar et al.

(2001). They also assert that decentralisation helps the government to increase productivity by increasing cost-effectiveness, affect the centrality of democracy, promotes accountability, and reduces corruption.

New relationships in terms of accountability between national and local government have been introduced through decentralisation reforms, and relationships between citizens and elected officials have similarly been altered (Ahmad et al., 2005). Decentralisation can promote local welfare and development by leveraging local elections for accountability (Seabright, 1996).

Local authorities have always had the legal strength to use different forms of service delivery. Until the middle of the 1980s, local authorities provided most of their services in-house (Sandford, 2016). In this context, the local-urban government has been under massive pressure and has a considerable responsibility for the delivery of public services. Nevertheless, there is growing evidence that urban governments in many emerging economies are very limited in their ability to manage or provide local services through multi-level governance arrangements (Boex and Simatupang, 2015). They, moreover, state that urban governments often struggle with low-level technical and administrative capacities and lack adequate information and accounting systems, and generally do not generate sufficient equity income to finance local priorities. Information technology has been used as one of the critical strategies for public service reform. It is now seen as an essential facilitator in service improvement. In many countries, government spending has increased rapidly, and there is now an increasing number of e-government projects worldwide (Frost & Sullivan, 2012).

2.3.3. Alternatives to Public Services

Local administrations, which are administratively and financially dependent on central government, resort to alternate service delivery methods in order to fulfil their legal duties which they would otherwise struggle to achieve. Urban governments do not have sufficient financial resources or administrative autonomy, despite the continued expansion of the service spectrum for various reasons. Local authorities do not have sufficient financial resources, and various customisation models are used to provide more effective service in the public sector. While there are a lot of these models, the ones that are considered important are covered in the study.

Cooperative partnership is one of the most effective alternatives for the urban-local authorities, according to the Public Sector Research Centre (2007:42) report. Use of cooperative partnerships includes shared services, public-private partnership (PPP), outsourcing, and public voluntary sector partnerships. Furthermore, the concepts that refer primarily to different types of cooperation can be categorized in three ways, as per the suggestions of Brandsen and Pestoff (2006). Co-governance refers to an arrangement in which a third party participates in the planning and delivery of public services. Co-management refers to an arrangement in which third-party organisations provide services in collaboration with the state. Co-production, in the restricted use of the term, refers to an arrangement whereby citizens provide their own services, at least in part.

However, Péteri (1997) discusses the main types of alternatives as follows. First, contracting out a public service, where according to this method, local services are offered by the private sector. Second, build, operate, and transfer (BOT) schemes, construction of a service and to provide a state-owned field service, being a sort of public-private partnership. Third, concession requires the transfer of rights and duties for provision of a service within the jurisdiction of the locality for a given period. Fourth, administrators have the right to utilize non-profit organisations. Fifth, voucher, food stamps or other indirect forms of subsidies directed towards consumers, is another type of alternatives.

2.3.4. Challenges and Obstacles to Good Public Service Delivery

Society's demands for public services are constantly increasing due to the various pressures of industrialization, urbanization, population movements, environmental problems, change of state understanding, social and cultural changes, technological development, diversification of communication and communication possibilities. This leads to the state facing challenges in management, organisational structure, coordination, participation, supervision and efficiency in public service activities.

Public services have faced massive challenges recently; for instance, financial severe pressures and interruptions, increased demand, raising public and user expectations, centralization of empowerment and empowerment of society, opportunities to use new technology, and global competition (John Tizard, 2012; Palabıyık, 2007:47).

On the other hand, public service delivery is often confronted with difficulties, both external and internal, that limit the scope, speed, quality and outcomes of the services offered (Frost & Sullivan, 2012). External challenges include the increasing demand from citizens for diversified, personalized public services and the gap between inadequate and subordinate qualities of public services and service disparities between different regions and urban and rural areas. Governments are also faced with numerous internal challenges such as lack of productivity, lack of accountability, ineffective policy-programme management practices, lack of institutional capacity, reduction in public service ethics and social values and public service morale, and corruption (Frost & Sullivan, 2012).

2.4. Education and Syrian Refugees in Turkey

The events that started in Syria in 2011 have gradually turned into an environment of war and violence from which approximately 6.5 million people have had to seek shelter in neighbouring countries to ensure their own safety. Thanks to Turkey's "open door" policy, over 3.5 million Syrians have taken at least temporary residence in Turkey (Ahmadoun, 2014; Yavcan and El-Ghali 2017; Beltekin, 2016; Coşkun and Emin, 2016). Hence, since the beginning of the unrest in Syria, Turkey has taken responsibility for what is by far the most substantial number of refugees worldwide over the past six years. Turkey's refugee policy in this process was developed within the framework of their open-door policy, whereby the status of Syrians in Turkey was defined as that of temporary protection. The spread of Syrian refugees throughout the country has brought about various problems related to basic facilities such as accommodation, health, education and integration.

The fluctuations of the Syrian crisis in Turkey and the world have significantly increased interest in Syrian policy and its political circle. As the short and medium-term policies implemented by the Turkish government have directly or indirectly affected the public, the public has closely followed Syrian policies and used them as an essential means by which to evaluate the extent of any associated political success. Hos (2016) claims that the Government of Turkey would be extremely keen to send a strong message to other host communities on the essentiality of refugee child education, as the Government of Turkey itself is clearly providing broad support for the education of refugee children.

Turkey is a signatory of the 1951 UN Refugee and the 1967 Protocol Relating to the Status of Refugees according to which refugees have a right to education (Yavcan El-Ghali, 2017; Watenpaugh et al., 2014). Consequently, the Ministry of Interior of Turkey has given Syrians temporary protection status under the Foreigners and International Protection Law, which allows them to use public services (the Government of Turkey, 2014). Thanks to the Temporary Protection Regulation, which was enacted in October 2014, Syrians have access to health, education and social assistance services in Turkey (Coşkun and Emin, 2016; Hos, 2016; Seydi, 2014). In addition to Turkish government schools, many NGOs, municipalities and other community organisations work in tandem with the government to ensure continuity of schooling for Syrian children living outside the camps (AFAD, 2013; Hos, 2016; Coşkun and Emin 2016).

International migrant populations are faced with considerable difficulties in terms of educational achievement compared to their native peers, which is generally accepted, and indeed, observed. In recent development debates, education and migration both seem to play an integral role in development outcomes. It is understood that education affects development in a positive manner and that for the needy members of society education plays a transformative role in their lives by providing skills, autonomy, freedom and trust (Sward and Rao, 2009).

Education is one of the most fundamental and crucial needs of displaced people and their children. However, it seems that Turkey has struggled with their education to date. Previous research has indicated that according to measures of access, integration, quality, protection, participation, partnership, observation and evaluation, refugees' educational needs have been inadequately met and Turkey does not have an acceptable system for the education of refugees (Beltekin, 2016) because providing education for Syrian children as non-citizen entities is a highly complex process that needs to involve a variety of state and non-state actors within Turkey (Mccarthy, 2017).

According to Yavcan and El-Ghali (2017), it has been estimated that there are about 800,000 school-aged Syrian children in Turkey most of whom live outside of the camps and are deprived of the basic necessities such as accommodation, humanitarian aid, and education that are offered in the camps. They also state that only 330,000 are enrolled in the education system, mostly in Temporary Education Centres, out of an estimated total of over

800,000. However, as mentioned in the first chapter, the number of children has increased from 611,524 to 976,200 school-age Syrian children enrolled in schools in Turkey.

While initially there were no significant studies into the Syrians outside the camps, more significant decisions have since been taken in this regard with associated activities starting in 2013 in Turkey regarding Syrian Refugees (Seydi, 2014; Coşkun and Emin, 2016). Based on a report from the Disaster and Emergency Management Authority (AFAD), 80 per cent of school-age children who live in camps continue to study; by contrast, only 27 per cent of the children living outside the camps continue to study in Turkey.

The schools in the camps are operated by the Turkish Ministry of National Education (MoNE) and the Disaster and Emergency Management Presidency (AFAD). A residence permit is required to register for Turkish schools outside the camps, and thousands of children continue to be educated in public schools. Another alternative is that as residence permits are not available to some of the Syrians living outside the camps, they could join Syrian schools run by different NGOs, people and community organisations, where lessons could also be conducted in Arabic (Dorman, 2014).

Providing education for Syrian children in the shadow of the Syrian conflict has become one of the most significant challenges faced by Turkey. Syrians in Turkey are legally alienated under the auspices of 'temporary protection', which has allowed people free access to various public services, including education. McCarthy (2017) argues that it is clear there was no regulation on the establishment of educational institutions and standards for educational services until 2013 when the Ministry of National Education (MoNE) began to search for ways to standardise and regulate educational opportunities for Syrian refugee children.

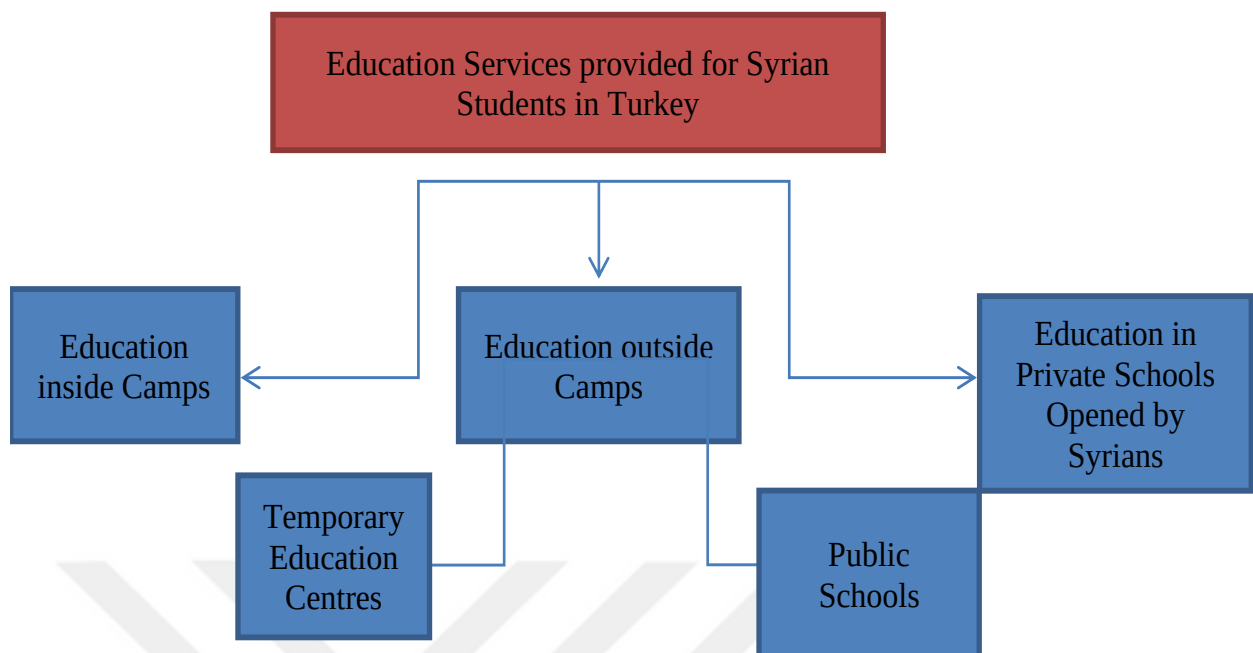
The MoNE manages the education sector in Turkey and is responsible for preparing curricula, coordinating the work of official, private and voluntary organisations, designing and building schools and developing educational material. Educational affairs in the provinces are organised by the National Education Directorates, as appointed by the Minister of Education, but working under the presidency of the provincial governor. However, these clauses are exercised via central government. In this context, one of the fundamental problems that migrants create in the public sector is the issue of budget. According to Yavcan and Al-Ghali (2017), the central government is responsible for all the

costs associated with public schools, where about 10% of the overall budget is allocated to national education, but from which it is clear that the budget allocated for education has to be increased because of the rising number of students.

Syrian children living in Turkey are not only legally registered with Temporary Training Centres which Syrian students attend but also with state schools in Turkey. For this reason, it has been concluded that "foreign residence permits" and "residence permits" are sufficient for Syrian children who want to register at public schools as based on information from MoNE (2014). In addition, a number of non-governmental organisations (NGOs) and international NGOs (INGOs) are working hard to strengthen the links between Turkey and civil society organisations and to improve the quality of educational services by supporting Turkey's efforts to provide and integrate Syrian refugees and particular children within Turkey (Yavcan and El-Ghali, 2017).

Immigrant children are particularly vulnerable because their social needs, poverty, poor condition of their general health and language barriers mean they can easily be removed from school and are aware that this problem remains a problem with regards to their futures (UNDP, 2009). Programmes and policies such as the development of facilities to improve schooling in rural and urban areas, increasing the number of teachers and providing financial resources for the children of the needy families plays a major role in the education of Syrian children currently living in Turkey. These measures might be helpful because they would have broader opportunities for future generations of Syrians. The following figure 4 demonstrates the education services that have been provided for Syrian refugees in Turkey to date.

Figure 2-4: Education Services for Syrian Children in Turkey



Source: Coşkun and Emin, (2016)

The flow of refugees over the last six years has impacted adversely all the major host countries, namely Lebanon, Jordan and Turkey, and challenges have arisen within these countries in terms of meeting the needs of millions of refugees. As Yavcan and Al-Ghali (2017) mentioned the most basic of these difficulties are those of education and health; they are also examining the idea that one of the most important long-term consequences of the Syrian crisis is the distribution of education. The existence of provisional education programmes may be a cause of, and indeed a reflection on, the Turkish Government's inability to overcome the educational problems in the country in terms of the need to develop long-term educational policies for children in need (Coşkun and Emin, 2016; Hos, 2016). Furthermore, long-term policies must be considered by the Turkish Government because it is now clear that the Syrian refugees are eager to stay in Turkey for longer than was initially expected.

Refugee students who live without a residence permit in the city can attend schools through their guest status and pass without any official registration (Bircan and Sunata, 2015). They also assert that Syrian refugee education is not limited to formal education, but refugee

camps also allow the Syrians to gain access to informal education. In some regions, there are opportunities for informal schools promoted by local authorities or NGOs where teachers from Syria work voluntarily. Thus, these opportunities help both students to get a better education and local governments to provide a better- quality service.

Turkey's large population, a strong economy and relatively stable political situation allowed the influx of Syrian refugees to be managed without receiving significant international aid (Watenpaugh et al., 2014). Nevertheless, Turkey must accept the idea that refugees will remain within their borders for a long time. It seems that it will be difficult for Turkey to shoulder this economic burden in the long run. For this reason, Turkey needs the help of various international organisations (Bariscil, 2017). In this context, the general attitude is that the efforts and policies enacted by MoNE to date are not adequate for the education of refugee children. Beltekin (2016) argues that the MoNE ought to work with other agencies and NGOs to develop a policy on refugee education. For example; UNHCR's criteria for access, integration, quality, protection, participation, partnership, monitoring and evaluation of refugee education would be an essential case for the MoNE where currently the government response to these needs is inadequate.

On the other hand, Ahmadoun (2014) defended the idea that humanitarian aid offered by Turkey to Syrian refugees is part of the general policy of the Syrian conflict. However, he further clarified that the Turkish government had overestimated the capacity of their country's facilities to such an extent that Syrian refugees have subsequently not, and could never have been, provided adequate aid by the Turkish government. He asserts that Turkey failed to deliver sufficient assistance to Syrian refugees in its territories. By contrast, despite the fact that many children and families live in poor conditions, Turkey is politically and economically stable and provides a more welcoming environment than other home-host countries (Watenpaugh et al., 2014).

Hasan and Yeliz (2017) discuss the idea that for Syrian children gaining access to education is a very significant issue in Turkey. Syrian refugees may resort to temporary training centres established informal education and urban areas that offer a modified version of the Syrian curriculum in Arabic through the national school system. On the other hand, education ought to be based on the premise of the involvement of every migrant child. Projects must be developed to provide education for migrant children in public schools. Çakırer (2015)

expresses the idea that more than 1.7 million Syrian citizens have been able to benefit from free health services in Turkey, and that this kind of service ought to be given more to the children and their families who live outside of the camps in order for them to be more successful in their education.

On the other hand, when considering education, one should not only focus on the education of children but also on that of youths and adults. Higher education opportunities ought to be provided with access to language and vocational training, which will enable Syrians to integrate into the Turkish community and local labour markets (Watenpaugh et al., 2014). Bircan and Sunata (2015) point out that the futures and safety of young people who are not in secondary school or higher education in this group are at serious risk. If successive school-age Syrians are unable to continue their education to the tertiary level, Syria will lose its future doctors, teachers, engineers, and university professionals (Watenpaugh et al., 2014). The Turkish government has provided universities, or non-governmental organisations grant scholarship programmes in Turkey for those people (Bariscil, 2017).

The significant number of refugee children who need access to primary education at all levels underlines the scarcity of the development of the education programme, ultimately due to a lack of financial resources. For this reason, Bircan and Sunata (2015) recommend cooperation between public and private partners at the local, national and international level in order to ensure better basic and higher education. The UN, governments and international donors and organisations could support and cooperate with Turkish institutions to meet the needs of refugees in the higher education sector (Watenpaugh et al., 2014).

In this context, Turkey and NGOs are working together to offer increased opportunities for the Syrian youths to undertake higher education. Syrian students have previously been able to apply for Turkish Scholarships which allow access to public universities; an estimated number of 4,000 students benefited from the offer; however, in 2014 the government announced that it would grant 5,000 scholarships specifically to Syrian students (Fricke et al., 2014). According to current statistics, up to 3,000 scholars have been granted scholarships in this context so far, and the Turkish government is in touch with organisations that are assisting in this regard to help provide increased opportunities for the Syrians (Yavcan and El-Ghali, 2017).

The Government of the Republic of Turkey has continuously taken precautionary measures to enable Syrian university students to continue their education in Turkey. Yavcan and El-Ghali (2017) state that Higher and Further Education Opportunities, and Perspectives for Syrians (HOPES) represents a direct reaction to the Syrian crisis so as to enable young Syrian people in Turkey to build their career paths by addressing their educational needs directly.

Moreover, another international initiative supporting Syrian refugees' access to higher education in Turkey is the SPARK scholarship programme, as sponsored by the Dutch Ministry of Foreign Affairs. SPARK was established in Turkey in 2012 to support projects in Syria and support the Syrian community in Turkey as a response to the increasing demand for higher education amongst migrants (SPARK, 2017). SPARK scholarships can also support payment of student tuition fees, other allowances such as local transportation, study materials, a monthly stipend (depending on the educational programme in question), and generally help the students to achieve a more comfortable environment (SPARK, 2017; Yavcan and El-Ghali, 2017; Watenpaugh et al., 2014). SPARK, a Dutch NGO focusing on higher education and entrepreneurship in the conflict environment is an essential opportunity for the youth to pursue their education by offering a crucial holistic programming model that supports both the integration of the Syrians into the Turkish education system and the development of critical skills for the reconstruction of Syria.

In Turkey, the number of Syrian people displaced in 2015 after the intensification of the clash south of the Turkish border almost doubled. Turkish refugee camps have become increasingly crowded and unable to accommodate more people. It is evident that there are many complaints when integrating the Syrian population that is spreading into the cities, but one of the most significant problems arises when education has to be provided to the associated children. The international immigrant community faces substantial challenges in terms of educational achievement compared to their native peers. Although these policies increase the potential for enrolment in schools and universities in Turkey, qualified students in the schools and colleges continue to face significant obstacles in the pursuit of their education in Turkey; also, there might be a number of factors that continue to limit access to education (Bartlett, 2015; Watenpaugh et al., 2014).

Educational access and participatory problems, lack of teachers, language, lack of coordination between families and school administrators or teachers, physical infrastructure

problems, curriculum and teaching materials, child labour problems, amongst others, could represent some of the fundamental challenges to Syrian students living in Turkey in the pursuit of education (Coşkun and Emin, 2016). Language is probably the biggest obstacle to the integration of Syrians into the education system in Turkey; a problem that has been faced many refugees and migrants (Watenpaugh et al., 2014; Yavcan and El-Ghali, 2017; Coşkun and Emin, 2016; Aydin and Kaya, 2017). Therefore, it can be assumed that Turkish and English are the most important tools in the Syrians' education in order for them to be assimilated into Turkish society, the local labour market, higher education institutions, and in some cases, to facilitate international mobility. Syrian students are eager to go to school and learn, but their incompetence in the Turkish language is a barrier to them pursuing their education, at least in the short term.

According to Aydin and Kaya (2017), Syrian students have not generally been successful in their classes due to the language barrier; the main problem that Syrian students face in public schools in Turkey is language. Most of these students started with no English education at university, and as a result, could not follow their classes due to their lack of proficiency in Turkish and English hence their low academic performance in school. Hos (2016) also states another reason for Syrian children not being enrolled in Turkish schools is perhaps the fact that Turkish curricula constitute a language barrier to children entering schools. According to DailySabah (2018), 384,292 students now attend classes that follow a Turkish curriculum where 227,232 students attend temporary education centres.

On the other hand, there is no motivation amongst some refugees to send their children to school as work permits are not issued to the majority of Syrians in Turkey; also, for the most part, poverty remains an obstacle for refugee families to meet the educational needs of their children. Thus, economic troubles may arise after those of language (Hos, 2016). Classes are overcrowded, and schools have a limited number of staff and resources based on my own observations in Turkey and my sister's school (who is a teacher at a public school). The lack of adequately educated teachers in schools with inadequate resources and inadequate curriculum planning in conjunction with limited teaching capacity prevents the provision of high-quality education for Syrian refugees in Turkey (Aydin and Kaya 2017; Hos, 2016; Coşkun and Emin, 2016).

2.5. Healthcare and Syrian Refugees in Turkey

Since the beginning of the conflict in March 2011, an open-door policy has been followed by the Republic of Turkey because of strong historical and cultural ties with Syrian people. Indeed, this explosive and unexpected population growth has resulted in a variety of both negative and positive effects on the country, its public services and the migrants' and host country's peoples. The dramatic increase in the population of the regions has resulted in a severe burden on public services, especially regarding human resources and logistics (Ekmekci, 2017; Erenel et al., 2017). The war negatively affected the mental health and psychological state of the refugees (Kaygısız, 2018).

Demirtas and Özden (2015) highlight the fact that disease control and preventive health services are essential to ensuring the health of both Turkish citizens and foreign refugees, and more attention needs to be given to this critical issue. The Ministry of Health aims to provide direct healthcare services to the camps, and to help the refugees' access Turkish hospitals (Sahloul et al., 2012); however, it was only in 2015 when more than half a million Syrian patients were finally transferred to Turkish public hospitals (Ekmekci, 2017).

Sahloul et al. (2012) found that the responsibilities and accountability of hospitals are high based on the immediate intervention of the Turkish authorities, direct observation, available data and statistics. Factors such as lack of sufficient health institutions and insufficient human resources within the health sector, financial means of immigrants, continuous economic incentives, lack of linguistic support, lack of health insurance, social life and psychological stress have adversely affected the health status of refugees in Turkey according to Topçu and Beşer (2006). As a result, Kaygısız (2018) claims that a significant public health problem has arisen, especially amongst people living outside the camps who face various problems while trying to access public services.

Conditions in refugee camps may be impoverished due to lack of adequate housing, food and accessibility to medical resources (Erenel et al., 2017). It is evident that (as almost all research indicates) Syrian refugees residing in the camps have free access to the primary and secondary healthcare facilities on camps. As mentioned above, if more comprehensive treatment is required, people might be transported to public hospitals and treated free of charge. However, based on the research conducted by Villasana (2016), it is difficult for the

poor living in the migrant camps to gain access to any necessary services, and can be particularly challenging for women and children.

Even if refugees living outside the camps also have free access to primary health and secondary health services, the situation for such people is entirely different. Refugees can face a host of challenges when arriving in their temporary or new host countries. For instance, Topçu and Beşer (2006) argue that women have not sufficiently benefitted from prenatal care services; birth rates in the hospital are low due to socio-cultural and psychological factors such as economic situation, environment, fear, and familiarity; thus, people often choose to give birth at home instead of going to the hospital. To forestall the challenges that refugees face in terms of possible health issues, health centres were established. These centres work in partnership with community health centres to provide essential health services to the Syrian refugees.

The most common health problems amongst any newly arrived refugees and migrants include accidental injuries, hypothermia, burns, gastrointestinal diseases, cardiovascular problems, pregnancy and birth complications, diabetes and hypertension, according to the WHO (2018). Women refugees and migrants are often faced with specific difficulties regarding motherhood, childbirth and child health, sexual and reproductive health and violence (WHO, 2018). Numbers of inpatients totalled 299,240; the number of births was 48,193; the number of polio vaccinations (for children aged 0–15) was 353,041 in Turkey since 2011 (Ekmekci, 2017).

On the other hand, health is not merely the absence of illness and disability but also constitutes complete physical, social and spiritual well-being, contrary to the traditional theories. It has been determined that refugees living outside the camp have not been receiving any support in terms of their mental health (Kaygısız, 2018). According to Kaygısız (2018), health workers note that more than 50% of refugees need psychological support; as a result, the number of psychologists in the camps and the hospitals are inadequate and urgently needs to be increased.

Immigrants usually come from communities affected by war, depression or the economic crisis and undertake long, exhausting journeys that increase their risk of contracting communicable diseases, especially measles and those involving food and waterborne

infections. On the other hand, Turkey, like every other country, has only limited resources to serve the needs of the refugees. Due to the current size of the population, the costs of social and health services have reached high and unprecedented levels which are already difficult to sustain. Although the Turkish Government are sparing no effort to ensure better living conditions amongst refugees, they are still faced with serious problems relating to housing, security, health, food, education and social exclusion. One of the most critical needs of Syrian refugees is access to health services. Nevertheless, although some progress has been made in this regard since 2011, unfortunately, the main problems still remain. So far, the following problems have been identified in previous research by Ekmekci (2017), Erenel et al. (2017), Kaygısız (2018), Sahloul et al. (2012) and WHO (2018):

1. The legal status is one of the most important determinants of access to health care for immigrants in the country. Every refugee and immigrant must have complete, uninterrupted access to health care. Official records of Syrian immigrants are crucial for access to services in Turkey. However, registration should not be a condition for the provision of health services.
2. The language problem is one of the most significant issues that refugees have been faced within Turkey, where they speak an entirely different language from locals. In addition, language is not just a problem in healthcare, but for the most significant problems of extending the use of public services to refugees. At the same time, it presents significant challenges for physicians and may affect the overall quality of healthcare delivery. Thus, language problems can result in a violation of patient confidentiality and third parties learning personal details that patients may not want to be known.
3. Socio-economic status and low health awareness play another important role in the health care provided and can lead to an inevitable loss of confidence amongst Turkish physicians.
4. On the one hand, in some cases delays in giving medication of more than 24 hours may be responsible for dissatisfaction amongst refugees; on the other, confusion about payment for medication is still ongoing, with questions as to whether

medicines should be paid for by the Turkish Government since this situation can vary from city to city.

5. In addition to the chronic problems of long-standing and unresolved problems in the health system, abuse by refugees places an additional burden on the healthcare sector.
6. Lack of some critical support services for specific cases such as rehabilitation, child psychology and some specialised services, and also adequate awareness of psychological trauma amongst refugees are other significant problems.

Life does not become more comfortable for these refugees as and when they move away from the refugee camps. The Turkish Government has mandated free medical care for Syrian refugees in order to increase their ability to gain healthcare and support. Some hospitals also have translators to help alleviate any language barriers. To summarise, the absence of factors adequate security and human resources, adequate nutrition, language issues, health insurance, social and psychological support can all negatively affect the health problems amongst refugees and the Turkish public services (Korkmaz, 2014).

2.6. The General Concept of Capacity Building

Governments and aid agencies have renewed their drive towards strengthening public sector performance by establishing a sustainable public sector that meets everyone's needs. Public administration specialists, government officials and aid agency experts should pay greater attention to the concept of capacity building, according to Cohen (1995). A consensus currently exists that governmental development of public sector capacity is one of the top priorities of public administration. Capacity building is an essential way by which to improve public sector performance (Grindle and Hilderbrand, 1995).

Where reforms are widely accepted, old bureaucratic methods of work and traditional forms of behaviour can still affect those responsible for implementing those changes. However, Bangura (2000) claims that capacity problems are more severe in countries affected by low-income crises that have suffered serious erosion following globalisation pressures and poorly enacted structural adjustment policies following the ongoing recession, whereby state systems have fallen into turmoil. In addition, there are new challenges and opportunities for

many developing and transitional countries to respond to, and intervene in, the public sector and public capacity.

Hossain et al. (2017) point out that governance is now a heterogeneous group of local, international and transnational public, private and non-profit organisations, and not just in the public sector. Moreover, Grindle and Hilderbrand (1995) posit the idea that building a more supportive action environment will help the public sector to strengthen its institutional context, coordinate a mission network, create more efficient organisations, make better use of human resources, and allow for better capacity building and development of managers. Thus, the framework of the capacity-building consists of five more significant dimensions: targeted personnel capacity, capacity building stage, training capacity, external institutional and system support, public sector task environment (Cohen, 1995; Grindle and Hilderbrand, 1995).

Even though developing countries are faced with the obligation to adapt to changes in public administration (Hossain et al., 2017), public facilities play a fundamental role in service delivery in both developed and developing countries. Nevertheless, the private sector proliferated in terms of capacity and service provision in Turkey between 2001 and 2017 (Aksan et al., 2010).

The rapid growth of the private sector became inevitable since the conclusion drawn was that the public sector alone would not be able to provide services and that there was a sense of disruption in services if it continued. Also, increasing financial needs forced the health sector to seek alternative financial instruments for the public sector. Therefore, public-private partnerships (PPP), which are an alternative way to provide better public services to people, are beginning to emerge in the country.

Akintoye et al. (2002) note that the PPP method represents an alternative financing method for public goods and services. The public-private partnership has been a significant financing alternative way for the second phase of the liberalisation movement; from hospitals to roads, from infrastructure to energy, from defence to airports, from schools to prisons et cetera. Innovation, an essential factor for PPP, increases the chance of success of the projects delivering better services, and if there is no innovation, there is no competition (Eaton and Akbiyıklı, 2005). However, Tekin et al. (2010) state that this concept is seen as an

alternative to the provision of health infrastructure in many countries, and it is an alternative financing method for limited general budget investment areas.

PPP has been seen as an outstanding opportunity for countries and local governments who have difficulties in meeting public investment and services. Public services, especially in the 20th century, have shown considerable diversity across almost every country worldwide. With the change in the concept of public service, the areas of state activity have expanded, and the needs of the public sector have increased since it has become impossible to fulfil the increasing needs through the state government alone. For this reason, the ways and means of providing public service by the private sector have become widespread in areas where the state is inadequate in providing public services.

In this regard, the PPP model has been successfully implemented in recent years in Turkey. According to a report by the Firat Development Agency (2017), since local administrations have been facing lack of sufficient technical expertise and equipment, they have occasionally been unable to prepare specific projects with high technology and cost. Hence, central and local government's project proposals developed by private companies, for instance; in the areas of energy, air transportation (airport), border gates and harbours are well-known examples of PPPs in Turkey. Public-Private Partnerships are typically provided by governments for these projects. Indeed, PPP is used in various sectors to cover the gap between public service needs better, and to provide better service although there are some common challenges, risks, limitations and success factors, regardless of region or country (Gurgun and Touran, 2014).

2.6.1. Capacity Building in the Context of Education

According to the Turkish Constitution, every citizen has the right to free, compulsory education, which is divided into $4 + 4 + 4 = 12$ school years. Apart from privately licensed foreign institutions, the language used should be Turkish. The Ministry of National Education (MoNE) conducts the educational administration of the country and prepares curricula, coordinates the work of officials, private and voluntary organisations, designs and builds schools, and develops educational materials for every student. The Government of Turkey provides all books for free to all students. The MoNE is in charge of providing free and better-quality education to citizens, and the central government is responsible for all the

educational expenditure; approximately 10% of the general budget is allocated for national education, according to MoNE (2014).

On the other hand, the higher education system in Turkey is supervised, planned, coordinated and governed by the Council of Higher Education (CoHE). According to data from the CoHE, the number of universities was 70 in 2000, 155 in 2010, and 190 at the end of 2014, and is currently 196. Higher education is divided into four disciplines; associate degree programmes, bachelor's degree programmes, graduate programmes, and post-graduate programmes (CoHE, 2017). It can be estimated that the Turkish Higher education system will continue to grow, certainly in the near future, because of Turkey's demographic trends and the dynamics of the global economy.

Provided in Table 7 below is a piece of detailed information about the number of students, schools and teachers. However, the reality is that regional differences are changing the number of school-based students and teachers. In this context, since significant differences between East and West have emerged, the Turkish Government may have to provide a better quality of education for those who live in the East by establishing affiliations with PPPs.

The primary purpose of PPP programmes is to ensure that students have access to a higher standard of education in better and safer conditions. The lack of infrastructure in education in Turkey and the limited budget allocated to education has created different needs in recent years in terms of investment policy. With the said regulation, the Ministry of National Education currently has the opportunity to build a private school for areas where zoning plans are divided into educational areas in order to increase the number of schools through structuring over 200,000 classrooms to cope with the problem. Only one example can be seen, according to Ardiyok and Çiçek (2017), where the MoNE decided to establish and operate new training facilities within the PPP model, and which is the first PPP project in the education sector in Turkey. They also state that the main aim of the Turkish Government in contracting with the private sector is to increase educational opportunities, improve the quality of education and support services, and to increase access to education for low-income students.

Table 2-3: Numbers of students in education

	Primary School								
	Net schoolin g ratio (%)	Schools	Teachers	Students	Classrooms	Division	Students per School	Students per Division	Students per Teacher
2012-2013	98.86	29169	282043	5593910	234920	251027	192	22	20
2013-2014	99.57	28532	288444	5574916	243305	251801	195	22	19
2014-2015	96.30	27544	295252	5434150	237760	255451	197	21	18
2015-2016	94.87	26522	302961	5360703	246090	253714	202	21	18

	Junior High School								
2012-2013	93.09	16987	269759	5566986	124584	193079	306	27	19
2013-2014	94.52	17019	280804	5478399	128551	195273	304	27	18
2014-2015	94.35	16969	296065	5278107	147693	201220	292	25	17
2015-2016	94.39	17343	322680	5211506	164943	205981	281	24	15

	Secondary Education								
2012-2013	70.06	10418	254895	4995623	129566	170184	382	23	16
2013-2014	76.65	10955	278641	5420178	140560	177774	375	23	15
2014-2015	79.37	9061	298378	5691071	151661	200339	466	21	14
2015-2016	79,79	10550	335690	5807643	182530	214871	405	20	13

Source: TurkStat (TUIK, 2017)

As a result of the lack of capacity in the public sphere of many developing countries, organisations and governments, they must be able to identify and achieve objectives, solve problems, and carry out essential development functions (Jorge, 1997, Crabbe et al., 2009). The right to health and education means leaving no-one behind. Whether one calls them refugees or migrants, their healthcare or education should be considered as though they are citizens. To achieve this goal, it is crucial to address the lack of healthcare capacity in Turkey. In this regard, the Turkish government is trying to maintain its relationship with the EU in order to share the burden by building 60 schools (this will be 215 schools in total) for Syrian children in Turkey with the help of the EU, as stated by DailySabah (2018). Hence, PPPs, together with local NGOs and other international organisations, should help the government to accomplish this goal.

2.6.2. Capacity Building in the Context of the Healthcare

Healthcare in Turkey is provided to all Turkish citizens by both the public and private sectors under the auspices of the Ministry of Health. However, despite the reforms of the Turkish Government, the quality of healthcare is not always as good as it should be. Education and research hospitals serve almost all cities. Teaching hospitals are located next to medical schools, thus are appropriately funded and maintained by universities. Local clinics are located in every neighbourhood, and are only available for vaccinations, check-ups, and medical prescriptions (Turkey - Health Service, 2017).

Aksan et al. (2010) note the fact that there are three health insurance funds in Turkey: SGK for blue and white-collar workers in public and private sectors; Bag-Kur, which is a social security organisation for artisans and the self-employed; and Emekli-Sandigi, which is a government employees' retirement fund. After 1992, Green Card introduced a system that provided health benefits for the poor and the uninsured. However, these are all gathered under the umbrella of General Health Insurance, which is an insurance system that covers the entire population of the country, whether it is working or otherwise. The second significant step taken since the unification of all the social security institutions was that of the General Health Insurance (GSS) in 2006. With this move, all Turkish Republic citizens have a GSS.

Although Turkey has a mixed health service delivery system consisting of public and private service providers, health service delivery is mostly the responsibility of the public sector. The MoH provides health services and accepts all responsibility for medical treatment. Unlike hospital services, there is no need for citizens to pay for primary care, even if it is not within the scope of social security (OECD, 2017). On the other hand, the private health sector has multiplied in Turkey since 2001, even in underdeveloped regions. Given the fact that the majority of people living in underdeveloped areas are uninsured, dissemination of the private sector may not contribute to reducing any inequality in access to health services. In fact, it might even increase the gap relating to access to health between high and low-income people in underdeveloped regions (Aksan et al., 2010).

Hospital beds and specialist physicians have shown regional differences over the years. Governments have the need to invest heavily in the health sector but have only a small budget. Many hospitals and health facilities do not have the ability to provide modern health

services. As a result of the rapidly increasing demand for healthcare services, Turkey's Health Transformation Programme was announced by the government in 2003 to develop the accessibility, efficiency, and quality of healthcare facilities. Gurgun and Touran (2013) note that the government decided to supply the above using a PPP build-lease-transfer or build-operate-transfer model owing to limited public resources with which to finance these new investments in healthcare. Moreover, as announced by the MoH, 95,000 new hospital beds are vital by 2023, and the government purposes of increasing hospital space per bed from 30-80 m² to 150-200 m² (Frost & Sullivan 2017). As a result of the rapid increase in demand for health services, the Health Transformation Programme was introduced by Turkey in 2003 in order to increase the accessibility, productivity and quality of health care facilities (Frost & Sullivan, 2017).

The government decided to supply the above using a PPP build-lease-transfer model because of the limited amount of public resources available to finance the required investments. To achieve the above goals, the MoH affiliates itself with the private sector in order to build new hospitals across the country, as indicated below.

From the below Tables 8, 9, 10 information about the number of physicians, number of persons per physician, number of patient hospital visits per physician, number of medical institutions, total hospital beds and hospital beds per 1000 of the population is given, and which indicates that hospitals are still inadequate in Turkey.

Table 2-4: Indicators of Health Expenditures

	2010	2011	2012	2013	2014	2015
Total health expenditure (Million Turkish Lira)	61 678	68 607	74 189	84 390	94 750	104 568
Proportion of total health expenditure to gross domestic product (%)	5,6	5,3	5,2	5,4	5,4	5,4

Source: TurkStat (TUIK, 2017)

Table 2-5: Number of Physicians, Persons per Physician and Patient Hospital Visits per Physician

Number of Physicians, Number of Persons per Physician and Number of Patient Hospital Visits per Physician.			
Years	Physicians	Persons per Physician	Patient Hospital Visits per Physician
2010	123 447	597	4 367
2011	126 029	593	4 850
2012	129 772	583	4 791
2013	133 775	573	4 712
2014	135 616	573	4 749
2015	141 259	557	4 673

*All physicians working in public and private sectors are covered

Source: Turkey Ministry of Health (2017)

Table 2-6: Number of Medical Institutions, Total Hospital Beds and Hospital Beds per 1000 Population

A number of Medical Institutions, Total Hospital Beds and Hospital Beds per 1000 Population.					
Years	Medical Institutions	Inpatient Medical Institutions	Outpatient Medical Institutions	Hospital Beds	Beds per 1000 Population
2010	26 993	1 439	25 554	200 239	2.72
2011	27 997	1 453	26 544	194 504	2.60
2012	29 960	1 483	28 477	200 072	2.65
2013	30 116	1 517	28 599	202 031	2.64
2014	30 176	1 528	28 648	206 836	2.66
2015	30 449	1 533	28 916	209 648	2.66

Source: Ministry of Health (2017)

Furthermore, the vast majority of the healthcare infrastructure in Turkey is old and no longer suitable to meet the healthcare needs of the country (International Finance Corporation, 2017). Today, many countries are implementing PPP to meet their growing health needs. In Turkey, the public healthcare system has also recently adopted a PPP model

in order to increase the quality of, and access to, services in the field of health. In this new model, which aims to provide community health services faster and with better quality, a long-term agreement might be made between the public and one or more private sector companies with a "build-operate-transfer" model, which is intended to lighten the public sector's burden.

Health projects that require substantial financial support can be financed by private-sector sources. The PPP that has been implemented in health projects across various countries has been accelerated in Turkey. The Health PPP Programme seeks to complement the government's other efforts to increase or replace the existing bed capacity in the private sector, focussing mainly on specialised areas such as women's and children's health, oncology, cardiology and rehabilitation (International Finance Corporation, 2017). The first PPP-structured healthcare facility opened in Mersin, Turkey. The project is expected to improve patient access to public health services at high quality and support the Turkish Government's efforts to align the health sector with the current and future health needs of the population.

The following table 11 gives a list of hospitals projected to be supported by PPP; many of which are under construction. The first PPP-structured healthcare facility opened in Mersin in southern Turkey. The 950-bed capacity (Ministry of Health) Elazig Integrated Health Campus will consist of five health facilities equipped with ultra-modern technology. The campus will replace older and scattered hospitals and increase the effectiveness of healthcare. Moreover, the project, which will provide additional resources for the city's economy, will redesign the healthcare in the region and help improve access to high-quality public health services which are often felt to be lacking.

Table 2-7: PPP Hospital Project of Turkey

Project Name	Beds	Construction Area (sqm)	Investment Value (mil. USD)	Current Hospital/Bed Numbers
Ankara Etlik Integrated Health Campus	3,566	1,071,885	1,105	88/18,109
Ankara Bilkent Integrated Health Campus	3,662	1,129,300	1,086	88/18,109
Istanbul Ikitelli Integrated Health Campus	2,682	817,377	1,232	236/34,089
Izmir Bayrakli Integrated Health Campus	2,060	575,030	758	57/11,466
Elazig Integrated Health Campus	950	207,000	309	11/2,900
Konya Karatay Integrated Health Campus	838	225,125	255	42/6,420
Kayseri Integrated Health Campus	1,583	446,012	404	29/4,038
Gaziantep Integrated Health Campus	1,867	552,054	840	28/4,611
Mersin Integrated Health Campus	1,253	328,236	400	26/3,808
Adana Integrated Health Campus	1,550	436,749	680	29/6,486
Bursa Integrated Health Campus	1,355	366,045	316	39/6,808
Kocaeli Integrated Health Campus	1,180	335,648	505	29/4,380
Yozgat City Hospital	475	128,119	156	16/894
Manisa City Hospital	558	150,692	183	28/4,092
Isparta City Hospital	728	178,143	264	17/2,036

Source: Ministry of Health (2017)

2.7. NGOs in Human Development and Humanitarian Crisis

International and local NGOs have been central actors in addressing the ongoing humanitarian crisis in Syria and the needs of people living in Turkey. Because at every point where the states are inadequate, NGOs have come to the aid of people. Non-governmental organizations (NGOs) play an important role in providing humanitarian assistance services in natural disasters and wars (Rouhi et al., 2019). In this context, the role of NGOs in the refugee crisis needs to be examined in detail.

According to the UN, NGOs are defined as: *‘(a) organizations; that (b) are not-for-profit and, by law or custom, do not distribute any surplus they may generate to those who own or control them; (c) are institutionally separate from the government; (d) are self-governing;*

and (e) are non-compulsory' (United Nations Statistics Division, 2003:17). Some scholars describe it as a mechanism that 'serves to balance the power of the state and protect individuals from the power of the state' (Fukuyama, 2001). The concept of civil society relates to '(1) bridging the specific identities of different communities; (2) finding a balance between contradictory norms; and (3) certain values that serve routing procedures so as not to escalate conflicts of interest (Rucht, 2011:387).

Given this definition, the debate on poverty, equality and development cannot be completed today without considering the role of NGOs. NGOs, whether in the north or south, in developed or developing countries, are a visible, respected and established part of many societies NGOs like BRAC in Bangladesh are as familiar to us as The United Way in the United States; the actions of Amnesty International and the World Wildlife Fund are regularly covered by media organisations across the globe; also, the successes of these and other NGOs in providing health care, education, economic opportunities and human rights advocacy to millions of people are also well-known (Michael, 2002). He also states that Southern NGOs are key players in international development, major contributors to development processes within individual countries and continue to experience growth. It is often NGOs and not governments or the United Nations agencies, which are the most prominent advocates of international human rights, advocating on behalf of groups including women, children, political activists and AIDS-sufferers.

Turkey has been one of the countries that refugees and asylum seekers use as their focal point and destination. While the Balkan wars of the early 1990s increased the number of refugees in Turkey, the Syrian Civil War increased it significantly. Because of the civil war that started in Syria, Turkey opened its doors and hosted innocent people. It adopted an 'open border policy', but the state had problems meeting the needs of the 3.5 million people who came to the country (Aras & Duman, 2019).

Today, 119,780 non-governmental organizations operate in Turkey, when including trade unions, professional chambers and cooperatives, this number exceeds 150,000 (Ministry of the Interior, 2020). The number of NGOs is deficient compared to the population of Turkey: on average, 1 NGO per 700 people falls in the country. Despite many efforts in the humanitarian relief domain, there has been limited success in coordination among NGOs (Rouhi et al., 2019). These organizations have had some success in terms of policy changes

and international commitments to help Syrians, but they have also challenged their ability to provide meaningful services and protect many of these refugees. The problems faced by the institutions and the experiences of the authorities in this process should be addressed.

Although it is appreciated that official institutions help people with limited opportunities, it is insufficient. According to Aras and Duman (2019), even though the lack of state-level attention on international platforms, significant numbers of national and international NGOs have begun operations in provinces and districts where the concentration of Syrian refugees is very high. They also argue that Turkey's official institutions, which record and address the basic needs of Syrian refugees, also monitor non-governmental organizations in these areas, and NGOs and INGOs work in specific areas such as health, accommodation, food and education. Rucht (2011) claims that NGOs in Turkey run into serious problems in the field/but still work to provide many forms of assistance for Syrian refugees who are settled outside the camps. He also emphasized the following four subsections describing the four dominant services provided by NGOs and INGOs: Registration, Legal Aid and return, Education and language, and employment and subsistence.

2.8. Context-Specific Theory

2.8.1. Civil War in Syria: Immigrants, Refugees, Ethnic Problems

Syria, or the Syrian Arab Republic, is located in the Middle East neighbouring Lebanon, Israel, Jordan, Iraq and Turkey. The capital, and the largest city, is Damascus. The total population of Syria was 21,018,834 in 2012 according to official figures; however, after the rebellion and the civil war, this number has fallen to 18,430,453 through the loss of life and conflict-related migration, as based on figures made available by the World Bank. Since 1963, the country has been ruled by the Ba'th Party, one of Assad's families since the beginning of the state in 1970.

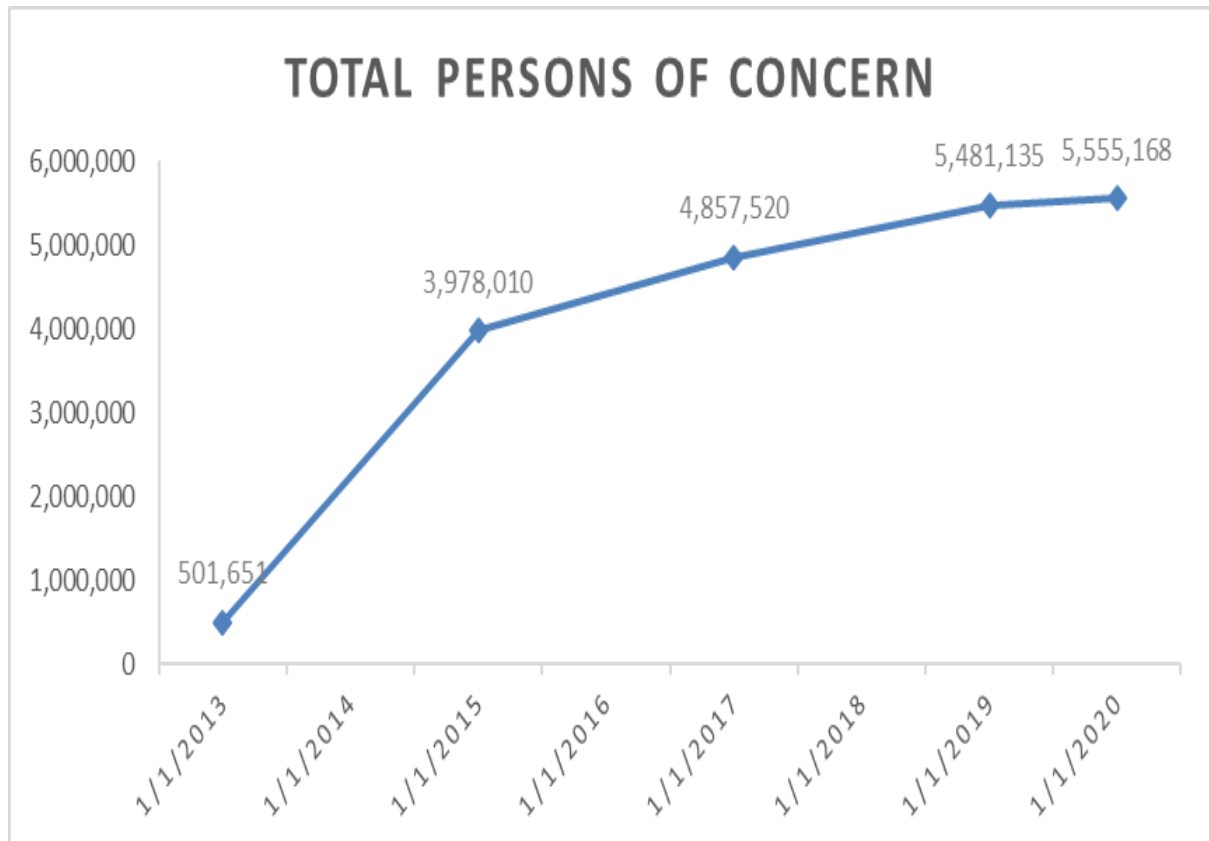
The Middle East is one of the most complex regions in the world in which four countries have experienced internal conflict and political insecurity. Everyone following the news knows that there has been repeated conflict across the region. In December 2010, an unprecedented popular uprising broke out in Tunisia – the Arab Spring – subsequently spreading to Syria, Libya, Egypt, Yemen, and Bahrain. The reasons for these uprisings were

similar in each country: hostility, anger, and frustration with authoritarian and repressive rulers and regimes. Demands from the rebels in each case were also essentially identical; freedom, justice, equal rights, economic opportunities, and - to a significant extent – the desire for some form of democracy (Ma'oz, 2014). Uniquely, Syria has been in a constant state of conflict since 2011. According to Theodor Tudoroiu (2013), the first significant demonstrations were held on 15 March 2011 in Syria, and more than 100,000 people demonstrated every Friday throughout June 2011.

Based on the information from a report by Mercy Corps (2018), in March of 2011, anti-government demonstrations began as part of the Arab Spring. However, after the government responded with violence, peaceful protests practically ceased to be replaced by the armed opposition. The Syrian conflict has resulted in the most significant humanitarian crisis of our time. Half the country's pre-war population, over 11 million people, have been killed or forced to flee their homes, and families are struggling to survive inside Syria or make new homes in neighbouring countries. Also, many other people are risking their lives by travelling to Europe, hoping to find acceptance and opportunity (Mercy Corps, 2018).

The following figure 5 demonstrates the total number of people who have migrated to other countries. According to UNHCR (2020), people of concern numbered approximately 5.5 million on 1 January 2020, as compared to 8,000, when the civil war first started. Furthermore, over 2 million Syrians have been registered by UNHCR in Egypt, Iraq, Jordan and Lebanon; over 3.6 million Syrians have been registered by the Turkish Government of Turkey, as well as more than 30,000 in North Africa (UNHCR, 2020). Over 13 million people are in need of humanitarian assistance, about 5.5 million people of whom have fled the country, and more than 6 million people how have been internally displaced by violence (UN Office for the Coordination of Humanitarian Affairs, 2018).

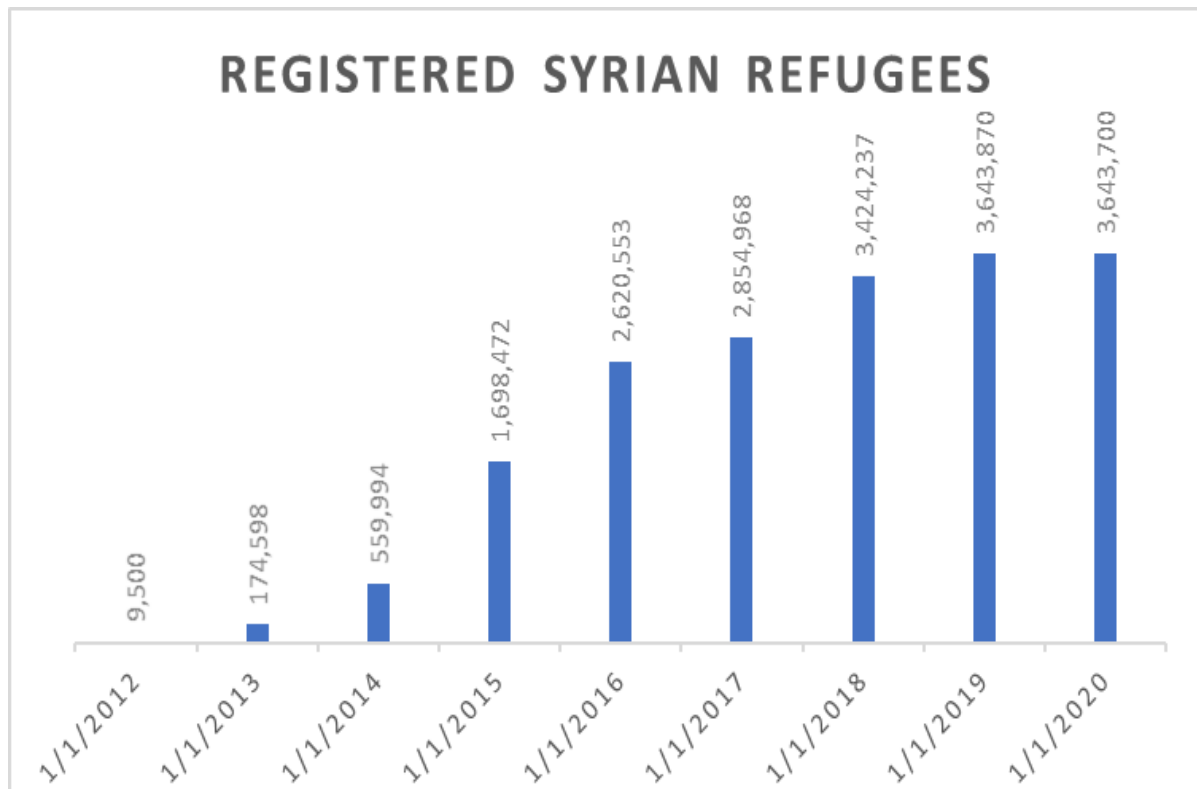
Figure 2-5: Total People of Concern



Source: (UNHCR, 2020)

The number of Syrians who have migrated to Turkey is approximately 3.6 million, which is the highest number to any one country, and represents more than the half of the total number of people of concern worldwide. The figures from the UNHCR (2020) demonstrate how the number of people increased from 2012 to 2020 in Turkey, notably from 9,500 to 3,643,700.

Figure 2-6: Syrian Migrants in Turkey



Source: UNHCR, (2020)

As Syria's civil war entered its seventh year, the most brutal clash that the world has witnessed for decades began. Ever since the war began, houses, clinics, schools, hospitals, and community infrastructure have been destroyed or damaged. Violence has jeopardised public access to education, water, food and health services (UN Office for the Coordination of Humanitarian Affairs, 2018). The social and economic impact of the civil war has extended beyond any reasonable expectations, and indeed is still increasing. The lack of continuous access to health services, education, housing and food has increased the impact of conflict and has pushed millions of people into unemployment and poverty in Syria itself and the countries to which they migrated. The following table 12 shows that millions of people are in need throughout the country.

Table 2-8: Humanitarian Needs

Sector	Number of People (million)
Protection	13.3
Education	6.1
Health	11.3
Food Security and Agriculture	10.5
Shelter	4.2
Water, Sanitation and Hygiene	14.6

Source: UN Office for the Coordination of Humanitarian Affairs (2018)

2.8.2. Turkey: From Emigration to Immigration

Before focussing on immigration in Turkey, the process of emigration and immigration should be explained in order to understand where Turkey stands in this process. Turkey was previously an emigration country, where more people were leaving to live either permanently or temporarily in another country than were entering. As Elitok and Straubhaar (2011) noted, Turkey, which is located at the geographical point of intersection between the East and West on both the Mediterranean and the Black Sea coasts, has become a host country for historically essential population and trade movement.

Based on information from Kirişci (2007), Turkey has traditionally been known as an emigration country. He also noted that from the beginning of the 1960s to the beginning of the 1970s, many Turkish citizens migrated to Western European countries, particularly to West Germany, as workers that were needed by German Government and which has continued until recently through family integration plans. Furthermore, İçduygu (2013) notes that there have been five foremost types of emigration of Turkish citizens to the EU area: family-related emigration, asylum-seeking, irregular (undocumented or clandestine) labour emigration, contract-related (low-skilled) labour emigration, and emigration of specialized and highly-skilled individuals.

The nature of emigration from Turkey has evolved over time. When the emigration types discussed above are taken into consideration, İçduygu and Sert (2011) consider that four distinct periods can be identified in modern Turkish emigration history. The first stage, from 1961 to 1974, was characterised by massive labour migration to Western Europe. The second period, from 1974 to 1980, which started with the oil crisis, caused the decline of

Turkish labour migration to Western Europe and precipitated the beginning of emigration to the Middle East and North African (MENA) countries. The third period of emigration, in the 1980s, was dominated by labour flows toward the MENA countries and was, in fact, relatively low. Finally, the last period, since the early 1990s, has been characterised by a turn in labour flows from the MENA countries to countries being reconstructed after the collapse of the Soviet Union.

Furthermore, based on research by Kirişçi (2007), large-scale Turkish labour emigration to Europe started as a result of an agreement signed by the Turkish and West German governments in 1961. He also states that it is estimated that approximately 3.1 million Turkish nationals are living abroad, of whom about 2.7 million are in European countries, a substantial increase from 600,000 in 1972. However, the direction of migration between Europe and Turkey has reversed. In the mid-1990s, about 86 per cent of Turks living abroad were in Europe. This share has declined to its current level of about 80 per cent (Elitok and Straubhaar, 2011). Therefore, we can make the straightforward assumption that there are now more people emigrating from other countries to Turkey than people emigrating from Turkey to other countries.

Düvell (2014) argues that Turkey has been an immigrant country for labour migrants for more than a decade through hosting a significant number of refugees fleeing Syria and Iraq. He also points out, and gives examples of, those immigrants coming to Turkey to find a better life; Georgian construction workers, Armenian nannies, Moldovan house workers, Uzbek and Kirghiz workers, Nigerian street sellers, African football players, Syrian gardeners, Afghan, Russian and Ukrainian businessmen and women, Egyptian and Somalian shop owners, Azerbaijanis, and students from across the world. Finally, the fact that Turkey has permit holders (i.e., legal entrants) from 176 countries implies that the country has a hugely diverse immigrant population and is well integrated into the global migration order.

Although most entries from European countries come for leisure purposes, such as holidays and tourism, there are entrants of European origin that have also come to work from the Balkans and the former Soviet Union. In sum, Turkey has become a nation that attracts people and has attempted to attract more people from its neighbouring countries. Turkey has started to act as an immigration centre for the Black Sea region and the Middle East while developing appropriate policies within the country and significantly reducing

immigration to the EU through this same system (Elitok and Straubhaar, 2011). Turkey is also becoming a destination for EU professionals and retirees, as well as regular and irregular migrants from former Soviet Bloc countries (Kirişci, 2007). Between 1995 and June 2006, the Turkish authorities apprehended more than 180,000 nationals from Afghanistan, Bangladesh, Pakistan, Iran, Iraq, and Syria. Table 3, in chapter one, reports the number of foreigners living in Turkey, according to the address-based population registration system in Turkey.

It is widely believed that immigrants from Turkey or elsewhere coming to live in Europe have encountered numerous challenges because of their religion and nationality. According to Kirişci (2007), many countries and leaders are afraid of any further immigration from Turkey; hence, this situation makes the process of the entry of Turkey into the European Union more difficult. This negative perception is exacerbated by the social and cultural difficulties faced by Turkish immigrants in Europe. However, there is an increasingly large Turkish immigrant civil society organizations addressing problems associated with the integration of Turkish communities into European countries. Briefly, the Turks who migrated to Europe and other countries have faced numerous problems, and indeed caused a number of issues, for their various host countries, in a similar manner to the people who have immigrated to Turkey.

The most concrete examples of the immigration movement in Turkey were summarised in the first chapter through data derived from the Government of Turkey. On the basis of these figures, it can be seen how Turkey is undergoing an extensive process of change; indeed, Turkey is now an immigration country. The Turkish government must enact short or long-term plans and programmes with the cooperation of NGOs and other organisations in this regard and provide a healthier environment in order for such people to have a better life.

2.8.3. The Effect of Syrian Refugees on Turkey in General

Even though Turkey has previously been considered an emigration country, it is rapidly turning towards one of immigration. As a result of the conditions in the region, and with its current generous open-door policy, the country is hosting the largest number of Syrian refugees worldwide due to the ongoing conflict in that region. The enormous flow of Syrian people into Turkey has given rise to various challenges that would not be easy for any

country to cope with. Thus, the Government of Turkey (within both its central and local branches), the Turkish people and NGOs have been affected by this crisis both positively and negatively on a myriad front such as economic, social, political, security, humanitarian, public sector delivery dimensions.

By the beginning of the civil war and refugee crisis, almost all Syrian refugees were resident in camps financed and managed by the Turkish Government and NGOs. However, nearly 94% (AFAD, 2013; European Civil Protection and Humanitarian Aid, 2018) of refugees are now sheltering in cities across Turkey, since the refugee numbers increased from 8,000 to 3.5 million. More than one-third of urban refugees across Turkey are not registered, according to AFAD (2013). The government is trying to record them, but this process might not be completed in time as the number of refugees living outside the camps is increasing rapidly (Kirişci, 2014).

İçduygu (2015) states that there are three main reasons for the people choosing urban areas rather than refugee camps given their relative comfort and security. Firstly, an unprecedented number of refugees have gone through the general camping capacity (see refugee numbers in Turkey between 2011 and 2018). Secondly, family ties and financial independence have allowed a number of refugees to access shelter in other ways, which is usually arranged by relatives. Thirdly, Syrians who are considered to be illegals are not allowed to register to enter any camps by the Turkish Government.

Education, health, housing and other basic needs have to be provided by the Turkish Government for refugees to allow them to live the better life that they are seeking for in the foreseeable future since it is increasingly evident that refugees are not going to be able to return home in the short-term (Memisoglu and Ilgit, 2017; İçduygu, 2015; Kirişci, 2014; Orhan and Senyücel Gündoğar, 2015). Moreover, the continuation of the conflict and the growing number of refugees are creating considerable challenges for the country. Turkey's response to the crisis has already been generous; however, to continue to accept more refugees entails supporting and providing all their humanitarian needs is clearly be possible. As a result, any genuinely productive and forward-looking response will require greater cooperation and support from the international community (İçduygu, 2015). It is also claimed that the refugee crisis in Syria has revealed the limitations of today's global asylum

and protection system, and he believes that this represents an opportunity for the international community to put the concept of burden-sharing into proper practice.

2.8.3.1. Economic Issues

This mass refugee influx has placed immense pressure on Turkey's economic infrastructure. The Turkish government decided to accommodate the Syrian refugees through governmental funding, the estimated cost of which amounts to \$8 billion in 2015 (Esen and Oğuş Binatlı, 2017; Memisoglu and Ilgit, 2017). President Recep Tayyip Erdogan and Foreign Minister Mevlut Çavuşoğlu claim that the Government had spent approximately \$30 billion at the end of 2017 (Hürriyet Daily News, 2018; Al-Monitor, 2018), ranking Turkey second in the world for dissemination of humanitarian aid, and named the most generous donor (DailySabah, 2018).

On the other hand, Turkey has called for help from the United Nations, which has afforded the country to be included in the Regional Response Plan. However, since the start of the crisis, the total amount of international assistance provided for Turkey, as of 2013, was about 500-750 million dollars as reported by AFAD (2013). The EU's European Commission, Humanitarian Funding for Turkey under the EU Facility for Refugees in Turkey, was €1.4 billion between 2016 and 2017 and the total aid under the EU Facility for Refugees in Turkey was €3 billion (European Civil Protection and Humanitarian Aid, 2018). Hence, the total amount of money that has been spent by the Turkish government and international organisations for the Syrian refugees is considerable.

The following positive and adverse effects of Syrian refugees on Turkey can be discussed in general when considering the report provided by ORSAM (Orhan and Senyücel Gündoğar, 2015), İçduygu, (2015), and Esen and Oğuş Binatlı, (2017):

- Since many urban refugees struggle to gain access to adequate housing and services, there has been an increase in rental prices; as a result, it is often difficult to find affordable rented accommodation.
- Inflation has increased in border cities.
- The Syrian Refugee Crisis has had a significant impact on the Turkish labour market. The high numbers in cities are increasing unemployment; thus, refugees are illegally

employed, especially within small businesses. According to Orhan and Senyücel Gündoğar (2015), local people believe that business opportunities are being thrown away by the vast number of refugees. However, when investigated, this is apparently not true. People who lose their jobs under normal circumstances believe they have lost their jobs because of Syrian refugee workers.

- According to the Global Humanitarian Assistance Report 2017, Turkey gave the most considerable amount of humanitarian assistance as a percentage of GNI (0.75%, up from 0.35% in 2015).
- As mentioned above, the Turkish state, which has helped enact camp-based services for refugees, has found itself with a significant financial burden (see above).
- Syrian refugees are valuable to Turkey in terms of their entrepreneurial skills; thus, they are becoming economic actors within Turkey. Esen and Oğuş Binatlı (2017) explicitly highlight the fact that 1599 new companies were established in 2015, as compared to only 157 in 2012, and the share of Syrian enterprises in total foreign partnerships reached 26 per cent in 2015.

2.8.3.2. Social, Political and Security

Syrian refugees in Turkey are primarily issues of social adaptation. Differences in culture, language and lifestyle make social integration even more difficult for the refugees (Orhan and Senyücel Gündoğar, 2015). In addition, one of the most significant concerns among people living near the borders is that they are potentially vulnerable to a terrorist attack.

On the other hand, Syrian refugees have been shaped in three particular ways as a social security threat and in political affairs, according to Memisoğlu and İlgit (2017): firstly, as a rival victim group; secondly as a voter or demographic threat; and thirdly as having unfair access to public services. Moreover, there are rumours among the Turkish people that Syrians frequently break the law; however, this is not a correct assumption. The number of criminal cases that refugees are directly involved in is relatively low, and in most cases, the actual victims are the Syrians (Orhan and Senyücel Gündoğar, 2015).

2.8.3.3. Public Services

In this section, the information has been provided about the impact of refugees on public services, which will be analysed in detail at a later stage. Whilst this specific topic has not been extensively researched, a consideration of the reports from ORSAM (Orhan and Senyücel Gündoğar, 2015), İçduygu (2015), and Esen and Oğuş Binatlı (2017) nevertheless provides a better sense by which to understand the effects on public services.

- Syrian refugees living in the camps have no difficulties accessing basic services such as health and education. The refugees in the camps are also provided with access to free health services in public hospitals.
- Education is a massive issue for the Turkish government. The government is aware that a lack of education may pose a risk to social order in the long term. As a result, the better integration of the Syrians and the education of refugee children represents a significant challenge for the government. As many as half of Syrian refugees are estimated to be children, and UNICEF estimates that 74 per cent of children outside the camps lack access to any schooling. Capacity building issues are clear from this perspective. It is crucial that capacity is increased and additional budget allowances are provided for training.
- On the border, hospitals offer approximately 30% to 40% of their services to Syrian refugees. For this reason, there are capacity problems in hospitals. Thus, it is also essential to create additional capacity for health.
- Municipal services, such as refuse collection, cleaning, public transport, water distribution, controls, etc., are planned according to the population. The municipalities' budgets are being revised accordingly. However, the actual population in Turkey has increased phenomenally. Therefore, these municipalities have to serve Syrian refugees with only limited resources.
- Also, it is significant that AFAD's Temporary Sheltering Management System (AFKEN) won the United Nations Public Service Award in 2015 (United Nations Department of Economic and Social Affairs, 2015).

Thus, current service levels are not sufficient because of the rapid influx of refugees.

2.9. Chapter Summary and Research Framework

The difficulties which the Turkish Government and Turkish people currently face are at such high levels that they cannot be overlooked. It is currently the case that the vast majority of Syrian refugees will not return to their home country before the settlements are once again liveable, having been heavily damaged or destroyed due to the civil war in Syria. Moreover, the social acceptance of Syrian refugees in Turkey is considered to be extremely high from the available information. However, for this approval to continue, rather than turn into hatred and hostility, policies must be developed and implemented that take into account the expectations of both communities, and that ensure social harmony in particular. Economic and social life is being increasingly affected by Syrian refugees, especially those who live outside the camps. As a result, long-term planning should be implemented by the Turkish Government, instead of short-termism to provide a better life for both their own countrymen and Syrian refugees.

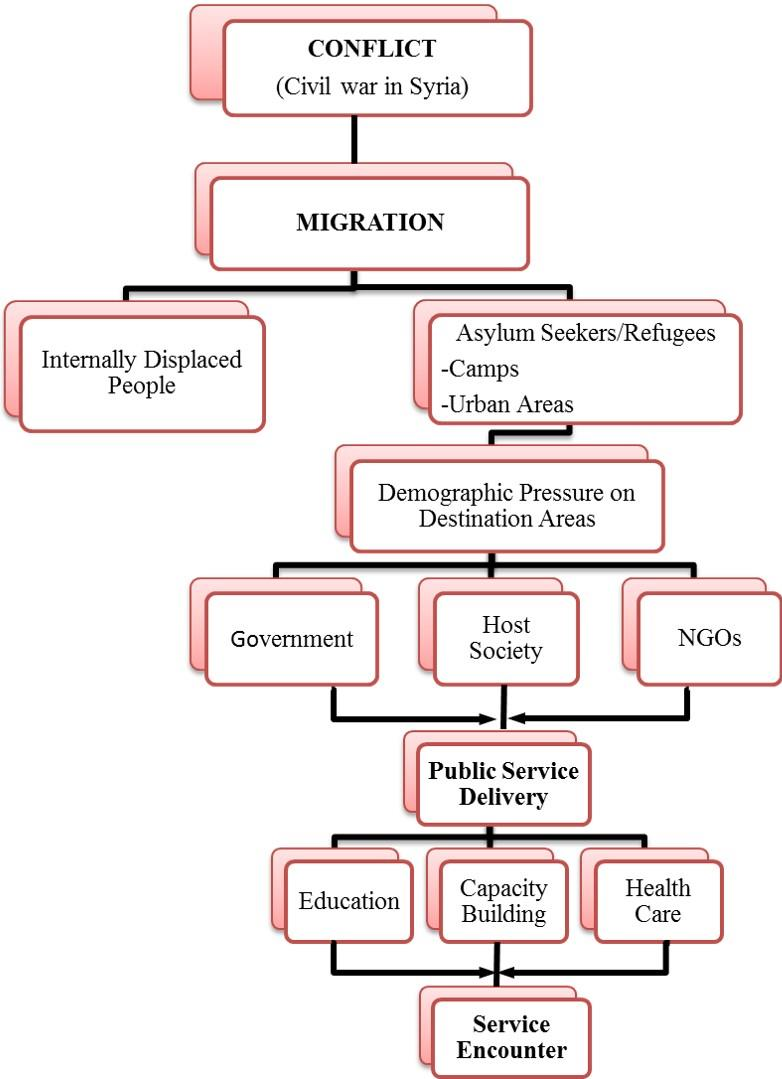
This chapter has reviewed background information and delved deeper into key concepts and the Generic Theory and Context-Specific Theory of the thesis. The literature suggests a useful link between good local democratic governance, public services and local community development for Syrian refugees. When looking at the information provided, it has been seen that the services need to be carried out smoothly and thoroughly because Syrian refugees should have a good management understanding in order to ensure that they have a better life than they do have in Syria since the turmoil started. Indeed, the Turkish authorities have provided an adequate sense of services in general.

In addition, the meanings and requirements of good governance, and good central and local governance, have been identified in this chapter. The issue of the delivery of public services and related methods of administration, the advantages, disadvantages and alternative means of public service delivery have also been discussed. One of the biggest obstacles to public services delivery has been identified as the lack of capacity, and a detail literature research was conducted into capacity building in this context. The literature review demonstrates that the necessary conceptual domain of this research lies in the links between good governance, good public service delivery and adequate capacity building for public services.

In addition, Context-Specific Theory also provides detailed information about the Syrian refugees who have migrated to Turkey. An attempt was made to understand the prevalent living conditions for those people in Turkey, especially with regards to education and healthcare sectors, were investigated. Public services have been provided by Turkish central and local governance for these people have been appropriate, whilst there are many problems that still need to be solved. The bottlenecks to health and education are discussed in the literature, and the capacity of the state in these areas has been established in detail.

Consequently, good (urban-local) governance, good public service delivery, and sufficient capacity building might help these people to gain a higher quality of life and a more promising future. In this context, I have designed the research framework illustrated below.

Figure 2-7: A Conceptual Framework Defining Core Domains of Research



Source: Author's Construct, 2020

3. CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

In the previous chapter, a review of the existing literature on governance, public service delivery, and the current situation of refugees in Turkey was done. This chapter outlines the research methodology and methods, and it further discusses the qualitative method as general approaches to the construction of theory.

The main aim of this research is to understand, analyse and examine the positive and negative aspects of Syrian refugees on public services, specifically, within the context of education and healthcare. This chapter presents the research design and methodology in detail that would guide the fieldwork data-gathering phase of the research as a critical step in finding appropriate answers to research objectives and questions presented in the introductory chapter which can also be found below.

The primary purpose of this chapter is to present an overview of the philosophical research paradigm, design of methodology and the associated data gathering and analysing process and techniques. Specifically, this chapter gives consideration to the design for the research on the impact of the refugee crisis on public service delivery, the key ethical issues involved in such detailed research, and the particular choices made with regard gathering data, sampling, conducting data and analysing of data.

3.2. Research Philosophy

The philosophy of scientific research is a system of the researcher's thinking in which new and reliable information about the object of research is obtained (Žukauskas et al., 2018). In other words, the selection of the research strategy is the basis of the research involving the formulation of the problem, data collection, processing and analysis. It is often assumed that a 'scientific' approach will and should be followed, in which a hypothesis is formulated and then tested using precise measurement techniques (Bryman, 2016). Over the years, the debate over the production of information has traditionally come to us as a philosophical initiative with many paradigms. Guba and Lincoln (1994) candidly believe that an investigative paradigm is related to guiding researchers to the perspectives affecting their

orientation. These orientations then determine the ontological, epistemological, and methodological position of the research (Bawole, 2013:76).

According to Babchuk and Badiie (2010), there are four main trends of research philosophy that are distinguished and discussed in studies conducted by many authors; the positivist research philosophy, interpretivist research philosophy, pragmatist research philosophy, and realistic research philosophy.

Positivist research philosophy: The philosophical approach of the natural scientist is observed in positivism, as the work is based on observable social and physical existence and the research strategy is approached on the basis of data collection and hypothesis development (Žukauskas et al., 2018). Bryman (2016) argues that if the research reflects the philosophy of positivism, research would likely adopt the natural scientist's philosophical stance.

Interpretivist research philosophy: Interpretivism is a branch of epistemology that focuses on evaluating differences between people and social actors (Žukauskas et al., 2018). Interpretivism is an epistemological position that requires the social scientist to grasp the subjective meaning of social action; furthermore, in this philosophy, the interpretation of social role interpretations is presented in relation to its own set of meanings (May and Williams, 2002; Leitch et al., 2009). The distinctive feature about interpretive approaches, however, is that it considers research participants and their interpretations, perceptions, meanings and understandings, as the primary data sources (Mason, 2002:56). It recognizes the self-reflective nature of qualitative research and emphasizes the role of the researcher as an interpreter of the data and an individual who represents the information (Creswell, 2007:248).

Pragmatist research philosophy: This type of philosophy deals with the facts, and it claims that the choice of research philosophy is mostly determined by the research problem. In this research philosophy, practical results are considered essential (Žukauskas et al., 2018). Individuals informed by this worldview focus on the outcomes of the research, the actions, situations, and consequence of inquiry rather than antecedent conditions; thus, there are many forms of pragmatism (Creswell, 2007). Saunders et al. (2009) state that pragmatists are driven by the problems which people face and want to find out what works. Pragmatism

argues that the most important determinants of the epistemology, ontology and axiology you adopt are the research questions; one may be more appropriate than the other for answering particular questions (Bryman, 2016).

Realistic research philosophy is based on the principles of positivist and interpretivist research philosophies (Saunders et al., 2015; Vveinhardt, 2018). Žukauskas et al. (2018) point out that realistic research philosophy is based on assumptions that are necessary for the perception of the subjective nature of human subjects. In this sense, realism is opposed to idealism, the theory that holds the view that only the mind and its contents exist. Epistemology in realism is similar to positivism, which assumes a scientific approach to the development of knowledge (Ackroyd and Fleetwood, 2005; Suppe, 1989). The philosophical underpinnings of this research, together with the other paradigms, are illustrated in Table 13 below.

Therefore, this research adopts the Interpretivist research philosophy because an interpretive approach not only sees people as a primary data source but seeks their perceptions or what Blaikie (2000) calls the 'insider view', rather than imposing an 'outsider view'.

Table 3-1: Comparison of four research philosophies

Philosophical dimension	Positivism	Realism	Interpretivism	Pragmatism
Ontology: <i>the researcher's view of the nature of reality or being</i>	External, objective and independent of social actors	It is objective. Exists independently of human thoughts and beliefs or knowledge of their existence (realist), but is interpreted through social conditioning (critical realist)	Socially constructed, subjective, may change, multiple perspectives	External, multiple, the view is chosen to answer the research questions.
Epistemology: <i>the researcher's view regarding what constitutes acceptable knowledge</i>	Only observable phenomena can provide credible data, facts. Focus on causality and law like generalisations, reducing phenomena to simplest element	Observable phenomena provide credible data, facts. Insufficient data means inaccuracies in sensations (direct realism). Alternatively, phenomena create sensations which are open to misinterpretation (critical realism). Focus on explaining within a context or contexts	Subjective meanings and social phenomena. Focus upon the details of situation, a reality behind these details, subjective meanings motivating actions	Either or both observable phenomena and subjective meanings can provide acceptable knowledge dependent upon the research question. Focus on practical applied research, integrating different perspectives to help interpret the data
Axiology: <i>the researcher's view of the role of values in research</i>	Research is undertaken in a value-free way, the researcher is independent of the data and maintains an objective stance	Research is value laden; the researcher is biased by world views, cultural experiences and upbringing. These will impact on the research	Research is value bound, the researcher is part of what is being researched, cannot be separated and so will be subjective	Values play a large role in interpreting results, the researcher adopting both objective and subjective points of view
Data collection techniques most often used	Highly structured, large samples, measurement, quantitative, but can use qualitative	Methods are chosen must fit the subject matter, quantitative or qualitative	Small samples, in-depth investigations, qualitative	Mixed or multiple method designs, quantitative and qualitative

Source: Adapted from Saunders et al., (2009:119)

3.3. The Research Approach

Within the confines of this study, several options were available in terms the methodology to adopt; nonetheless, conducting academic research can be from various perspectives; qualitative, quantitative, or mixed-method approaches (Creswell, 2007; Bryman, 2016; Mason, 2002). The researcher has absolute freedom to adopt any of these; however, the nature of the study dramatically influenced the choice and shaped the study (Silverman, 2013). Hence, the qualitative research approach was adopted in this study.

3.3.1. Qualitative Research Approach

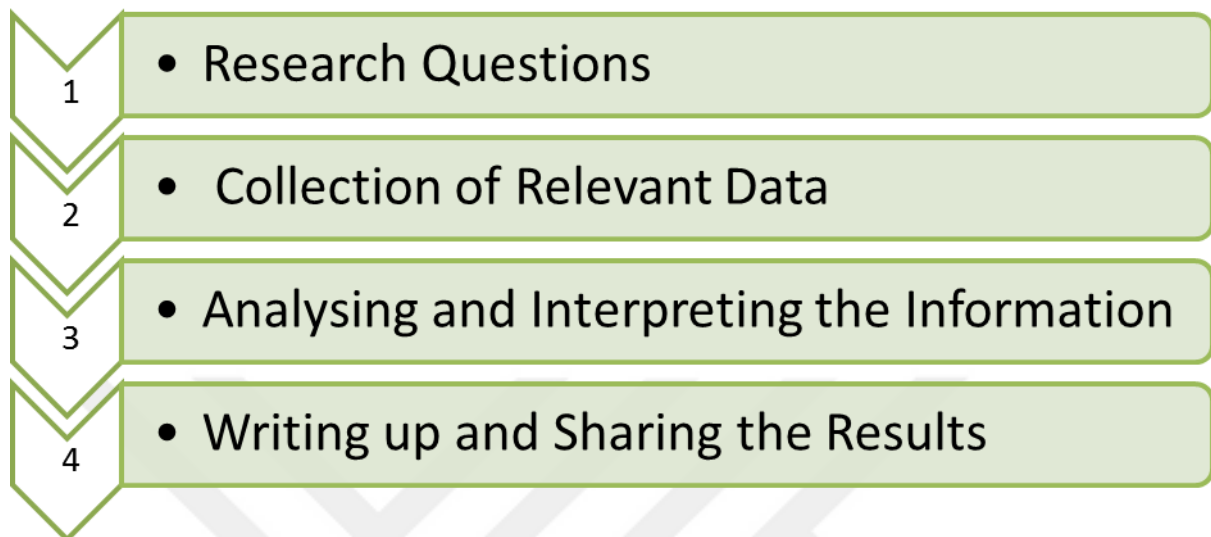
Qualitative research is a research strategy that usually emphasises words rather than quantification in the collection and analysis of data (Bryman, 2016:380). Creswell (2007:18) describes a qualitative approach as one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives or advocacy/participatory perspectives or both. It also uses strategies of inquiry such as narration, phenomenology, ethnography, grounded theory, or case study.

Yin (2015:7) strongly recommends that instead of trying to reach a singular definition of qualitative research, you might consider five features, listed as follows: (i) Studying the meaning of people's lives, under real-world conditions; (ii) Representing the views and perspectives of the people in a study; (iii) covering the contextual conditions within which people live; (iv) contributing insights into existing or emerging concepts that may help to explain human social behaviour; (v) Striving to use multiple sources of evidence rather than relying on a single source alone.

The process of qualitative approach and comprehensive research is quite similar. The essential action of a research procedural routine involves four stages, according to Berg (2004), identifying the research questions, gathering information to answer questions, analysing and interpreting the information sharing the results. On the other hand, Kemmis et al. (2013) explain the actions researchers take as: plan, act, observe and reflect. Stringer (2013) also argues that researchers are obliged to look, think and act carrying out any project. However, looking at the research activities of the qualitative approach could be a little different. Bryman (2016:384) states that action for qualitative research consists of six steps; the first step is to find general research question(s), selection of relevant site(s) and

subjects, collection of relevant data, interpretation of data, conceptual and theoretical work, writing up findings/conclusions, respectively. Based on the above information, an action procedure, as shown in the following figure, has been conducted by the author.

Figure 3-1: Basic Action Research Procedure



Source: Author construct, 2020

Interviews are one of the most used methods of this sort of data collection approach when looking at it in general. Interviews are among the best-known strategies for the collection of qualitative data (DiCicco-Bloom and Crabtree, 2006). They also state that different qualitative interviewing strategies in common use have emerged from different disciplinary perspectives which have resulted in a wide range of interviewing approaches. Qualified interviews are classified in various forms; unstructured, semi-structured and structured (Bernard, 2017; Denzin, 2008). As mentioned previously, semi-structured in-depth interviews are the primary data collection source for this study.

Semi-structured in-depth interviews are the most commonly used interviewing format for qualitative research and can occur either with an individual or in groups (Bernard, 2017; DiCicco-Bloom and Crabtree, 2006; Rubin and Rubin, 2011). While individual in-depth interviews allow the interviewer to explore in-depth the social and personal issues, group interview allows interviewers to have a broader spectrum of experience (Rubin and Rubin, 2011). Even though there are many different forms of qualitative research interviews, in-depth interviews were employed during this study as a means to provide rich and in-depth information about individual experiences of working with refugees in the context of Turkey.

Rubin and Rubin (2011) posit that that in-depth interviews can be used to understand complex social issues related to health care and education. Group interviews often take the form of focus groups, where multiple participants share their knowledge or experiences about a particular topic (Barbour and Kitzinger, 1998).

3.3.2. Case Study Research Strategy

In qualitative research, some several traditions and strategies can be adopted, which include case study, ethnography, phenomenology, grounded theory, biographical, historical, participatory and clinical strategies (Yin, 2010; Creswell, 2007; Denzin and Lincoln, 2011). This researcher has chosen the case study research tradition because it facilitates in-depth investigation and understanding of a real-life contemporary phenomenon in its natural context (Yin, 2010).

In line with the philosophical perspective of the interpretive approach, the case study was chosen to obtain answers to research questions in a forward-looking way. Scholars have disputed and argued over the validity and applicability of seeking knowledge from the case study approach (Flyvbjerg, 2006; Andrade, 2009). McClintock et al. (1979) have discussed the issue and stated that the goal of a case study is to define the circumstances of an occurrence, allow examination of the organisational process, and expose the factors which may encourage more understanding to the phenomenon.

The case study research is an appropriate strategy for this research because it allows the researcher to gain an in-depth investigation of research aim, objectives, and questions. The study has investigated the issue of the refugee crisis and its impact on public service delivery in detail, focusing on education, healthcare, and the role NGOs while providing these services. Therefore, intensive fieldwork under the case study strategy was carried out in Turkey. To ensure the fieldwork study addressed the research questions appropriately, the researcher visited schools, hospitals, and NGOs hubs to engage participants using the data collection instruments. The practical aspect of the appropriateness of the case study lies in the three years duration of the PhD, which totally makes it impossible to investigate all schools, health centres, and NGOs hubs.

Case study design may be constructed either as a single case or multiple cases, either holistic (single unit of analysis) or embedded (multiple units of analysis) design (Creswell, 2007). A

single case is often used where it represents a critical case or, alternatively, an extreme or unique case (Žukauskas et al., 2018:147). In contrast, Multiple types of a case study might be either intrinsic or instrumental, but its defining feature is that the researcher examines several cases (Saunders at al., 2015; Vveinhardt, 2018; Creswell, 2007). Bryman (2016) argues that the multiple-case study offers an even more excellent opportunity because the researcher might be in a position to examine the operation of generative causal mechanisms in different or similar contexts. De Vaus (2001) also claims that multiple cases are essential if the case studies are being used for inductive purposes, which this study utilises. De Vaus (op cit) also states that with sufficient sources, multiple case study would be more powerful and provide more insight than a single-case design. Therefore, the study adopted a multiple case study research design.

3.3.3. Defining the Sample of Civil Servants and NGOs for the Research

Having established the case for a multiple case study approach, the next action was to identify a sample of such schools, hospitals, and NGOs from which to conduct the study. In this context, the study has adopted a purposive sampling strategy in selecting those. In the first place, one region was selected in Turkey, and Elazig province was selected in this region. There are many reasons behind it: 1- The city of Elazig serves as a bridge between the East and West in the country, causing the city to be overused. 2- When viewed from a population perspective, the number of Syrian refugees living in the city is over 15 thousand, which means that there is enough data to work with. 3- The lack of camping history in the city meant that services were provided directly in public buildings, thus creating a more suitable environment for this work. 4- One of the city's hospitals is here; more patients come to the city from neighbouring cities and benefit from health services.

The study focused on three different categories, but all of those are related to each. Schools, hospitals or health facilities and NGO centres were selected, and also some interviews were conducted with Syrian Refugees who acquired Turkish Citizenship. Five schools were selected in the Elazig Province. Within the scope of the research, 29 school administrators, teachers and central administration officers were chosen in the Elazig province. In this study, a criterion was used in the selection of the schools interviewed was that there was at least a hundred Syrian students in their schools and that these students had been attending the same school for at least one year.

On the other hand, two hospitals and one health clinic were chosen prior to the field trip. Doctors, nurses, translators and officers were selected to be interviewed. One of the selected hospitals happened to be one of the biggest hospitals in the region. The health clinic is specially allocated only to Syrians not even for other nationalities like Afghans or Iranians. Twenty-two people were selected, which included doctors, nurses and officers. Some of the doctors, nurses and translators were from Syria but working for the Turkish government since they received Turkish citizenship. All of these participants were chosen based on their experiences and year of work in the same hospitals. The research also considered reaching some health workers who had previous experience working at the border.

In addition, based on the importance of the NGOs, the researcher decided to involve NGOs and their capability to work with government agencies and local public service deliveries. Five (5) NGOs were then selected, and 11 NGOs participants were selected for interview. Those NGOs were selected based on the information gathered from schools and hospitals; thus, these were mostly focused on Syrian refugees and their needs in the city.

Table 3-2: Distribution of Participants by Gender and School Degrees

	College	Master's Degree	Total
Man	30	13	43
Woman	12	7	19
Total	42	20	62

Author's Construct, 2020

Table 3-3: Distribution of Participants by Age

	0-18	18-30	30-60+	Total
Man	0	18	25	43
Woman	0	8	11	19
Total	0	26	36	62

Author's Construct, 2020

Table 3-4: Summary of interviewees' profiles

Total Number of Participants	Position	Nationality
25	School Administrator, Teacher, officer	Turkish
4	Teacher	Syrian (have Turkish Citizenship)
14	Doctor, Nurse and officer	Turkish
8	Doctor, Nurse and Translator	Syrian (have Turkish Citizenship)
7	NGOs Representative	Turkish
4	NGOs worker	Syrian (have Turkish Citizenship)

Author's Construct, 2020

3.4. The Fieldwork

The fieldwork in Turkey took place in one phase – between December 2018 and March 2019. Prior to the fieldwork, the researcher had applied for ethical approval to be able to start work. The ethical approval was rejected in the first phase, then when the researcher made the necessary changes based on the feedback from ethical approval community, the ethical approval for fieldwork was granted and accepted by the SEED at the University of Manchester. When the researcher arrived in Turkey, he had to apply for ethical clearance from the provincial governor as well. Thus, the approval was given by the governor in two weeks. Hence, we assume that the fieldwork officially started after receiving all of the approvals.

In general, the fieldwork started with a trip from Manchester to Istanbul then Elazig, the study area. The researcher drove in his private car to facilitate movement within the schools, hospitals and NGOs facilities in the province. On the first instance, a round trip was made to the Provincial Directorate of National Education and Health Provincial Directorate to seek their consent to participate in the study. After receiving their kind welcome and helpful attitude, schools, and hospitals have been determined. In fact, there were assistant managers in these centres who agreed to participate in the study. This first trip was to seek the consent of the study centres and to enlist individual participants within these schools and health facilities. Official letters were delivered to these institutions personally. For ethical purposes, all case-study organisations and persons were anonymised, and pseudonyms used in reference to them.

The local government agencies were pre-selected before the fieldwork. In contrast, the NGOs were selected during the first visit to the study area. After the first visits to schools and health centres, the five most mentioned NGOs were selected during the fieldwork to explain the intervention and interest of the NGOs.

In conclusion, of course, there were those who did not want to join our work as a result of their positions during the fieldwork. However, the researcher received around 90 per cent positive reactions and completed the fieldwork. The researcher would like to thank everyone who participated in this study.

3.5. Data Collection Instruments and Process

Data collection is a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. Data collection methods can be divided into two categories: secondary methods of data collection and primary methods of data collection (Creswell, 2007). Following the research design, data collection methods were also designed to ensure that the data speaks for itself. There is data collected primarily by the researcher; these forms of data are of prime empirical importance to the study because they are generated from interviews on the field. Secondary source data from relevant organizations or institutes are also available. The upcoming subdivisions explain how the researcher performed data collection and analyses of the collected data.

Therefore, several data collection methods were used in gathering data for the study. These included face-to-face semi-structured interviews, informal discussions with respondents and other staff, mini focus group discussions, and documentary reviews.

3.6. Pilot Interviews

As an initial phase of the field study, some five pilot interviews were conducted in January 2020. The aim of conducting pilot interviews was to test out the schedule and the feasibility of accessing and directing the interviews with all stakeholders and possible Syrian refugees. Since I was not allowed to interview Syrian refugees, I tried to find some Syrians who received official Turkish citizenship. Thus, the pilot interview process was helpful to this research by helping to find them. In this direction, all five educator, doctor, civil servant, Syrian refugee, and translator who were approached on the basis kindly accepted the request to participate pilot interview. On the other hand, considering pilot interviews, it was apparent that several questions on the schedule needed clarification refinement and further development. Based on pilot interview discussions the researcher also decided to make some amendments on research questions. This process quickly completed immediately after also having a comprehensive discussion with supervisors.

3.7. Interview of Respondents

Interviews may be highly formalised and structured, using standardised questions for each research participant, or they may be informal and unstructured conversations (Saunders at al., 2015:312). The term 'qualitative interviewing' is usually intended to refer to in-depth, semi-structured or loosely structured forms of interviewing (Mason, 2002:62). Saunders at al., (2015) also state that one typology that is commonly used is thus related to the level of formality and structure, whereby interviews may be categorised as one of the structured interviews; semi-structured interviews; unstructured or in-depth interview.

Most of the data in the study were obtained through individual face to face interviews rather than group interviews. The ace to face interviews took place in the three selected areas, as mentioned previously. After receiving appropriate permission from participants, all interviews recorded on an audio recording device. The average time for each interview was

about 60 to 75 minutes, while the total number of face to face individual interviews conducted was 40.

3.7.1. Focus Group Discussion (FGDs)

Non-standardised interviews may also be conducted on a group basis, where the interviewer asks questions to a group of participants (Saunders et al., 2015). The original idea for the focus group—the focused interview—was that people who were known to have had a satisfying experience could be interviewed in a relatively unstructured way about their experience (Bryman, 2016).

The study was designed to carry out 5 Focus Group Discussions, where each discussion session lasted about an hour and a half. The focus group consisted of educators, doctors, and NGOs represents; however, it was challenging to arrange a convenient time for each participant. The previous strategy was to conduct group interviews with participants from the same area, if possible, putting different areas in the same group. 2 FGDs held with educators, 1 with doctors and nurses, 1 with translators, 1 was the combination of all areas that were selected; thus, 5 FGDs were held with 3 to 4 participants in each group. Each FGD was carried out by the researcher with the help of a tape recorder. Being conscious of ethical concerns, the researcher asked for permission before recording every discussion. Each FGD was initiated by an introductory session by the researcher. The aims and objectives of the fieldwork and the introduction to the institute the researcher is from were made known to participants.

3.7.2. Documentary Review

Many National Education officers, Health service officers, and NGOs represents had generated and provided the researcher with lots of reports and organisational documents which give an account of the situation of Syrian Refugees in the country, and the formal numbers of the refugee population in their region. This demonstrated a further valuable component of the information based on the research. In this regard, firsthand reports and documents were reviewed. The websites of the Ministry of National Education and the Ministry of Health were also accessed for relevant information. On the part of the NGOs, annual reports, project reports and organisational profiles were reviewed. These documents

provided many insights into the activities of the organisations and indicated the extent of engagement between their organisations and other organisations.

Table 3-5: Link among Objectives, Research Questions, and Methods

Objectives	Research Questions	Data Sources and Methods	Target
To better understand the adaptation of refugees to the education system	1-Does public service recognise and respond to the needs of refugees' and their children's education?	Semi-structured Possibly: Documentary analysis	In-depth individual and group interviews with local authorities, school administrators, teachers, national education directors, and province migration administration directorate and Syrian Refugees
To explore the effects and consequences of this international migration on the health system and examine whether public health services are available to places where immigrants live intensely.	2-What are some affordable alternative ways of maintaining the mental health of refugees? And what are the financial needs of public service to deal with healthcare on the integration of refugees?	Semi-structured Possibly: Documentary analysis	Interviews with local authorities, hospital administrators, the provincial health directorates and province migration administration directorate, and Syrian Refugees
To analyse and recognise national and local needs of capacity at education and healthcare	3-How can the capacity of these areas be strengthened, and which training programmes according to the Syrian refugee needs on education and healthcare can be identified? 4- What is the role of NGOs, INGOs and Civil Society Organizations in the Refugee Crisis Management and Service Delivery?	Semi-structured Possibly: Documentary analysis	In-depth interviews or group meetings with local authorities, province migration administration directorate, National education director, provincial health. Also, local, national and international NGOs representors, and Syrian refugees.

Author's Construct, 2020

Table 3-6: Research Questions and Method of Data Collection

Research Questions	Category of Respondents	Number of Respondents	Method of Data Collection
1	School Administrators, Officers	8	Individual Interviews
	Teachers	12	Individual Interviews
	FGDs	18 (in total)	Focus Group
2	Doctors and Nurses	10	Individual Interviews
	Translators and officers	6	Individual Interviews
	FGDs	18 (in total)	Focus Group
3	Combination of 1 & 2	36+18	Combination of 1&2
4	NGO Representors + Combination of 1&2	5+36	Individual Interviews
	NGO workers	3	Individual Interviews
	FGDs	18 (in total)	Focus Group
		44+18= 62	

Author's Construct, 2020

3.7.3. Interview Transcription

Interview transcripts form a significant part of qualitative research (Witcher, 2010). Interview transcription is the process of documenting a conversation between two or more people which can be done in real-time or in an audio/video recording. Heritage (1984: 238) suggests that the procedure of recording and transcribing interviews has the following advantages. *“It helps to correct the natural limitations of our memories and of the intuitive glosses that we might place on what people say in interviews. It allows a more thorough examination of what people say. It permits repeated examinations of the interviewees’ answers. It opens up the data to public scrutiny by other researchers, who can evaluate the analysis that is carried out by the original researchers of the data (that is, a secondary analysis). It, therefore, helps to counter accusations that a researcher’s values or biases might have influenced an analysis. It allows the data to be reused in other ways from those intended by the original researcher.”*

After the data collection process was finished, to ensure the integrity of the collected data, the transcription was done by the researcher, and the documents were saved in computer-compatible formats, and the files were kept away in personal data clouds from unauthorised

persons. Each interview was transcribed and stored with the same code as the original audio file. Transcription was done following the question and answer format.

3.7.4. Data Analysis and Presentation

Analysing text and many other data formats present a demanding task for qualitative researchers. Deciding how to represent tables, matrices, and data in narrative form contributes to the challenge. In qualitative research, data analysis consists of preparing and organising data, and then for data analysis comes a more specific design of the data (Creswell, 2007). According to Saunders et al. (2015:480), there is no standardised procedure for analysing such data; despite this, it is still possible to group data into three main types of processes: summarising (condensation) of meanings; categorisation (grouping) of meanings; structuring (ordering) of meanings using narratives. They also explain that these processes and aids allow the researcher to interact with his/her qualitative data in order to: “comprehend them; integrate related data drawn from different transcripts and notes; identify key themes or patterns from them for further exploration; develop and/or test theories based on these apparent patterns or relationships; draw and verify conclusions” (Saunders et al., 2015:491).

Therefore, data collected in the field through informal discussions and focus group discussions and interview transcripts were analysed using a thematic analysis approach (Onwuegbuzie and Leech, 2005). Neuman (2011) argues that thematic analysis is one of the most common approaches to qualitative data analysis, such analysis is a form of analysis that uses coding to focus on the central themes and ideas raised in a text. Bryman (2016) also claims that a thematic approach is a common approach to analysing qualitative data, mainly sourced from interviews or conversations, and differs from other approaches such as grounded theory in its focus on identifying patterns, and overarching or common themes in the data.

In this context, the data analysis process can be divided into three periods of time. The first part was taken during the fieldwork period. After the first interviews, the audio recordings were listened to again and again each evening, and the essential notes taken for the next interviews. This process was examined in detail and written where necessary. This process

was repeated on a daily basis. This helped the researcher to gather more practical questions and more reliable data.

The second part was taken after fieldwork, which is the process of transcribing all the data obtained as audio recordings into individual texts. This process took approximately two months and was only done by the researcher. Even secondary persons, as required by the code of ethics, could not access this data or were not included in any part of it. The third stage of the process of analysis was after transcription. The process of reading and coding the written texts was done. The coding process was done manually, and it was designed in line with the research questions. The encodings designed Q1, Q2, Q3, Q4, were then separated into more specific encodings. This process was repeated for all data

On the other hand, although the researcher booked and participated in a webinar on the use of Nvivo, no computer-based qualitative software was used in the data analyses. While the researcher thought the software was beneficial for facilitating data analysis, many shortcomings prevented its use. The first and most important was that the software was considered unacceptably structured for the unstructured data being handled. Second, as a result of the first cause, it probably would have required a lot more time investment, which was not useful for all writing. Moreover, another reason is that the researcher felt more comfortable and flexible in analysing data manually to unpack the hidden meanings behind the data.

3.8. Ethical Consideration

Ethics are sets of rules or principles for a good professional practice that serve to advise and guide researchers in conducting their work (Bloor and Wood, 2006). Regardless of the approach to qualitative inquiry, a qualitative researcher faces many ethical issues that surface during data collection in the field and analysis and dissemination of qualitative reports (Creswell, 2007:141). Lipson (1994:333) also groups ethical issues into informed consent procedures; deception or covert activities; confidentiality toward participants, sponsors, and colleagues; benefits of research to participants over risks; and participant requests that go beyond social norms. In this direction, ethical clearance was sought and obtained from the University of Manchester's Research Risk and Ethics Committee (UREC) through the School of Environment, Education and Development (School Review). This

process included the rationale that this was a valuable piece of research and that the methods were appropriate and justified.

In addition, during the fieldwork, all ethical rules were followed, and the advisor was informed throughout the fieldwork and analysing process. Before the interviews, all participants were contacted, and their permission was sought. As stated in the document they signed before the interview began, the participants ' personal information remained confidential, and coding was done in that respect.

On the other hand, before fieldwork, a participant consent form formed part of the documents for ethical approval/clearance from the University of Manchester. This provided adequate background information of the study to all participants and sought their informed consent before they participated. As for the vital language management of research ethics, interviews were conducted in a language other than English, the official language accepted for research was Turkish, which is the mother language of the researcher. In the transcription process, all the texts were translated into English by the researcher.

3.9. Quality Assurance, Validity and Reliability of Data

Meticulous research needs to meet several best practice criteria, Bryman (2016) stresses. In general, qualitative researchers are mostly concerned with two quality issues, the validity and reliability of research. Silverman (2013) has argued that validity is another word for truth, which means that research findings need to reflect as accurately and meticulously as possible what is happening on the field. To ensure quality standards, various elements are outlined by Tracy (2010:839), including; a) worthy topic, b) rich rigour, c) sincerity, d) credibility, e) resonance, f) significant contribution, g) ethics, and h) meaningful coherence.

The reliability and credibility of data collected from different sample categories are significant for accurate analysis in this research. The context of the research/study helped to a certain extent with the reliability and validity of the data, since the majority of the individual participants in the study were well-educated and who were all fully aware of the value of the research.

In this context, the researcher knew that reliability and validity are among the concepts used to evaluate the quality of research. The method used, results and analysis must be

technically reliable and valid. When creating this research design, planning methods and writing results, the researcher took into account reliability and validity. Moreover, the researcher explained and provided detailed information regarding the significance of the reliability and validity to all participants and especially for those who were not willing to provide high-level data for the research. Hence, validity, reliability and even credibility of the research was ensured during the whole period of the research. This is because the study paid attention to the research process and methods by ensuring the adoption of appropriate philosophical and methodological orientations and techniques. Additionally, the researcher maintained a constant interface with research participants and data to ensure that the findings were accurate.

3.10. Chapter Summary

In this chapter, the design and methods for the research have been summarised and discussed. The chapter began with an introductory section to the research methodology. It was followed by the research philosophy and research approach, while a detailed description of the prominent participants also was given. Thus, the qualitative method and multiple case study approach were adopted as a means of conducting the research. This chapter also elaborates the techniques for data collection in this section, specifying the essential tools adopted as semi-structured interviews, documentary reviews, and focus group discussions.

Furthermore, the thematic analysis approach was selected and stated as to how the researcher conducted his data analysis. The chapter draws to a close with assurance to address ethical concerns of the research as well. Therefore, the essence of this chapter is to provide a philosophical and methodological basis for the research.

4. CHAPTER FOUR: EXAMINATION OF SYRIAN REFUGEE CHILDRENS' EDUCATION IN TURKEY

4.1. An Overview of the Chapter

In this chapter of the study, the education of refugee children and its affirmative and adverse effects on public service delivery have been examined elaborately. This section aims to analyse in detail the first question of the research questions: **Do public services recognise and respond to the needs of refugees' and their children's education?** Also, a part of research question three was analysed in this chapter, which is; **How can the capacity of these areas be strengthened, and which training programmes, according to the Syrian refugees' needs in education and healthcare, can be identified?** While trying to find an answer for this question, the researcher conducted a sub-question for detail focus which is 'What kind of activities could public services plan to raise awareness of the refugee crisis in society in order to help innocent people to receive a better education?' The results are presented in accordance with the analytical framework in this chapter. The results were obtained from a field study completed by the researcher in Turkey.

Education is one of the first elements in building a stable society; thus, the importance of education was first mentioned. Then, the reasons for the disruption of education services for children, who are left uneducated due to such an unprecedented humanitarian crisis, were discussed. The education opportunities that have been offered by the Turkish government to Syrian refugees are examined, and the positive and negative aspects of this service have been expressed. The importance of education for these children, which are seen as a lost generation in a period of literature, has been mentioned. Furthermore, the problems and deficiencies faced by children and teachers and administrators in schools are also discussed in detail.

In the other section, Turkish families and school-aged children are evaluated on how they are affected by this massive influx of people. The Study has tried to convey what they think about the existence of these people in Turkish Schools. The role and importance of non-governmental organisations in the provision of these services together with capacity building needs have also been discussed, and finally, this chapter has been summed up with a general conclusion of the chapter.

4.2. Analysis of Education Policies for Syrian Refugees in Turkey

From the first day that Turkey opened its border to host the Syrian refugees as guests, Turkish citizens opened their houses and hearts to accommodate the new arrivals that fled from their country of origin due to the war. It is worth to mention that some of those Turkish citizens who hosted the refugees did that free of charge or demanded the minimum rate in terms of rent. The government also supported the new arrivals and treated them as Turkish citizens in the provision of health, education and other services. It is essential to highlight that most of the 3.7 million Syrians living in Turkey are receiving health and education services free of charge, including medicines and other relevant services. Nevertheless, the main challenge that faced those new arrivals is the language, as it was the most crucial barrier in creating communities.

The Turkish government understood this barrier; thus, at the beginning of the crises, it allowed Syrian NGOs to establish schools in towns and cities that hosted the majority of the refugees. While the Turkish government was responsible for the schools in the camps managed by its entities, after a while, it planned to organise the educational process for the refugees and ensuring the provision of good quality of the education.

Turkey became the country where all eyes were turned to after the start of the civil war in Syria. There have been efforts to provide services in many areas for more than 3.6 million people visiting the country. While these services are sometimes provided with international assistance, in many areas, the Turkish state has tried to provide the much-needed services to these people through its efforts. The lack of international aid or partial implementation has put the Turkish state in a difficult position.

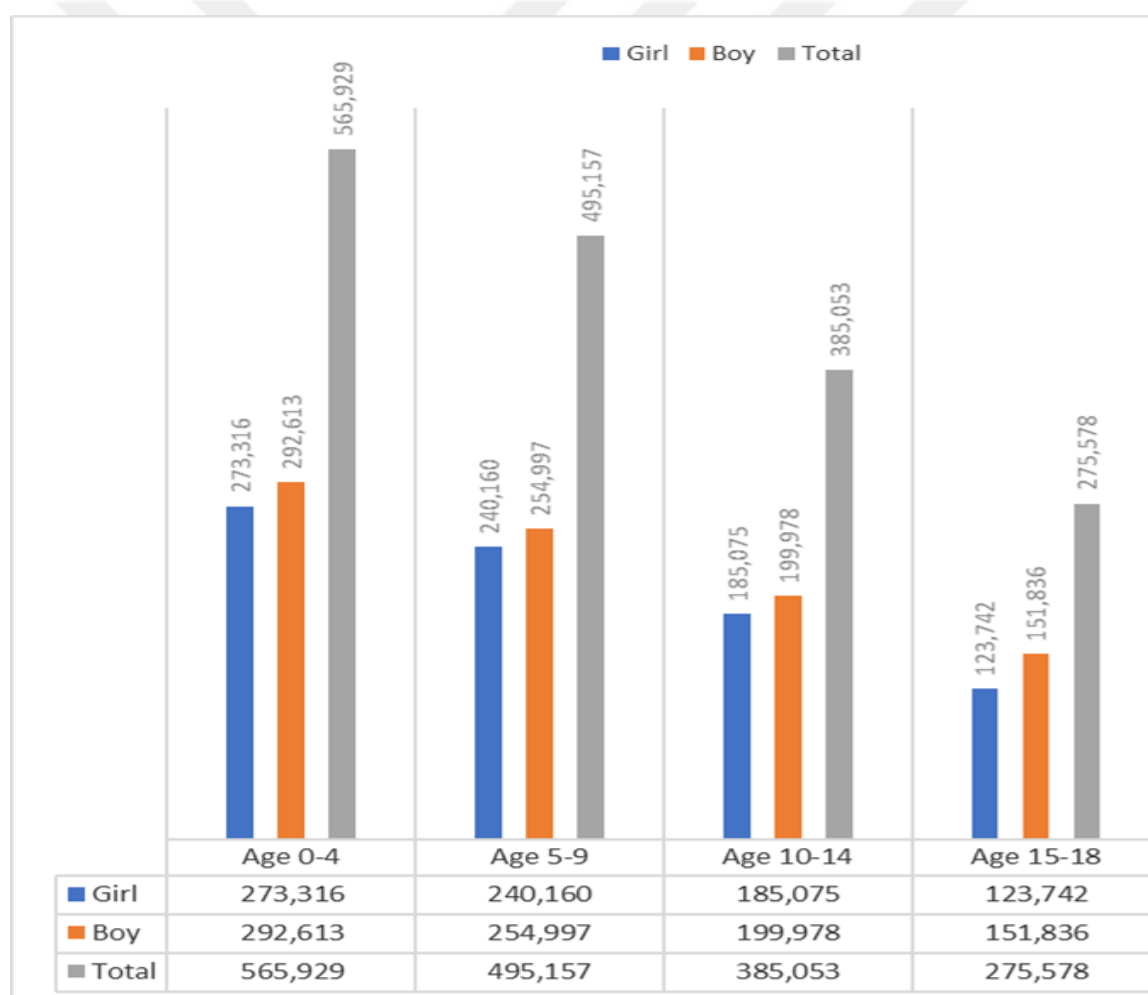
Nevertheless, refugees are still confronted with a myriad of difficulties such as education, health, shelter, food, clothing. This massive influx into Turkey has led to an increase in these needs. Despite the fact that people living in camps live under better conditions than people living in cities, people prefer the latter. Because these people feel trapped and imprisoned in camps, they point out that camps are better suited for short-term solutions.

In this context, as already mentioned, the Turkish state allowed specific numbers of people to migrate to each city. With the help of state and non-governmental organisations, refugees

living in cities have survived in many areas. However, education has been one of the fields in which refugees cannot fully access the service due to several reasons.

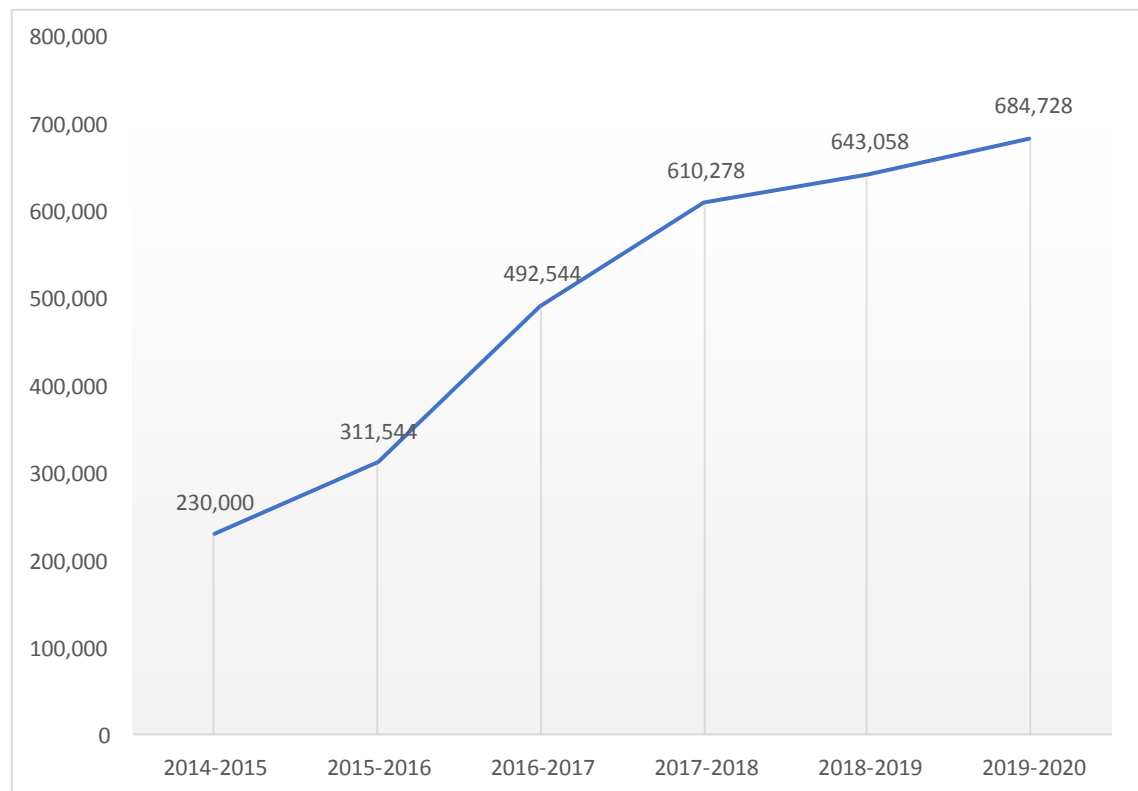
The Turkish state has done many studies on behalf of sending children to schools and has reaped the benefit of these efforts over the years. In figure 10, the total number of school-age students in Turkey clearly shows how important it is to integrate these people in the Turkish education system. 684,728 people representing 63.2% of the Syrian educational age population of 1,082,172, enrolled in schools and have begun to benefit from educational services. When a gender-based assessment was made, it was observed that the gender gap in school enrolment was narrow. Please check Figure 9, 10, 11, for further details.

Figure 4-1: Population of Syrian children in Turkey and its distribution by age groups



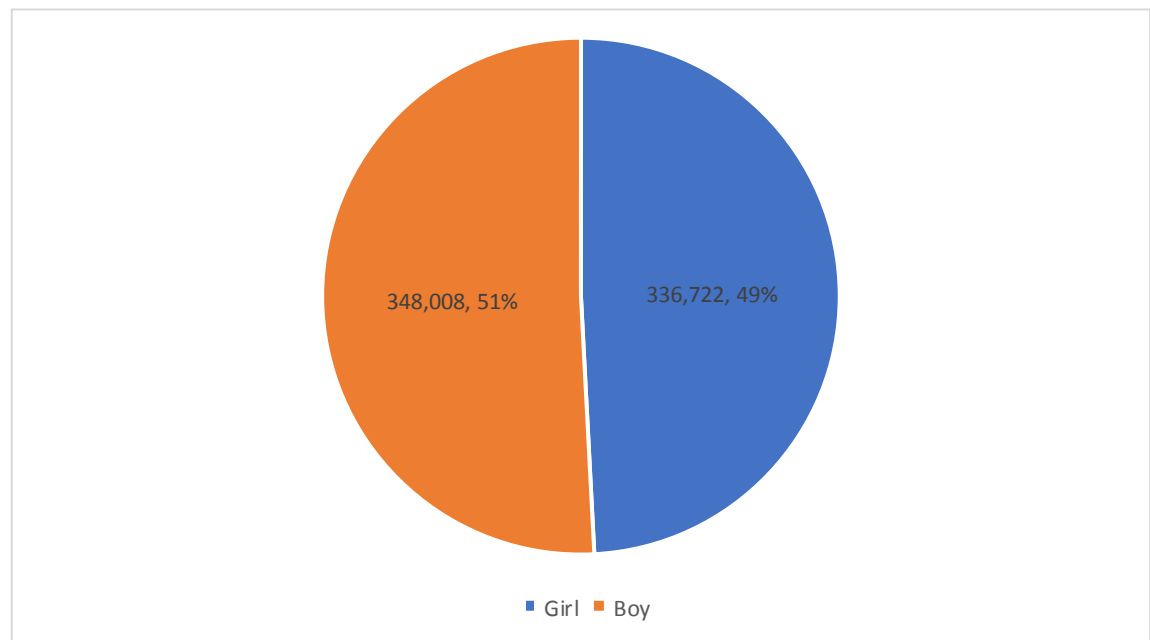
Source: Authors' Construct based on MoNE, 2020

Figure 4-2: Schooling Rates for 2014-2019



Source: Authors’ Construct based on MoNE, 2020

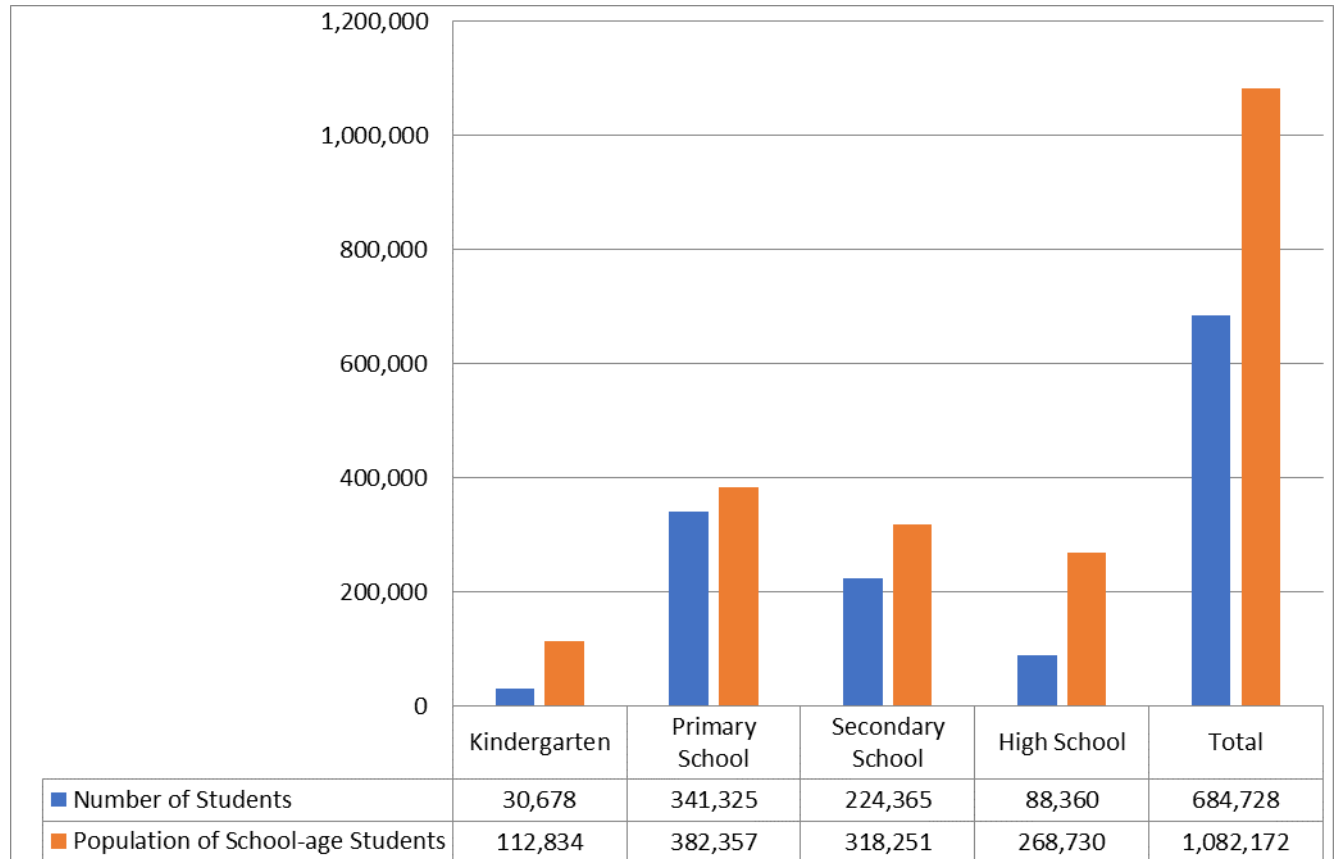
Figure 4-3: Gender-Based Graphic



Source: Authors’ Construct, 2020

Figure 12 below participates the distribution of children according to their educational level. According to the graph, the enrolment rates of students attending official schools and temporary education centres according to educational levels were 27.19% in kindergarten, 89.27% in primary school, 70.50% in secondary school and 32.88% in high school education.

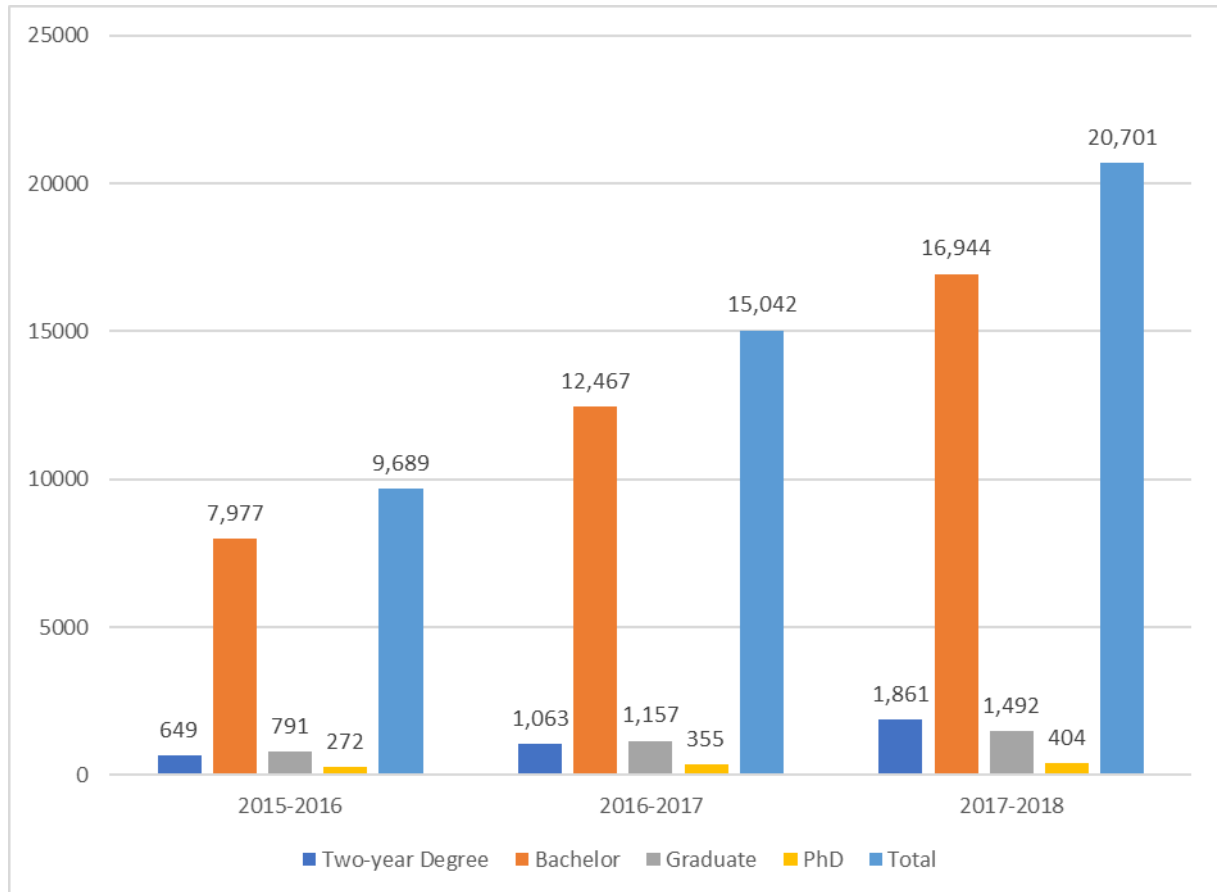
Figure 4-4: Schooling rate according to education levels



Source: Authors' Construct based on MoNE, 2020

In Turkey, education is not only offered to children and adolescents between 4-18 years of age but also young people who want to continue high education are offered opportunities. In this respect, the number of Syrian students enrolled in higher education more than doubled over the years. This number was 9,689 in the 2015-2016 school year and 20,701 in the 2017-2018 school year.

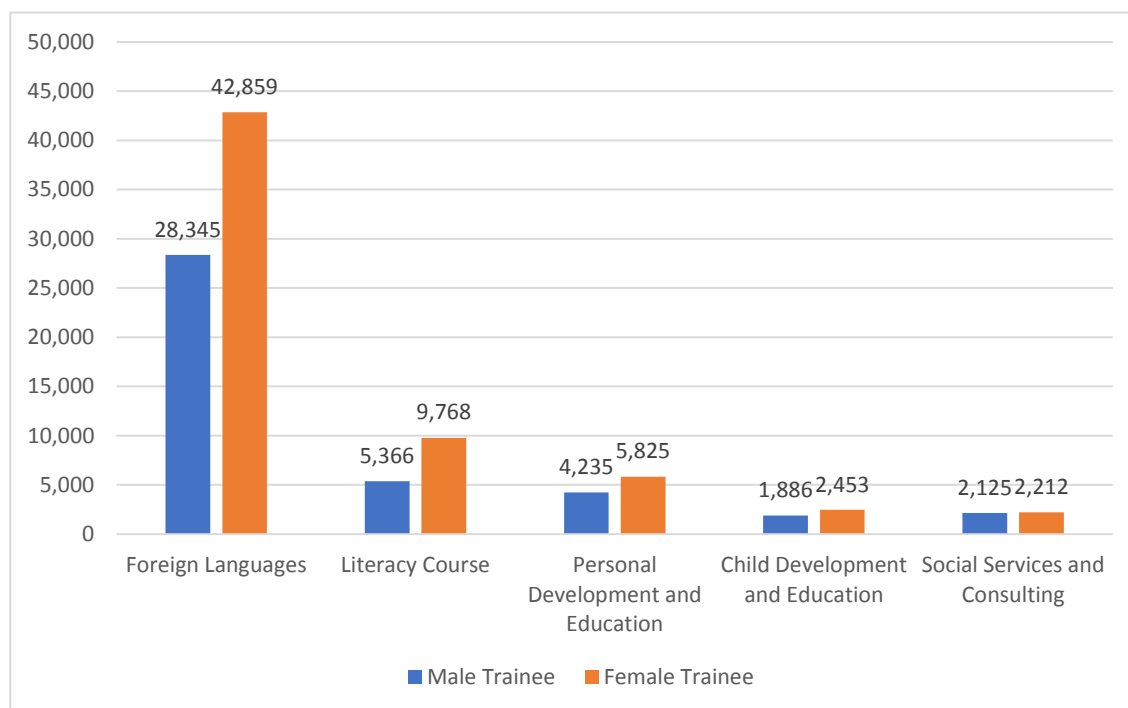
Figure 4-5: Number of students given access to higher education



Source: Author' construct based on MoNE, 2020

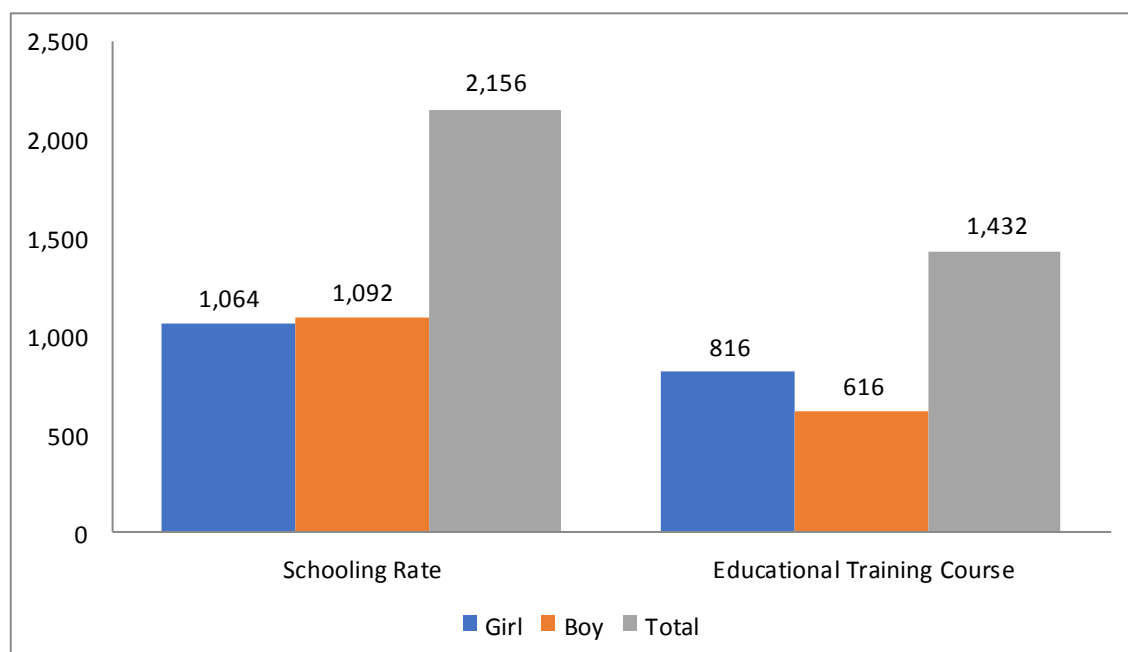
In addition to its formal education activities, the Ministry of National Education organises non-formal education courses within public education centres in hundreds of areas, especially Turkish language education service for Syrians. 505,922 Syrian trainees participated in these courses. Between 2014 and 2019, 302,906 people studied Turkish. When these services are looked at, the state has demonstrated that it works not only for the education of children but also for the education of their families.

Figure 4-6: Types of courses and attendance numbers most preferred by Syrians in Public Education Centres



Source: Author's construct based on MoNE, 2020

Figure 4-7: Number of schooling and training courses in the area where fieldwork is conducted

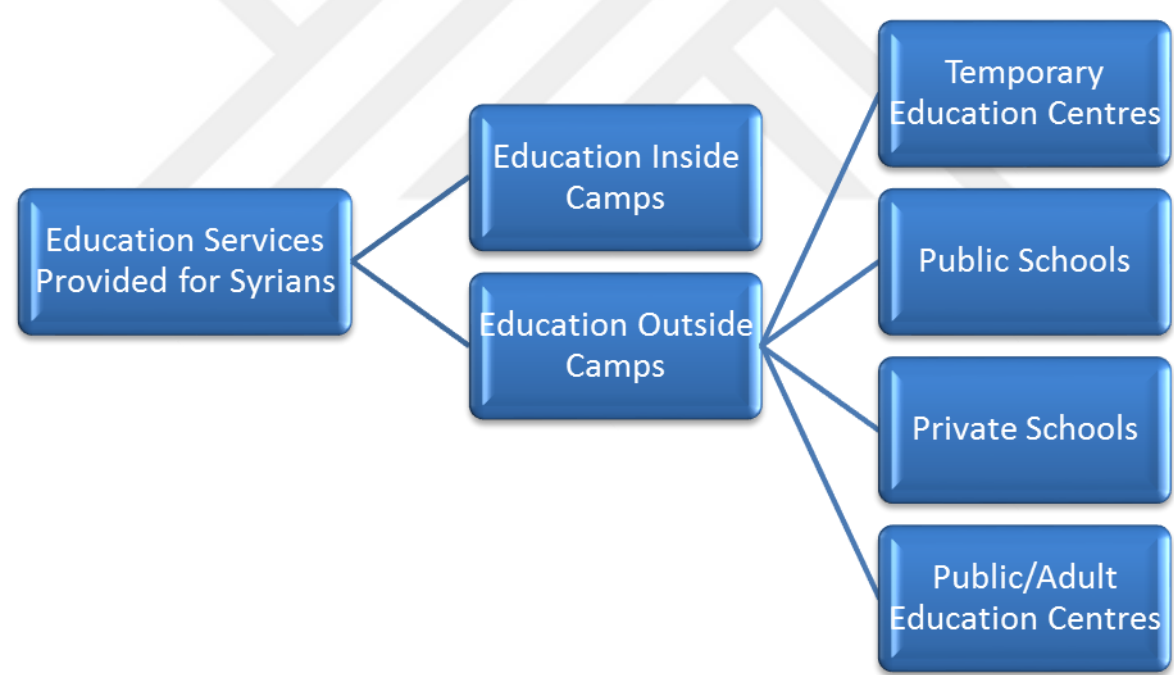


Source: Author's Construct, 2020

Data gathered during the fieldwork indicated that out of a total of 2,318 international Non-Turkish students in the region, 90% were Syrians. By the end of 2019, 2,156 (93%) students were enrolled within the Syrian education system. In addition, under the non-formal education, public education centres provided various courses to 1,432 adult learners between 2015 and 2018; of the total 616 were men and 816 women.

In light of all these numbers, many policies have been implemented for the education of Syrian children in Turkey, and efforts are being made to develop strategies and make them more efficient. According to the data we obtained in general, the following educational services are offered for Syrian children in Turkey at state schools. The following figure demonstrates the services provided by the Turkish Government for Syrian children and adults.

Figure 4-8: Education Services Provided by Government for Syrian Refugees



Source: Author’s Construct, 2020

4.2.1. Temporary Education Centres

Temporary education centres are located in 4 cities and 23 centres in total. The number of students receiving education in these centres stood at approximately 23,000 at the time of

the study. Turkish is taught in the temporary training centres established by all types and degrees of education institutions under the Ministry of National Education. The Turkish state, which uses temporary education centres, has decided to close these centres gradually.

4.2.2. Promoting Integration of Syrian Kids into the Turkish Education System

The project "promoting the integration of Syrian children into the Turkish education system" is being implemented within the scope of the EU refugee facility (FRIT) and aims to support the Turkish Ministry of Education's efforts towards the integration of Syrian children into the Turkish education system. The duration of the project is two years, and the project activities started on 03.10.2016. The ministry was given a direct grant within the scope of the project (PIKTES, 2016).

Authorities decided not to open other temporary training centres in the new school year. In order to integrate Syrian children in the Turkish education system and remove language-related problems, PICTES is being used as part of the development of the integration of Turkish Syrian children.

This project aims to contribute to the access of temporarily protected Syrian children to education in Turkey and to facilitate the integration of students into school life. According to the data we received from the field, this project provides Turkish language education, Arabic language education, and sometimes preparation training. With the realisation of these, increasing the schooling rate in order to improve the quality of education services provided to Syrian students is seen as the primary objective. In addition, it is thought that educators will have a more inclusive and quality structure by training them.

4.2.3. Inclusive Education

Inclusiveness in education has been known for many years as an approach that has existed in the Turkish education system, and was introduced to bring all children who needed special education for many years, who differed physically or mentally compared to their peers. With the passage of time, international non-governmental organisations and country-level advocacy groups have expressed concerns over the education of the physically or mentally disadvantaged (being violent, being a war victim, diseases, income status of the family, not having girls educated in some areas etc.). They advocate that thousands of children who do

not benefit from education ought to be included. To this effect, UNICEF, therefore, defined inclusive education as *“process of responding to the diverse needs of learners by increasing their participation in education, culture and society and reducing discrimination within the educational system”* (Ogretmen El Kitapcigi, 2017:15).

For students who need special education in all schools in Turkey, individual education plans and programmes are arranged in order to bring them together with other students. Some schools have unique education sub-classes for students who need special education; these classes aim to provide support for the development of children without discriminating and to ensure that these disadvantaged students are educated in different schools instead of being taught in the same environment.

The Turkish education system, which makes such programmes, has faced numerous disadvantaged situations brought by the thousands of children who were forced to leave their countries because of the war. It has been a complicated process for the Turkish education system to include these children who have lost the majority of their family in the war, who have left everything in their country, who are struggling financially, who have never been able to find a place to stay, who have experienced intense psychological problems due to the war they have experienced, and above all, who have had language problems. Thus, to make this process easier and healthier for school administrators and educators, inclusive education has been provided to the majority of educators in Turkey with the Ministry of Education with the support and collaboration of UNICEF.

As an educator, I believe that all children should be educated in the same environment. All of these children deserve a beautiful future. Exclusion of children, despising them, damages our education system because these children will be useful individuals for this country in the future. I also find it appropriate to transfer Syrians to Turkish schools, where they can benefit more—[Fieldwork Data: Interview transcript from ED05].

I think the opposite. I agree with the first words, but I am confused about sending Syrians to Turkish schools without any preparation. This has caused our children to receive education services more badly, and our teachers have

found themselves in many troubles—[Fieldwork Data: Interview transcript from ED07].

4.2.4. Services in General

Education services are provided free of charge for all Syrians. Students' needs for books are also met by the Turkish state and non-governmental organisations. The Turkish state, with all its policies, provide books and other related essentials of students, regardless of nationality in the state schools.

Our education system did not fully meet this, but it was not too inadequate. For example, there is a fund in our school, and I have created a nutrition fund with my teacher friends. We are meeting the nutritional needs of the student who cannot meet the nutritional needs that day when his financial situation is terrible. We work with various aid agencies to meet their basic needs. There is a problem of language in the preparation period of these students which will be thought and be more useful in the language—[Fieldwork Data: Interview transcript from ED12].

Of course, Syrian students need to go through specific processes and obtain documents to be able to study in Turkish schools. Students who meet the requirements for admission are placed according to their diploma and education documents and are directed to the school where they will be educated and benefit from educational services.

The students come with the documents they have, so we examine them and decide according to them. For those without documents, they go through our commissions in schools and are placed in classes accordingly. In our province, we focus on those who have legislative permission. We want the upper class of all the documents. Our biggest problem is the language problem. Since the documents are in Arabic, we are experiencing difficulties in translating them. Sometimes we do not get the original paperwork. There is trouble because they cannot go to get the original paperwork—[Fieldwork Data: Interview transcript from ED01].

Vocational skills are gained through non-formal education institutions, and social and cultural content courses are organised, which are generally organised by Public Education Centres. The school directorates also host educational or social courses in their schools.

Financial, moral and professional support is provided to foreigners who voluntarily support the educational activities carried out in Temporary Education Centres in line with the agreements made in cooperation with stakeholders.

The education policies implemented, in the first place, by Turkey, the component that received the most reaction and criticism was the short-term solutions of the policies. The system, which did not know what to do in the face of the High Human Flow, failed to respond and seek different solutions. In the first place, lessons were taught to Syrians in Arabic, and then it was decided that all children ought to be educated in Turkish schools, which caused children to experience more considerable difficulties both in the field of education and in adapting to schools.

As the country of first place of refugees, such as Turkey, unfortunately, caught unprepared in terms of educational policy, for example, in the first years of the Syrian war, Syrian refugee children in Turkey were given Arabic education in schools about 4-5 years, but then decided to pass education in Turkish, this decision made it difficult for students and their parents, and this unsuccessful experience shows that the government has to prepare more robust and have specific policies to develop educational services in an emergency like this— [Fieldwork Data: Interview transcript from FG02].

4.3. The Meaning of Education for Refugees

Every child has the right to access to education without discrimination, which has to be a valid factor in emergencies as well. There are many reasons, such as humanitarian, economic, social, etc., why it is vital to provide educational opportunities to those children in emergencies. Ignoring an estimated one million Syrian refugee children who are deprived of education, not responding to their needs, can cause long-term adverse effects for themselves, their home and host countries. Therefore, education opportunities ought to be

accessible to all people, which applies not only to children but also to young people and adults who have been deprived of education for a long time.

Education is the increase of knowledge and information for any human to be aware of how to deal with life and how to develop the way we are living. Education is one of the several rights for children regardless of their ethnicity, religion, gender and other types of discrimination. It is so difficult to ensure the continuation of education for children during crises and emergencies as some see education as a developed programme and not one of the life-saving activities such as food distribution and shelter. There are several implications that need to be considered if education was not provided, especially for a whole generation as what is happening now in the Syrian crises. Some of those significant impacts are:

- 1- The increased ratio of citizens that are living under the poverty level due to unemployment or other reasons;
- 2- The increase in the early marriage ratio;
- 3- The rise in child abuse either in the form of child labour or children engagement with armed factions.

Thus, education is the only cure that will help to resolve those issues and limit their impacts. However, education in emergencies is hard to implement as it needs several factors such as the safe location, the appropriate staff, the available resources and the modification of curriculum to match the new situation.

After the integration for the Syrian students with the Turkish educational system that opened the opportunity for them to join the universities (in turkey as well as outside) based upon the well respected and known G12 diploma certificate that they gained, which increased their enthusiasm to continue studying and encouraged those that have lifted the school before to return—[Fieldwork Data: Interview transcript from ED15].

As mentioned in the previous section, there are nearly four hundred thousand (400 000) children deprived of Education in Turkey. The term “lost generation” is used for these children and others living in other countries. In order for this to be passed on, these children must immediately benefit and take advantage of educational services. Furthermore, the

assumption these people will remain in the country for the long term should always be considered, and the policies that will be produced based on education have to be addressed in this direction. Education is essential not only to prevent refugees from being lost but also to enable them to contribute to host countries economically, socially, politically and culturally.

It is worthwhile that all the participants, educators, health professionals, civil servants, refugee families and Turkish families, came together in one place during our meetings to focus on the significance of education for those people. Education and health are essential for all human beings and must be expressed as critical elements for refugees. Particular attention was paid to the importance of education for refugee children and their families, and the importance of an uneducated life.

The following results can be summarised based on the data that the researcher obtained from the field.

Education is the right of a refugee child as well as everyone else and should be prioritised. The right to education must be equal for all, and no one should be deprived of it for the advancement of society. The task is not only for the host countries; all states, civil society organisations and private sector elements have to get involved in this process. One of our participants said:

Education is almost the only way of salvation for us, as Syrian refugee children want to live a beautiful life and a bright future as children living in many parts of the world, but when it comes to children who have experienced pain, education is a blessing and grace for a child fleeing war—
[Fieldwork Data: Interview transcript from SY02].

Education helps refugees cope and adapt more comfortably in their new environment. One of the most important problems encountered by refugees moving to other countries is the language barrier, and the other is the problem of incompatibility. All of these problems, such as these barriers, can be overcome with the right acquisition of education. The role of education in ensuring coexistence, and the development of a sense of belonging must not be forgotten, and all elements must come together to make it happen. Increasing access to

education will play an essential role in the development of a better life for children spiritually and physically. One of our participants explained:

When I came here, I had a hard time, I did not know Turkish, and I did not know how to communicate with people. I could not talk about it, or I was feeling ashamed while talking. Thanks to the training I received from the centres of education, I started to learn the language, and now I can express myself better. This shows why education is most essential for us to—
[Fieldwork Data: Interview transcript from SY01].

Education plays a role in guiding refugee children to better futures, as well as helping to build a hopeful society through committed and beneficial individuals for their communities. We all dream about the future, and we work to make these dreams come true as soon as possible. Unfortunately, the dreams of refugees have been taken away from them, and they do not even want to dream positively about many things. Education will serve as a bridge in the development of a better future for refugees, and perhaps in the realisation of their dreams. Children being away from school can have dangerous consequences for both society and country. When they do not go to school, most naturally, they will either work at an early age or grow up on the streets, or their daughters will be married at an early age. In short, if these children do not go to school, they will be harmful to society, they will return to their country, or will disappear or die while they go to other countries.

Education has an excellent meaning for Syrian children, the place of an uneducated child in the refugee life means apprentice life in any workshop or shop, so education is the primary preference of children before families, education is seen as the only way of salvation for children who live with the difficulties of refugee life with their families. Many children and young people's education process also achieve outstanding success while studying in Turkey or another country— [Fieldwork Data: Interview transcript from SY04].

The other data we received from the field is that ensuring children are educated might help to bring peace and stability, and might help individuals become more independent and more

hopeful for the future. It should not be forgotten that children play a significant role in the future of a country because children are the face of enlightenment.

When we get back to this country tomorrow, we will develop the country.

However, the current situation is at all painful for us because thousands of people are deprived of education and cannot even express them—[Fieldwork

Data: Interview transcript from SY01].

Education helps to find longer-term solutions to the problems that are going on. It can be seen that the educated generations play a more active role in solving the issues that may arise in their name and the name of their country. These children will grow and take steps and play more active roles for a healthier and liveable state. In order for this to happen, education must be provided under all conditions.

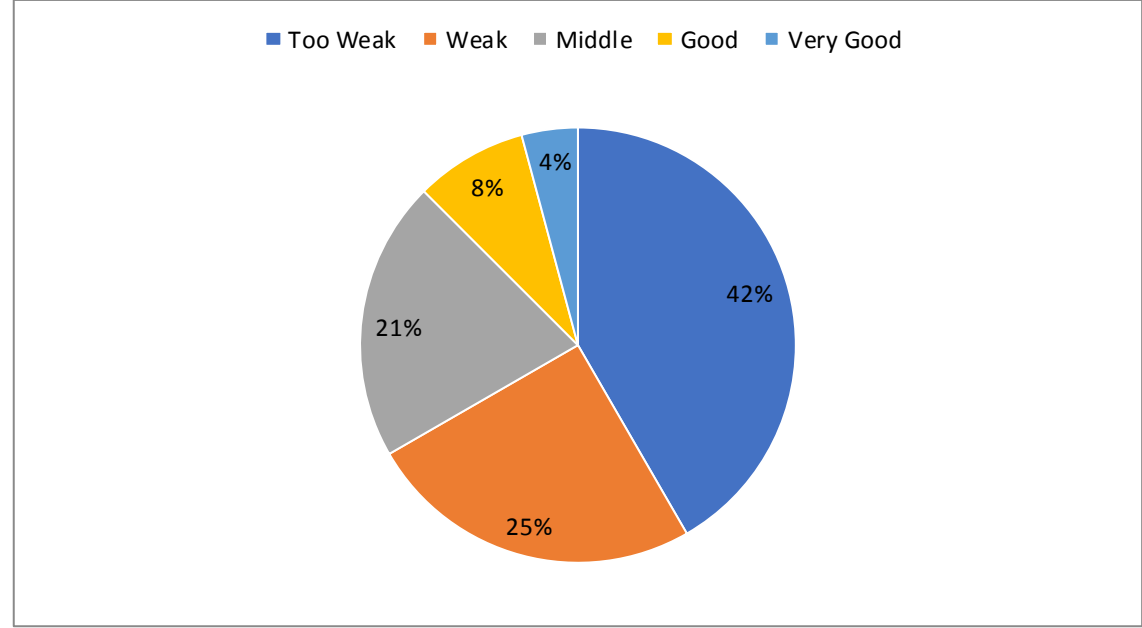
The educational environment helps children to make them feel safe. In our research, teachers and Syrian families found that children feel more confident in schools and with their friends, despite all the negativity.

4.4. Problems Encountered in the Education of Syrian Students

In this section, the research has discussed in detail the data obtained from school administrators, teachers and refugee families regarding the problems encountered in the education of Syrian students.

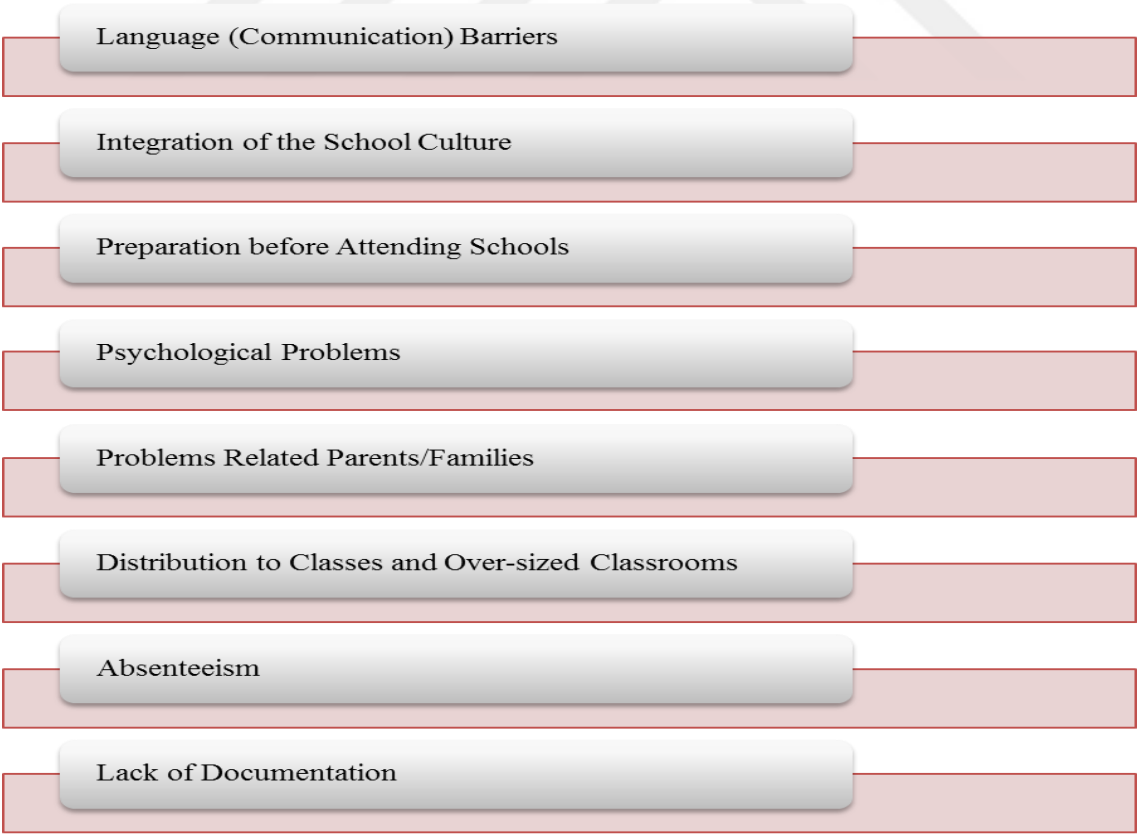
A general view of the results obtained is given in figure 18. As shown in the figure, this field is coded under eight main headings. In the diagram below, there are views expressed by the teachers for the children in the schools. According to the research, 42% of teachers are not satisfied and happy with the presence of these children in the school system. In total, 67% reported a contrary opinion. Likewise, around 71% of Turkish families have expressed a negative opinion about the participation of these children in the Turkish education system.

Figure 4-9: The response of the educators participating in the research to the presence of Syrian children



Source: Author’s Construct, 2020

Figure 4-10: Problems Encountered during the Education of Syrian Children



Source: Author’s Construct, 2020

4.4.1. Language (Communication) Barriers

Language development starts from birth and continues throughout life. There is an essential relationship between language and learning. Communication facilitates learning. The language of the child develops during the learning process. The fact that there is such a meaningful relationship between language and education, demonstrating that language has been the most challenging problem that children will have surmount when they are forced to move to another country. Language is continuously expressed as the main problem faced by all stakeholders in schools. All the participants (100%) gave priority to this problem. The lack of knowledge of the respective language of the receiving country is a significant obstacle to accessing the services that public bodies provide, particularly education for children, training and employment and healthcare.

We have quite many students, in order for these students to be integrated with our students and school community; we first conduct individual interviews with the children. We were having a hard time at first during these interviews. Because there was an uneducated age group that came from there and they were directly involved in the Turkish education system, so we had many language problems. However, kids who started school at an early age are getting a little better at language. Since it has been a process, the children who grew up here do not have much trouble with the language. We have experienced this while doing individual and family interviews. We arranged a home visit for a few Syrian families. Apart from that, when there were no Syrian students, we had conversations with our students about the situation they were going through. There have been cases of disenfranchisement due to clothes, financial difficulties and living conditions. One of our primary goals was to eliminate it— [Fieldwork Data: Interview transcript from ED08].

The school administrators, teachers and all those who participated in the interviews stated that the Syrian students had great difficulties because they did not fully understand Turkish and that the biggest problem in the education of these students has been language.

When they first came here, we had trouble behaving in children. We had a language problem, which I think was one of the most important problems.

We tried to solve this problem with the translation of students and families who know Turkish, albeit very little—[Fieldwork Data: Interview transcript from ED14].

The educators involved in the interview point out that those children from older age groups experience this problem extensively, while very young children are less likely to have a language problem.

First, there is the language factor. People think about their mother tongue. They may have been troubled in that sense. Nevertheless, this could be for older students in higher grades. I do not think that Syrian children who came as babies or were born here will suffer in this sense—[Fieldwork Data: Interview transcript from ED07].

While there are many factors in the development of language, refugee children from Syria will inevitably have language problems in schools. Teachers are required to communicate and receive feedback from students to provide them with a better education. People who speak different languages have tried to receive and give education in the same environment. As much as this caused problems for the teachers, it caused psychological problems for the students as well. Children are unable to communicate their issues to their teachers because they do not know the language, and they have difficulty getting the necessary help from teachers in these matters.

All of these problems in general, we already have the same problems when we enter the classroom. Because they do not understand the teacher, they stay in the silent, and speak Arabic and play games during class when they get bored— [Fieldwork Data: Interview transcript from ED13].

The Ministry of Education has established its own Department of Immigration and Emergency Education Department for Lifelong Learning while estimating how vital the school environment is to bring children into society. The MoNE aims to train children in the language and include them in the Turkish education system through various courses. Thus, the language problem that is most frequently experienced in schools is less pronounced in the early years.

Education could be provided by gathering people from Syria in one place. Language education could be given first through teachers who knew their language. We teach reading and writing before language training, which is causing distress for all community— [Fieldwork Data: Interview transcript from FG01].

The teachers of the class who have dealt with the language problem have also addressed this issue. They stated that students who do not understand the subject must repeat the subject continuously in order to understand it and that the topics that need to be finished in the curriculum are sometimes not finished. This can lead Turkish students to lag behind their peers in other schools and get worse results from exams.

No, I do not think some of our governments' practices are right. As a simple example, the fact that they were directly recruited into our education system caused these children to exhibit behaviour problems, and this situation began to affect our students as well. Perhaps the possibilities required them to implement these policies, but a different project or policies could be implemented. Since the number of arrivals was too high, the language problem should have been solved by first allocating certain places— [Fieldwork Data: Interview transcript from ED13].

In this respect, the language issue is not only a problem for children who attend school, but also for their families. Almost all of the teachers we interviewed were complaining about this issue. Teachers who drew attention to the family factor in student success are unable to communicate healthily with the families and cannot receive the necessary support because they are having trouble communicating with the families. At the same time, the language of instruction is Turkish, and the language is spoken at home in Arabic, which is an obstacle for children to learn the language. Hence, one of the reasons why students are unsuccessful is that they are not able to get help from their parents.

There are some points we are successful. The most important thing is that when we meet with the parents of Syrian students, I say this. Let us try to get over the language problem. I tell parents that these children should speak Turkish as long as possible at home. Because when this situation is resolved,

problems with his/her friends at school and in classes begin to be solved. We have very successful Syrian students that you can understand when you ask questions. However, the most important problem is the language. When children do not speak languages, they do not understand each other, but when we solve the language problem, we go to an important stage— [Fieldwork Data: Interview transcript from ED18].

Turkish language courses were opened for lifelong learning under our ministry which have been for adults as well. This work covered not only our province but all our provinces. Language courses have been opened to reduce the incompatibilities of our Syrian brothers and sisters to the lowest level. This kind of work is happening in our ministry— [Fieldwork Data: Interview transcript from ED05].

4.4.2. Integration of the School Culture

There are specific periods in people's lives that can be critical to them. For example; a new job, a promotion, a new city, etc. can be considered as an essential process for some. However, for children of school age, the primary phenomenon of this process is schools because this process is significant not only for children but also for their families. Therefore, the adaptation stage required that the child has reached a certain level of mental, social and emotional maturity. Children can quickly adapt to the environment they live in, but some situations may make it difficult to adapt to the community. In particular, the problem of adaptation is seen as a significant problem in international students who are included in the Turkish education system. Some of the reasons for this situation in the interviews are explained in this section.

New environment, new people and a new city would sometimes pose an obstacle for people to get used to these environments and become more productive. One of the most important problems encountered by the people who come to Turkey from Syria in a forced way is the process of social and cultural harmony which may sometimes affect children's adaptation to schools positively and sometimes negatively.

In my opinion, it seems that the Syrians, who have a higher income level, have maybe gone to European countries, maybe to America. Our country is a

little lower socioeconomically. Perhaps in this sense, they did not add very serious momentum to our country. They are here because of the necessity. Even though they had created some difficulties in our social life, we had to include them in a way that was not possible. Perhaps there may have been some disorder in the regions where our brothers are concentrated; perhaps it may have damaged the sociocultural structure. In contrast, when we look at the overall picture, I think we have improved the process well— [Fieldwork Data: Interview transcript from ED12].

The issue of adaptation or integration is at one the top of the most critical problems in the field of education as it is in all other subjects. In the Turkish education system, various adaptation programmes are organised for the first-grade students who start school and the 5th-grade students who move from primary to secondary level. For example, the schools go through the orientation process one week before the start, and it is aimed to establish a better connection between schools and students. It is seen as an essential programme for students to get used to school, to love the school, not to be alienated and to start their education life faster. When thinking that children get used to new environments such as schools and spend most of their time in school settings, it can be said that it is imperative to adapt to school.

We have Syrian students who speak Turkish. We try to communicate with Syrian students by utilising those speaking Turkish as translators. By trying to make them feel that we care about them, and we accept them. It is effective because when we disband, they go a different way this time. They must follow the rules of this school. As I said, when it comes from the intermediate classes, they behave decisively— [Fieldwork Data: Interview transcript from FG01].

Of course, they will have difficulty in adaptation, but when we compare, does it cause more problems in a European country, or Turkey? I am sure that we will have the least problems, and we will continue to improve the education process— [Fieldwork Data: Interview transcript from ED02].

In addition to adapting to a new country, Syrian children in Turkey also had to adapt to the education system of a new country. One of the easiest ways to adjust to a unique situation is to prepare for it. The Syrian children who left their country because of the war were caught unprepared for this situation, so they tried to get involved in an education system of a country which they knew nothing about. The sudden onset of war and the fact that people had to abandon everything and come to a new country is seen as one of the most important reasons for their inability to adapt. The views of some of the teachers we interviewed about this issue are as follows.

I want them to return to their country as soon as possible when I saw them suffering from adaptation in Turkey, but because of the war, this is not possible for now. I believe that as time passes, their fusion will move in a more positive direction. Because we live in the same community in the same school, this will come into place over time. Before, it was easier for them to adapt when there were fewer Syrian students. Now their numbers have multiplied, making it difficult for them to adapt. There are two rules in my training that matter to me; Attention and need. They make my teaching more straightforward, but those students do not have any of them—
[Fieldwork Data: Interview transcript from FG03].

Starting a new life that is entirely different from the social and cultural structure of the country where they come from, the physical structure of the schools they will study in, the hours of work, their new school friends, the teachers they will train with, is a very challenging situation for these students. One Syrian university student commiserates:

Unfortunately, as in many countries of the world, the populist and exclusionary approach against refugees happened in Turkey as well, for example; I have witnessed numerous times, while Syrian children trying to play with Turkish children, they do not want to accept them in their playing environment. Families also try to exclude refugees and their children. I have also seen that some Turkish families fear that their children's education with refugee children will badly be affected— [Fieldwork Data: Interview transcript from SY02].

Besides, the depression and psychological reasons they have experienced in recent years, as well as the environment they are trying to adapt to and not being accepted are common reasons we came across. Syrian children are able to add violence to their games because they witness war and turmoil; hence, they can sometimes be shunned by Turkish students, and they are not recruited into groups of friends. Another reason for being disowned by Turkish students is that they try to be included in the school environment without receiving the necessary training in personal care and cleaning. Because of this, Syrian students are eager to spend time with their group of Syrian friends which can prevent them not only from attending schools but also from adapting to society.

There is dissatisfaction. There is a problem of integration of children to either in community or school; there is a tendency to violence. I mean, they can be in good shape when they start in first grade. They learn to read and write and speak Turkish. But especially when they start school after giving 3-4 years break, especially male students are extremely prone to violence and certainly do not recognise the rules. There is a willingness to act independently, and we see that arrogance and indifference are on the line. As I said, when you come to class, there is no problem with students about following the rules; we have problems about these issues when they start from intermediate classes— [Fieldwork Data: Interview transcript from ED03].

In the interviews, it is seen that the criteria such as age and physical characteristics are taken into consideration when placing these children in schools in Turkey because it is not known at what level they are in the education system in their country. This situation leads to adaptation problems because it causes children to be placed in classes that do not conform to meeting their levels.

I was in 6th in Syria. When I came here, I delayed for three years. I was told and informed that I had to start school in 6th grade again. However, my age was older than those of the students in that class, which led to me having more difficult periods at that school. This has been fixed over time, but I still have friends who have encountered these kind difficulties— [Fieldwork Data: Interview transcript from SY04].

As a result of all this, they are not physically ready for school life. The fact that children are physically unable to grow due to malnutrition and difficult living conditions and poverty are in the same classes as children who appear to be more mature than themselves can negatively affect the adjustment process of these children. This situation is not only causing lousy integration of children but also causes children to experience psychological difficulties.

I think it will be more beneficial for these students to be in the same class as Turkish students after one or two years before moving into a class with Turkish students. I think if we put them in a class randomly, we cannot integrate them into society for the rest of their education, which is why we have to be more careful on their education life— [Fieldwork Data: Interview transcript from ED08].

4.4.3. Preparation before Attending Schools

Preparation for learning availability is a process in which the child has a smooth and sufficient background without facing any difficulties. In general, children need to be prepared physically, mentally, socially and emotionally to start school. Children with problems in one or more of these conditions may not be included in their education at the expected level.

These children are not ready for school for many reasons. To be ready physically and spiritually, work is required. Since they have been studying with our students, we need to apply our guidance to them. Nevertheless, I think it would be better for these students to spend a year or two in preparation training to solve the main problems they face before starting education in our schools— [Fieldwork Data: Interview transcript from ED02].

Children subjected to forced migration from Syria due to war, even if they claim to be ready physically and mentally for education, face serious problems in the field of education because they are not socially and emotionally prepared. The educators who are aware of this situation of children have made it clear in interviews that students have to be trained in the preparation before they are included in the Turkish education system.

We care about these children, but we cannot ignore the facts. I mean, our teachers, of course, are impressed, they are going through much trouble until they teach the rules to students. Of course, education comes first, but constantly explaining the rules to those impact our teaching adversely. When we tried to explain every rule to Syrian students, our Turkish students cannot benefit from our teachers; thus, Turkish students fall behind in the sense of success compared with other schools— [Fieldwork Data: Interview transcript from FG02].

The fact that these children are directly included in the Turkish education system without any preparation can have adverse effects for both these children and their teachers as well as for Turkish children. Another teacher expressed her satisfaction;

It is wrong to me that these children are taken directly into our education system. They ought to receive at least one-year preparation classes. With these courses, they might learn Turkish, cleaning habits and school rules. If there are currently 32-33 students in our classes, 12-13 of them are international students. When our class teachers deal with the problems of these students, Turkish students can inevitably decline in the matter of success— [Fieldwork Data: Interview transcript from ED19].

As a lifelong learning agency of the Ministry of National Education, preparatory training is provided at temporary training centres established in the densely habited provinces where Syrians live. However, the fact is that the number of these courses and training centres need to be increased as a matter of priority.

Weekend courses are given to our students under the scope of IYEP. Our teachers are already one-on-one in their classes and continue in this manner— [Fieldwork Data: Interview transcript from ED02].

The general view of the education experts is that the opening of these courses in public education centres in all provinces will speed up the solution because Syrian students can get through the preparation process better.

4.4.4. Psychological Problems

Guidance services in schools deal with students' psychological situations and conduct guidance sessions when necessary. Nevertheless, having to take care of all the students in schools where there are too many students makes it difficult for the teachers. In interviews, guidance teachers indicated that children need to express themselves in order for school leadership to be aware of students' problems; only in that way can they be helped with their psychological conditions through the guidance of classroom teachers. It is observed that Syrian students would be able to improve psychologically by solving their language problems.

A large proportion of these children endured traumatic experiences in their home country; nonetheless, they are trying to make the best of situations they encounter in Turkey. The guidance teachers noted that there were many causes of traumatic events, and civil war is one of them. The civil war in Syria has had a debilitating impact on those children. Traumatic problems were observed in these children as follows: Some children were directly involved in the war; others witnessed, and experienced brutalities and injustice meted out to their loved ones. The majority of participants in the study drew attention to this situation and believed that it has to be given priority.

We usually see children when they have been sent by class teachers. When there is a problem in the classroom that the class teacher cannot handle, he directs it to the guidance service. If I am having trouble with the language, we are trying to communicate with the translation of a student who knows the Arabic language— [Fieldwork Data: Interview transcript from ED01].

In general, they make weapons out of paper, and their games are violent. That is why I think it is imperative that these students need to receive an education before they enrol in Turkish schools [Fieldwork Data: Interview transcript from ED04].

We have almost the same problems, but apart from that, swearing or insulting is among the problems we have encountered. We are hearing things we do not hear from our students. Again, there is violence even the games contain violence— [Fieldwork Data: Interview transcript from ED06].

Education is as essential for every child's life as it is for Syrian children. According to the psychological counselling and guidance teachers who participated in the research, the research reveals that the Syrian children who cannot benefit from going to school are exposed to more abuse, poor treatment and post-traumatic stress disorder (prolonged stress, depression, anxiety hopelessness, fear of the unknown, etc.). Children who are not involved in education spend their time in the streets, and vulnerable to all the risks. Many are left at the mercy of malevolent individuals who take advantage of this situation (emotional, physical, etc.) to exploit them. Families and children who are left without care are easily threatened and intimidated; thus, they have to face a lot of bad situations while they spend most of their time in the streets.

My most important concern with these children is that they are closer to being subjected to neglect and abuse. They have problems with language because they cannot express themselves. Second, inappropriate home conditions, crowded family environment, spending too much time on the street. Street environments pose too much potential risk. I worry about that because they are likely to suffer neglect and abuse. We are trying to help them in this regard by providing some training courses. Apart from this, we are informing families about this issue with our teacher who knows Arabic, so we prepared a brochure in Arabic— [Fieldwork Data: Interview transcript from FG03].

Most importantly, the abusers who think that Syrian children cannot communicate and will not be able to tell anyone, are also more likely to target these children as victims. For these reasons, it is essential for Syrian children to be admitted to a school to learn to express themselves and to learn how to protect themselves from all forms of abuse.

The whole education methods differ in Turkey than in Syria. The curriculum, as well as the courses, differs as well. In addition to the main barrier, which is the Turkish language. So those three main challenges adding the trauma and the psychological situation of the Syrian refugees especially those that have witnessed the violence are the main obstacles that Turkey needs to support the Syrian students to ensure the quality of education, as well as the process, is provided in respectful and professional methods, which will help

them to learn their right and protect themselves— [Fieldwork Data: Interview transcript from ED09].

Syrian children have a variety of psychological problems because of several additional reasons; they have lost their relatives due to civil war; they left their countries and all their assets behind; and most importantly, they experienced the full brunt of war. Even if they cannot express these problems, they can react in their games and paintings, in school gardens on the streets and in various forms. One of the problems that teachers face frequently is that these students are overly aggressive and prone to violence.

I think it is probably caused by troubles in their own country. I think they behave like this because there are violent incidents in their homes, which is also affecting other students. It seems quite clear in their eyes that these children feel the depths of war, and it seems complicated for them to recover from the effects of it for a long time. When a student of Syrian nationality comes to the guidance service for any help, we cannot talk one to one; I cannot do activities because the student does not understand me— [Fieldwork Data: Interview transcript from ED17].

According to the research conducted, it is revealed that children are not able to reach the desired level psychologically with the difficulties caused by the psychology of war and the social pressure they experience in Turkey. In this context, they should receive not only education but also psychological support.

The majority of Turkish teachers have no understanding of the psychological situation that the Syrian children have faced in their mother country. The trauma has changed the personality of those children, and the long war has limited the meanings of values or even the morals for some of them. The Turkish education administrations and teachers have to be treated in the best methods to deal with the Syrian students to prevent causing a negative impact on those children that led to severe psychological issues such as the suicide that we witnessed last month in Istanbul that made a Syrian student commit it due to the bowling behaviour that was received from his colleagues and teacher— [Fieldwork Data: Interview transcript from ED19].

4.4.5. Problems Related to Parents and Families

In addition to a large number of families forced to leave Syria, economically troubled families can face big problems. These problems are caused by more than one family living in the same house. Sometimes 2-5 families can share a house because of economic problems, or problems caused by homeowners who do not want to give them a home. This can negatively affect the development of children in socially and culturally.

The family is definitely affecting the educational situation of these children. They live in very troubled homes. I saw three, four families, ten, twelve people living in one house. Think of it as of Maslow's hierarchy of needs. We cannot expect a child to read a book that does not meet basic needs, such as shelter and food— [Fieldwork Data: Interview transcript from ED14].

Families with economic difficulties prefer to work instead of sending their children to school. Sending children to the streets instead of school creates a risk for them and causes new problems, as well as depriving them of education.

You can see and understand whether those children work or not from their clothes. There are many Syrian children out there who work at restaurants, sell things or do other things because their family force them to work. They have many problems in their family life, which causes them to have difficulties in training— [Fieldwork Data: Interview transcript from ED07].

They have many problems financially. They have to work. Nutrition, accommodation, education needs have to be met by their families, but they provide those to their families. Of course, social aid agencies provide many of them, but it is still not even close to enough. I think education needs to be given more comprehensive support— [Fieldwork Data: Interview transcript from ED12].

According to data from the interviews, some families send their children to school only to benefit from state aid. As soon as they receive help, they drop the kids off from school and force them to work. Because of this, the majority of families are not involved in the education of their children.

Once these students are enrolled in school, families seek social assistance and receive money. Three or five months after registration, they do not send the kid to school, they send him/her to work somewhere else. Therefore, the child is not able to benefit from educational opportunities. The families are beginning to abuse this aid issue. This needs to be passed on. I think it is an important topic— [Fieldwork Data: Interview transcript from ED04].

We cannot communicate with the families on this issue on the first hand because they do not speak Turkish. I have called some parents to school to talk about this problem, but they are not eager to come. 80% of the reasons for sending students to school are to be able to receive help from NGOs or the government— [Fieldwork Data: Interview transcript from ED11].

What can be done to get through this? These benefits are cut off during absenteeism, so students are trying to come but how long we can do this in this way. The problem continues in a short period— [Fieldwork Data: Interview transcript from ED09].

In this respect, not only the families but also the school authorities and teachers have encountered deficiencies. The guidance teachers pointed out that some of the classroom teachers were unaware of the children's family situation and did not know what they were dealing with outside school. At the same time, the school administration does not focus on the education of students due to the lack of communication between the teacher and the family.

We need to criticise ourselves a little bit here. When a student is transferred to a class, they can be asked by a class teacher if they are Syrians because it is a little harder to get that student to the level of performance in the classroom. Because of the lack of communication, the classroom environment can be disrupted, and teachers can experience difficulties in these matters. I think this problem is a kind of individual problem. We have some outstanding teachers who really do care about those people— [Fieldwork Data: Interview transcript from ED08].

We organise family seminars. We monitor students according to their grades. If there is any trouble, we take it easy. While some schools are in close communication with families, others are unfortunately having difficulty communicating with families— [Fieldwork Data: Interview transcript from ED14].

4.4.6. Distribution to Classes and Over-sized Classrooms

As a result of the evaluation of the views of the participants, it was understood that in the first place school principals were forced to distribute students to their classes randomly. Alongside the increase in the number of Syrian students, we see their problems increasing. In the first place, the school administrators who adopted the policy of accepting Syrian students in the same class tried to solve this problem by distributing them equally to the other classes including Turkish students, notwithstanding the experience that this system had problems in the development of the students.

There are approximately ten students of Syrian nationality in each class. They are equally distributed to the classes. Female and male student numbers are important. The status of the classes are also taken into consideration when distributing, and there are current students of Turkish nationality in all of our classes— [Fieldwork Data: Interview transcript from ED06].

According to School Principals perspectives, one of the most critical problems of the education system in Turkey is the insufficient number of schools and classrooms to accommodate the arrival of Syrian students, this number has increased on average 3-5 students for almost every class, and the proportion of students in Turkey has increased.

As the capacity of the schools got limited with the new students, this has created a sense of anger on some Turkish families that assume to have a good education for their children as they are paying taxes for this. Thus, a tension between the host community and the refugees have witnessed in several areas— [Fieldwork Data: Interview transcript from ED15].

This has negatively affected our education system. For example, the class that should be 20 is now 25 or 30, which is a straightforward example. So they come in potentially a ball of trouble, these students come in as students who are experiencing and causing difficulties— [Fieldwork Data: Interview transcript from ED13].

Because of the high numbers in classrooms, it is difficult for teachers to monitor Turkish and Syrian students who are causing problems within classes, which means more responsibility for both classroom teachers and guidance teachers.

I am the only guidance counsellor at this school. I should have dealt with 750 students before, for example, and now this number increased to almost a thousand. That means my responsibility has increased by around 30 per cent, being a negative influence either on us or for class teachers— [Fieldwork Data: Interview transcript from ED16].

4.4.7. Absenteeism

Almost all school principals and teachers say that students are having trouble attending school. Here is how this research summarizes this problem.

Because they do not know Turkish, their inability to understand the lessons in school, their inability to communicate with their friends and teachers was a significant problem for Syrian students. Moreover, refugee students who lack freedom because their friends do not accept them, often insist on not attending school. The primary basis of this problem demonstrates how important language is for refugee students.

On the other hand, school administrators who investigate the problems of children with school attendance problems have found that these children do not attend school due to family reasons. Children who are employed by their parents are not in school; they are confined to work.

Students have to work on the streets. They are having trouble moving on, and we keep them going by making home visits. However, sometimes they can move to different provinces, or they go as seasonal workers; thus, they

give a break to school in these periods, which causes them resulting to absenteeism— [Fieldwork Data: Interview transcript from ED17].

As previously stated, some families take their children to school only to benefit from assistance from government and civil society organisations. When children do not attend school, benefits are cut off. Parents who see benefits cut off are sending their children back to school. That is why children do not take advantage of their educational life in any way.

4.4.8. Lack of Documentation

The children who came out of the war, unfortunately, are having trouble obtaining any documents. This extends the process of placing students in schools. Because of this waste of time, students can become more victimised. Due to problems experienced in equivalence (lack of documentation), students may not be able to see the right education level in their classes. This can lead to more considerable difficulties for students and the school administration. A commission to be formed by the provincial administration or schools will determine the level of children who have lost their certificates, and accordingly, place them in schools to help reduce problems.

Children come undocumented, and that can prolong their enrolment in schools. Children who have already been away from education can become more vulnerable to this problem. We are doing our best to solve this kind of problems; however, in some cases, we cannot do anything to help— [Fieldwork Data: Interview transcript from ED20].

4.5. Capacity Building in Education

The Syrian refugee crisis is continuing in its ninth year without any hope of a cessation of hostilities among the warring factions. In this context, many burdens have been placed on the host countries. Despite the host government's efforts to provide public services to refugees, fragility remains high and is exacerbated by a lack of livelihood opportunities, rising inequalities and economically challenged institutions. As we mentioned earlier, overcrowded classrooms, lack of supplies, violence and discrimination in schools seriously undermine children's access to education.

The people who migrated to Turkey suffered difficulties in many areas were transferred to several locations in the country. We gave detailed information in the field of education and health and analysed the data we obtained on the problems in these areas in detail. In the field studies, the researchers observed that approximately 400 thousand children were deprived of education; this current figure is the outcome of efforts e made by the host country to scale it down from over a million.

Education is probably one of the most critical issues for young refugees trying to get used to their new lives. Many of the young refugees face changes in their daily routine from a tour they have never experienced before, because a new country, a new city, a new life awaits them. Of course, it is not easy for any of them to get used to this life. Unfortunately, many children are forced to work at an early age to overcome these difficulties. At national and local levels, the Turkish government is considering investing in non-formal education, especially for young people who have left school and will not return. Still, it has to work with all other components, not on its own. Through Need-Based Models, young refugees and other marginalised young people ought to be included in the education life and set goals for these young people.

The children who emigrated from Syria to our country because of the war were enrolled in schools. Children who had no financial means stayed away from school and started working at an early age. Children who attended the school were primarily given language training, and successful students started school. I think the success rate has not reached the desired level because they are excluded from schools and because they have difficulty understanding most courses, even though they have passed language education. Children struggle with trauma, financial problems and exclusion, while at the same time having difficulty adapting to class. Unfortunately, the biggest problem is absenteeism. Such factors negatively affect children's success. Children's emotional problems should be solved first, and adaptation studies should be done. In order to increase their academic success, the way of teaching can be adopted by going out of traditional teaching and living by doing. Visual materials should also support it. In short, the current education system should be developed to increase the success

rate. Different teaching techniques should be used. The child's personal development should be supported, and activities should be implemented to facilitate their adaptation. Otherwise, the desired success will not be achieved— [Fieldwork Data: Interview transcript from FG02].

For all this to happen, both national and local governments need to develop models of non-formal education and capacity-building policies to empower young refugees in cities. The educators who participated in our research agree that they have not provided enough services to the desired audience in many areas, primarily due to a lack of capacity. In order to reach the scale required, all actors of society must work together to increase local capacity to prepare for, respond to, and recover from such crises.

The problem voiced by the participants in the field study, especially the topics about what can be done in capacity building has come to the fore: the development of institutional capacity and development; learning, teaching and training capacity development; and school-family partnership strengthening.

Figure 4-11: Strengthening National Education Capacities



Source: Author's construct, 2020

4.5.1. Developing and Improving Institutional Capacities

Institutional Capacity Building is one of the main types of capacity building efforts that educators mainly focus on in our fieldwork.

Institutional Capacity Building comes before us as a reality that we learn from the pieces of training we participate that it addresses capacity building beyond the training and training of professionals. They should aim to increase the capacity of governments, businesses, civil society groups and communities to plan and manage effectively and efficiently the institutional aspects lacking in the field of education. It can be expected that this process will be managed correctly and that the necessary impressions will be made, and the desired levels will be reached. Unfortunately, we have deficiencies in this context— [Fieldwork Data: Interview transcript from ED08].

The Ministry of National Education of the Republic of Turkey shall work in line with the objectives of increasing quality and efficiency in education services offered by local governments; uncovering the current potential; improving the resources in line with the goals and objectives of the institution; qualifying the human resource selection; and training processes and should focus on what can be done to improve the capacity of these.

Unfortunately, the number of schools or classes in Turkey is insufficient. This was before the Syrians arrived. Unfortunately, after they arrived, this situation became even more inextricable. Class sizes that were previously 20-25 people went up to 30-35. This problem should be addressed, and more orderly policies should be developed to ensure that these people's education is not disrupted. Increasing institutional capacity is a must for both students and teachers and parents— [Fieldwork Data: Interview transcript from ED15].

School management, in particular, ideas about the need to focus more on this area is imperative. They point out that all stakeholders need to come together to minimise their challenges, and that institutional capacity needs to be developed in every sense. In addition to schools' lack of classroom teachers, they note that some institutions are inadequate in

their educational tools and equipment. Therefore, government institutions are expected to develop and improve institutional capacity in the field of education.

I clearly think we have provided the necessary response and services in many areas. Of course, I think these are the possibilities we have. Considering the situation in our country now, I think we have provided and continue to provide better services in the field of education than many countries. The subject that needs to be addressed here is a lack of schools, classes or teachers. The government is already helping with books and stationery in many regions. However, the concentration of Syrians in our region has shown us that our school system is insufficient in institutional capacity. We have a small number of classes; a small number of teachers parallel to that. We feel a lack of psychological counselling. We also need to arrange additional courses for these students to be adapted, but we cannot afford it— [Fieldwork Data: Interview transcript from ED14].

In our province, our schools are not too crowded. I do not think it is a serious problem in that sense. However, this situation may have been a problem in provinces where there are too many Syrians. However, we did not have any problems in the sense of physical structures in our province— [Fieldwork Data: Interview transcript from ED11].

As a result, institutional capacity needs to be increased and projects developed in order to improve the quality of formal and non-formal education and to help Syrian child refugees more successfully integrate into the Turkish school system.

4.5.2. Improving Learning, Teaching and Training Capacity

The reasons for refugee children not going to school are varied. Often, host countries have no room or capacity or willingness to accommodate a large number of refugee children who need to return to school or meet their different needs. Adapting school-aged children to schools is a long, exhausting and demanding process. Even the fact that all the components act in common and are regularly involved in the incident may not be enough to solve this problem. In order to ensure sustainability in schools and in schooling rates, we have to improve learning, teaching and educational capacity.

Both internal and external factors play an active role in increasing or strengthening capacity in these areas. In order to improve this process, individual, institutional or whole organisations are subject to the burden. As a result of our observations and research, we can see that the schools in Turkey have been improved in time and are trying to be brought to current levels. However, in rural areas, these operations can clearly be seen as more vulnerable than in central regions.

I clearly think that our ministry is sufficient in the matter of materials. There are no book or material problems. Nevertheless, since they see the same learning as Turkish students, they get the same training on the same education. We try to minimise this with some materials, even if there is trouble with the language. I think our teachers should be trained in this context. It is challenging for us to understand this human condition through a psychological process. But maybe we can hang it up in a way with the training of the teachers— [Fieldwork Data: Interview transcript from ED16].

In many contexts, it is clear that the aspects of education should be developed, and the capacities should be made adequate. This does not just mean that educational areas are only physically sufficient. The professional development of school principals, teachers or school workers is essential in this process. It is necessary for educators to receive pre-preparatory or pre-service training before they start teaching in schools, and to determine their ability to provide training. In this process, teachers should be able to reach adequate levels in the field of training and be prepared in the mix of ordinary events with the preparation of service workers. Many of the teachers who participated in our study have demonstrated that they are not ready for this situation due to their lack of capacity in many ways.

The arrival of Syrian students in the classrooms brought many problems, especially the problem of language, and naturally created the necessity of making some arrangements in education and training. Furthermore, bringing teachers who speak Syrian or Arabic, making various adaptation programmes, opening harmony classes, giving various training to all teachers, opening classrooms, building new schools, introducing different subjects into the curriculum. New changes have been made in many areas

we will count. Therefore, in order to help these disadvantaged students, adapt to a new life, various programmes were organised, training was given, and studies were carried out in the Turkish education system. Are adequate? I do not think it is enough because the number of students falling into one class is too many, the number of teachers is inadequate, the number of schools is scarce, and the classrooms are inadequate, the curriculum and the education system are constantly changing. Despite these, the number of Syrian students who are integrated is considerable, and the vast majority of those students are scarcely wound up. Compared to early times, the language problem has been largely solved. In other words, despite the shortcomings in this regard, I think the Ministry of National Education has been successful— [Fieldwork Data: Interview transcript from ED13].

4.5.3. Capacity Building and Curriculum Development

The subject of the curriculum comes up before us as a subject that we clearly discussed in the previous sections. In order to make the most of educational services, it is evident that a curriculum that can appeal to the whole community needs to be developed. It has been stated by the participants in our study that national and local educators should come together and focus on this issue and that the curriculum should be reviewed and improved. One of the most important aspects is the design of curriculum which might be developed in such a way as to address all the differences. Otherwise, we may face more serious problems. As a result, policymakers need to redefine curriculum objectives and create a supportive policy environment for these children. In this regard, the quality of the curriculum needs to be continuously evaluated and monitored. The statement from a participant supports this case in point:

In the field of education and training in Turkey, technological developments, political events, population growth rate are rapid changes that can happen for reasons. Students are subjected to a variety of systems, and there is no educational system and curriculum with constant overall validity that does not change. Within 2 -3 years, the education system, the exams the students are subjected to, the content of the courses given can be changed easily. It enables our students to be more successful in the international arena,

technology and modern education system keep pace and catch up with the era in our country contributing to our education system in the name of these studies show, in addition to the continuous variability of our students to the confusion and cause you to have a negative impact on decisions about the future. It is inevitable that our education system, which is constantly changing, will be reorganised with thousands of Syrian students coming to our country because of the war— [Fieldwork Data: Interview transcript from FG04].

I think that there should be a solid education system with its feet on the ground instead of an ever-changing system to address the deficiencies. It has to keep up with age, follow the technological developments, but constantly demolishing a basic system and building a new system can create serious problems for education. It is necessary to set out an educational model or plan that covers emergencies such as war, and to have an educational plan that does not affect or least affect all students at such times— [Fieldwork Data: Interview transcript from ED18].

4.5.4. Strengthening School-Family Partnership

One of the most common problems during field studies is the lack of a family home school relationship at the desired level, unfortunately. School administrators or teachers say they are experiencing difficulties due to the lack of family members to address them in the face of problems. Almost all of the educators who participated in our study say that many problems start and end in the family; however, they agree that school-family cooperation needs to be strengthened in order for children to adapt to school and solve problems more quickly.

As a psychological and guidance counsellor, I have to deal with the problems of children. When I get to the main source of the problems, we see depression and family factors that people have experienced in the past. We say that we want to meet with family members to talk about children's problems, but unfortunately, they do not come to meet us, and we have a hard time producing solutions. For this reason, we try to arrange family visits, but with the landscapes, we encounter where we go, there are many

other challenges. It needs to be put in place not only in the school administration but also in government-affiliated social institutions. Because we are interested in the child dimension, but there is also the family dimension— [Fieldwork Data: Interview transcript from ED12].

4.6. Chapter Summary

In this section, the research discusses the results of an in-depth study on the education of Syrian students. It is aimed to determine the source of the difficulties students face after being included in the education system; furthermore, to discuss and analyse the solution methods related to those problems. As a result of the statements made by the participants in the study, all the findings are processed and evaluated one by one. Reactions of the Turkish State to the high flow of people is evaluated, and in this respect, the education policies of the state are discussed.

In addition, the meaning of education for these students was analysed together with what a life without education means for them. Everyone who participated in the study is consensual in the belief that an uneducated life would be a disaster for the future of these children. It is revealed that the language barrier that comes first from the difficulties that these people face in adapting to the educational system of the countries where they are forced to enrolled unprepared. It is evident that if the language problem is solved, many problems ought to be solved one by one. It appears that a significant number of teachers try to cope with the difficulties they face by communicating verbally.

These psychologically depressed students are required to receive supportive services in order to benefit from educational services in a healthier way. In this case, the Turkish state plays a very significant role by supporting those children and their families. The fact that families want to work instead of sending their children to school is one of the problems that not only children but also government institutions have encountered. Having joint discussions with teachers and families would provide more secure and healthy education services.

Also, in this section, suggestions were made by teachers and administrators for steps to be taken for the education of all refugee children, along with Syrian children. It is a fact that

although the Turkish education system does not have the strength to react urgently under this burden, the government has managed the emergency situation very well despite all the shortcomings. The research points out that the rate of schooling of Syrian children went up from 30 per cent to 63 per cent because of the policies that the government has followed and the value it has given to these people.

However, in order for education services to be offered on a healthier scale and to achieve a higher schooling rate in the future, the government needs to take more responsibility and cooperate with all internal and international stakeholders. Other states, INGOs and civil society organisations should not leave Turkey alone in the provision of support for this issue. In this way, adequate training capacity can be reached. If the world achieves standing together, these children will no longer be referred to as “lost generations”.

5. CHAPTER FIVE: EXAMINATION OF THE STATUS OF SYRIAN REFUGEES' ACCESS TO HEALTHCARE SERVICES

5.1. Introduction

The study states in detail in the previous sections that millions of people had to move to Turkey with the fire of the crisis in Syria. Due to the migration wave, the Turkish government had a difficult time and faced many problems in the first place. Since it was almost up to the Turkish state to eliminate the human need, the number of people who could not even meet basic human needs, such as education, health, shelter, and food, was increasing in many areas within the Turkish state.

Around 95% of the people who migrated to Turkey live out of camps which put the government even more in a difficult situation in terms of provision of basic needs in the first place. However, thanks to the appropriate policies implemented later, necessary steps have been taken to meet basic needs, and people have been provided with more peaceful environments that they cannot find in their own war-torn countries.

Turkey is the only country in the region to host the most significant number of refugees, as Syria enters its eighth year of domestic war. The Turkish government is leading the overall crisis intervention in the country and remains the largest provider of aid to Syrians under temporary protection. We discussed all the details in the previous section on education and increases in the schooling rate of the state, and in this section, the study tries to provide information about the work done in health, which is a fundamental human right. In this chapter, the research has focused, analysed and given detailed information about what kind of health services refugees are able to utilise under temporary protection, the services offered by the Turkish state, the work and relation with the WHO, what sort of difficulties are encountered while providing this service, what kind of challenges are confronted by the Turkish doctors. Therefore, this chapter section aims to analyse in detail the second question of the research questions apart with a part of the third question: **What are some affordable alternative ways of maintaining the health of refugees? And what are the financial needs of public services that might allow them to deal with healthcare regarding Syrian refugees?**

How can the capacity of these areas be strengthened, and which training programmes, according to the Syrian refugees' needs in education and healthcare, can be identified?

5.2. Legal Status and the Utilisation of Health Services

Refugee movements caused by war or internal turmoil produce situations where large numbers of people are forced to continue their lives in unsuitable living conditions. They live in temporary housing units, usually consisting of tents or containers. However, both tents and illegal houses or containers increase the incidence of diseases because they are not adequately protected against diseases and external factors. Poor living conditions, on the one hand, prepare the ground for the emergence of new diseases for refugees, on the other hand, the healing process from existing diseases adversely affects them, which makes it clear that these people need active healthcare.

The main problem with providing healthcare to refugees is that they have difficulty accessing healthcare services due to legal and physical barriers because they need to go through certain procedures in order to benefit from health services in Turkey. The Turkish government has taken many steps in this direction and made legal arrangements to provide better and efficiently accessible services. Hence, the following basic arrangements were specified in the field of Health (Gültaş & Balçık, 2018:195)

- *Foreigners and International Protection Act (04.04.2013)*
- *Provisional Protection Regulation (22.10.2014))*
- *Principles of Health Services to be Given to Those Under Temporary Protection (25.03.2015)*
- *AFAD and Ministry of Health protocol 2015 (01.07.2015)*
- *AFAD-circular on the health and other services of Syrian guests (12.10.2015)*
- *Directive on Migrant Health Centres/Units (03.09.2015))*
- *Principles for Amending the Principles Of Healthcare to be Given to Those Under Temporary Protection (04.11.2015)*
- *AFAD and Ministry of Health protocol 2016 (01.01.2016)*

As seen above, health assistance to Syrian refugees in Turkey is responsible for carrying out activities related to disaster and emergencies nationally and providing inter-agency

coordination. Therefore, as with all emergencies, the AFAD is the competent authority on work on Syrian refugees. However, AFAD does not carry this burden alone but generally works in coordination with the Ministry of Health.

On the other hand, the conditions of access for the people who seek refuge in Turkey to benefit from health services are regulated by the Ministry of Health as follows (Ministry of Health, 2014):

Health service can be provided to: *a) temporarily protected persons with identity cards,*

b) temporarily protected persons who have not yet been registered under the General Directorate of the Migration administration.

c) those who are considered to be under temporary protection will benefit from the injury to the nerve.

The conditions for the use of health services and the use of these health facilities are listed as follows.

1- Temporary protection;

a) Health centres established in temporary accommodation centres,

b) Health Service providers belonging to the institutions connected to the Ministry,

c) University Health Research Centers,

d) Private hospitals,

e) The health services provided voluntarily by the associations.

2- It is essential that those who have been temporarily protected receive health services in the cities where their residential address is located. Temporary residents must first contact a healthcare provider of primary care services in order to benefit from health services. The second and Third-tier health organisations belonging to the ministry cannot be directly accessed without applying to the Primary Health Organization. If it is deemed necessary by the primary healthcare organisation, the second and third tiers of the institutions connected to the minister can be applied to the health organisation.

The government of the Republic of Turkey has explained how to follow payment steps for these services (Ministry Interior of Turkey, 2014).

a) Patient participation share is not taken from essential and emergency health services and treatment and drugs within this scope.

b) The costs of health services, including the health services provided in the second and third steps, shall not exceed the price in the health application communiqué determined by the Social Security Institution for general health insurers.

c) The fee for the health service offered shall be paid by the AFAD under the control of the Ministry of Health, not exceeding the price in the health implementation communiqué determined by the Directorate of Social Security Institution for general health insurers.

As clearly stated above, a comprehensive study has been done for Syrian refugees living in Turkey and under temporary protection, and it is clearly regulated under which conditions they can benefit from health services. Everyone who is under temporary protection has health insurance at the same time. People who access health services are not charged fees, and either the governor's office or AFAD pay these fees. However, those who use secondary and tertiary health services can be charged specific amounts which are generally requested in a way that does not exceed 20%.

An interviewee's thoughts on the health services offered are as follows:

We can easily access to receive first step or preventive health services and second therapeutic health services. In this city, all of these services are paid for free. It gives us an advantage that the number of refugees in the city is less than in the other provinces— [Fieldwork Data: Interview transcript from SY05].

The views of a doctor who participated in our study are as follows:

We have good opportunities, and we are trying to reach all the people. 1st. And 2. We are able to give the presentation of step possibilities at a more advanced level. We are very sophisticated in bed capacity, number of employees, hospital facilities, number of laboratories, intensive care units,

and this makes our jobs easier. Especially after the establishment of the city hospital, appropriate health services are provided for our age. Moreover, all refugees and migrants benefit from these services free of charge—
[Fieldwork Data: Interview transcript from HC13].

As a result, we can summarise their legal status as follows. Syrian refugees living in Turkey can benefit from all health services if they meet the conditions. The health services they benefit from being equal to the health services offered to Turkish citizens. In fact, in many cases, Turkish citizens have even demanded some payment for their treatment, but many Syrians receive these kinds of services for free. According to the health practice regulation, all services offered to Turkish citizens are also provided to Syrians under temporary protection. Under the protocols between the Ministry of Health and the AFAD, the fees for the health services offered to those who are under temporary protection are paid by the AFAD to the Ministry of Health. Only emergency medical services can be provided to those who are not under temporary protection.

Here, I can give an example of the information I obtained from the interviews:

It is true that we, as Syrians, benefit from many services free of charge. There are many criticisms coming to us about this, but we will never forget the help that has been done to us. As for the use of hospitals, I can attest to the situation that my brother, a Syrian citizen (as a refugee), was receiving free healthcare. However, when he became a Turkish citizen (as a result of naturalisation), he went for surgery and was asked to pay for the surgery as part of it. In other words, the Turkish state and its people are very good at the services offered to us— [Fieldwork Data: Interview transcript from SY05].

Another Syrian participant said:

Almost all state facilities for health have been mobilised, and no one has been left in the health service. All health expenses are provided free of charge. Only Syrian citizens have access to healthcare facilities, and the doctors who work in these centres are Syrian doctors. People who experienced difficulties in the first years due to problems arising from the language have been greatly reduced in these difficulties recently thanks to

the translators who worked in 24-hour harvests and were financed by the state and international institutions— [Fieldwork Data: Interview transcript from SY01].

Another participant reported the appearance as follows.

Everyone can benefit from public hospitals. Private hospitals need to pay a certain fee. We are providing for their medical needs. In addition, in the neighbourhood, only one healthcare facility is allocated to migrants. They can get first-step healthcare there, free of charge. There they were put into service as a result of joint work with the United Nations, and the majority of the workers were Syrian doctors and workers— [Fieldwork Data: Interview transcript from SY03].

As it appears, the Turkish state has opened its arms to the people who are sheltering and has tried to offer all the convenience. Of course, it is not possible to return these opportunities in the field of Health. The Syrians, who are thankful to the Turkish state for providing them with these services and facilities at every opportunity, are also using these facilities in every field. These people who benefit from all of the primary, secondary, or terminal health services no longer face significant health problems like when they first arrived.

Figure 5-1: Number of Syrian who Accessed Health Services in Turkey

Number of polyclinic services provided	Number of Syrians hospitalised	Number of surgeries performed	Number of births given by Syrians in Turkey	Doses of vaccines given to Syrian babies and children
31.449.800	1.326.849	1.112.058	276.158	3.215.128 doz

Source: AFAD, 2017

According to the temporary housing centres report released by AFAD on 4 December 2017, the treatment services provided to Syrian and Iraqi asylum seekers in our country to date are shown above. From December, March 2011 - December 2017, a total of 31.449,800

outpatient services were provided for Syrians in Turkey, according to data from the same report. A total of 1,326,849 people were admitted to the hospital where they received treatment.

5.3. International Solidarity and the Role of WHO

The Syrian refugee crisis has not only affected Turkey and the Middle East, but it has also affected the UN, the EU and other countries. The number of refugees in the world is increasing every day, and the burden of supporting host countries and refugees needs to be shared more fairly (Atar, 2019). Moreover, it is not a realistic approach to expect that the host state should provide all public services provided to Syrians or other refugees. With the help of non-governmental organisations, international or national human assistance organisations, the private sector, it may be possible to provide this service sustainably at a higher quality.

In the next section, the study takes a detailed look at the importance of the role played by civil society organisations and the capacity of the services they provide, which would focus on the importance of the WHO's services in the field of Health and its relations with the Turkish state.

The WHO has so far played an important role and has both cooperated with states and has tried to provide its services to refugees with a healthier future. In providing these services, they have set themselves some goals, and they have taken the lead in this direction.

Objectives for the response from the health sector are explained as follow (World Health Organization, 2018:21):

“1. Strengthen the capacity of essential health service delivery and referral healthcare, including curative and preventive services for noncommunicable and infectious diseases 2. Increase access to sexual and reproductive health services, including clinical management of gender-based violence cases for particularly vulnerable groups of Syrian refugees and host communities (women, girls, adolescents and youth) 3. Strengthen infectious disease surveillance, detection, response and prevention (including immunisation), and strengthen all-hazard emergency response 4. Increase access to non-

communicable disease, mental health and psychosocial support services and rehabilitation services at all levels of the health services.”

Besides, according to the WHO report (2018:3), the health services offered by the WHO, in general, are summarised as follows:

“During 2018, WHO’s operations in Turkey comprised of a cross-border response from the field office in Gaziantep and a healthy response to refugees in Turkey, coordinated from the WHO Country Office in Ankara. In north-west Syria, WHO served over three million people by responding to urgent health needs and supporting health facilities in the delivery of health services. This included interventions such as the delivery of vital medicines and medical supplies, support with operational costs of health facilities and capacity-building of health staff. In Turkey, efforts were made to strengthen the national health system through integrating Syrian healthcare workers and translators, to build capacity for mental healthcare, to provide linguistic and culturally sensitive health services and to support home care for older and disabled refugees.”

WHO provides health operations and technical expertise in several ways which are primary and secondary healthcare such as: mobile clinics, immunization, noncommunicable diseases and mental health. The following vital numbers are those provided by WHO (2018:5) during cross border operations in 2018: *“500 tonnes of medical supplies and medicaments were delivered to health services in North Syria. 1464 Syrian health professional were trained in several areas. Ninety-four vaccination centres provide routine vaccinations for children. Nine secondary healthcare facilities were established or rehabilitated in North Syria.”*

WHO has played an essential role in providing health services not only to those in need in northern Syria but also to more people in Turkey by working in coordination with the Turkish state. In providing these services, more Syrian health personnel were injured, and it was necessary to integrate these health workers into the Turkish Health System. In this context, the following figures are reported by WHO (2018:26):

“1275 Syrian doctors and 1203 Syrian nurses and midwives have completed the theoretical stage of the adaptation training. 1216 Syrian doctors and

1019 Syrian nurses and midwives have completed the practical stage of the adaptation training. 1332 Syrian doctors and nurses have been hired by the Ministry of Health to serve in several refugee health centres across the country, providing healthcare services for their fellow nationals.”

One of the most significant issues for refugees and doctors serving them are mental health problems. To eliminate this kind of problem, WHO and Ministry of Health work closely. According to WHO (2018), 421 Syrian doctors were trained, together with 617 Turkish doctors. 472 Syrian healthcare workers were trained for work in gender-based violence and early childhood development related issues. Seventy-five (75) Turkish healthcare workers were trained to become trainers for early childhood development. Sixty-one (61) Turkish healthcare workers were trained to become trainers for work in gender-based violence.

All work unions are meant to advocate for better quality services and to raise healthier individuals. Both the WHO and government agencies can face many challenges in providing all these services. One of the most critical problems regarding health service provision is a lack of monetary resources. The WHO seeks to obtain its financial resources not from the host countries, but from the other countries, for example, the sources obtained for the year 2018-2019 were stated in the report (WHO, 2018). In the years 2018-2019, Turkey received the US \$ 42,488,374 million from donors to help Syrian refugees.

Table 5-1: Donors under WHO’s 2018–2019 3RP appeal Donor Amount (US\$)

Donor	Amount (US\$)	Percentage of the total (%)
Government of Germany	25 566 218	60
European Union Trust Fund	14 044 523	33
Government of Norway	877 633	2
Bureau of Population, Refugees and Migration, United States State Department	2 000 000	5
Total	42 488 374	100

Source: WHO, 2018

Table 5-2: Donors to the Gaziantep WHO hub, 2018

Donors	Amount (US\$)	Percentage of the total (%)
United States Agency for International Development	9 613 163	30
Department for International Development, United Kingdom	8 551 008	26
Directorate-General for European Civil Protection and Humanitarian Aid Operations, European Commission	4 431 006	14
Ministry of Foreign Affairs, Japan	4 221 318	13
Norwegian Agency for Development Cooperation	2 805 514	9
Ministry for Europe and Foreign Affairs, France	903 207	3
Swedish International Development Cooperation Agency	1 091 776	3
United Nations Office for the Coordination of Humanitarian Affairs	554 228	2
Total	32 171 220	100

Source: WHO, 2018

In addition, cooperation was made between the Ministry of Health of the Republic of Turkey and the European Union and specific health projects are being implemented. An action plan called SIHHAT (Sihhatproject.org., 2020) is planned to be completed on December 1, 2019, and the duration of the project *“Development of the health status of Syrians under Temporary Protection and related services provided by the Republic of Turkey”*, whose acronym is SIHHAT, with a project duration of 36 months. The overall target of the health project was set by our ministry for Syrians under temporary protection in Turkey. Then, second, the step was defined as supporting and improving health services. In the outline, it is envisaged to expand the scope of health services in the 28 Syrian-populated provinces identified in the project, improving the capacity and quality of service delivery and increasing access to health services by the end of 2019.

The measures to be implemented within the scope of the project for Syrians under temporary protection are as follows (Sihhatproject.org., 2020):

“178 migrant health centres will be established and put into service. Turkish and Arabic speakers, 960 patient guides and 26 drivers will be employed in migrant health centres, mobile health units and secondary health institutions where they are needed, among them 790 doctors, 790 nurses, 84 technicians, 300 support staff. Secondary health institutions in the 28

provinces, where the Syrian population lives heavily, will be strengthened in terms of medical equipment. In addition to the existing mobile health units, 26 mobile health units, and five mobile cancer screening units will be provided. Ten community mental health centres will be opened in provinces where the Syrian refugee population is highest or densest. Intensive care units for newborn, Paediatrics and adults will be established at the secondary health facility in 28 provinces where the Syrian population lives heavily, and the operation of intensive care units will be improved through the provision of special equipment. 6.255.000 doses of vaccine will be provided for the Prevention of infectious diseases, and vitamin D and iron supplements will be provided for 270,000 children and pregnant women. Reproductive health services will be provided to about 750,000 Syrian women and 600,000 men. 2520 medical personnel working directly with Syrians under temporary protection will be given training in various professional subjects."

Participants had varying views pertaining to these services highlighted in the statement above. Opinions for the services offered by the United Nations is as follows:

The World Bank and the United Nations suffered a great deal. For example, the health sector, which serves only for the migrants, has almost all the revenues of the United Nations. We can say that there are many other issues of cooperation— [Fieldwork Data: Interview transcript from HC03].

In another view, it is stated as:

Of course, it is impossible to master the services performed by Turkey alone. This needs to be eased by EU or UN joint projects. All services are billed, these bills must be supported not only by the Turkish state but also by the states in which they are co-working. Because at a certain point, both state and local citizens are now negatively affected by this process. I think this is the main reason for the most prominent adverse effects on Syrians in the country— [Fieldwork Data: Interview transcript from FG03].

The fact is that more states, international or national humanitarian agencies, private sector owners need to play a role to mitigate the burden of work at this point. In the light of the information we have obtained from our research as a common belief, we can say that we can only deal with the difficulties encountered in cooperation and that these problems can be dealt with a little bit. Moreover, the general health problems will be addressed in detail in the following section of this chapter.

5.4. Challenges Facing the Health Service Provision

In this section, the problems encountered while providing health services are addressed in detail. All of the data obtained was created by combining the difficulties raised by the participants in the discussion. In this context, the main headings of the issues mentioned in table 21 are presented. Besides, the solutions and recommendations presented by the participants were blended under each issue or challenge.

Table 5-3: Problems Encountered during the Healthcare Services of Syrian Refugees

Problems Encountered during the Healthcare Services Provision for Syrian Refugees
1. Language Problem
2. Temporary Protection registration and ID Issues
3. The lack of spots and doctors serving only Syrians
4. Problems with Preventative Healthcare / Women and Children's Health
5. Negative Attitudes and Approaches of Health Workers Against Refugees
6. Financial Aspects of Healthcare and Medicine Fees
7. Psychosocial Support for Refugees

Source: Authors' Construct, 2020

5.4.1. Language (Communication) Barriers

The communication process between the health worker and the patient is essential in many respects. First, the patient can tell the healthcare worker about health problems through healthy and correct communication. Secondly, the more accurately the health worker understands the patient, the healthier the treatment process. Even a slight

misunderstanding can make the situation worse. Also, this clearly shows why language and communication are significant steps.

The language problem was also the biggest obstacle for refugees/asylum seekers to benefit from educational services, and we evaluated it with all the details. The issue of language is mentioned as the most crucial factor that affects their use of healthcare and their access to healthcare. The doctor or the Syrians who participated in the interview clearly stated that this problem is not only for refugees but also for the personnel who works in the health sector.

One of the main problems for the 3.6 million asylum seekers/refugees, mainly Syrians fleeing war, oppression and threats in their countries, who have taken refuge in Turkey is access to healthcare. The biggest obstacle for asylum seekers is the language barrier. The appointment system, which only serves Turkish, makes it difficult for asylum seekers to make appointments. The Ministry of Health and the services offered by the translation service teams seems to have helped to improve this problem, albeit a little. However, the refugees who make appointments and go to the hospital live here under tremendous distress. As a result of the studies carried out by the Ministry of Health, there are translators in the state hospitals, but the number of translators is quite insufficient. Doctors have difficulty processing without translation, and this causes doctors to spend more time with these patients.

A health staff member who participated in our study said:

Although these mechanisms were created to provide access to healthcare for all refugees and asylum seekers, the language barrier remains a barrier to providing quality healthcare. This language barrier makes it worse because unlike Jordan and Lebanon, Syrian refugees in Turkey are unable to use Arabic in order to communicate with the local population and instead need to learn Turkish in most cases— [Fieldwork Data: Interview transcript from HC05].

Another doctor made the following statements on this subject:

As a doctor, of course, the most challenging issue is the subject of language. We are having trouble communicating with incoming patients. Most of the time there are translators, but at some points, they may be inadequate, when the situation is like this, we cannot tell each other our problems. Alternatively, it comes with more sonar translation or makes a general examination and try to understand the situation, usually with the help of the sign language— [Fieldwork Data: Interview transcript from HC10].

Many have been turned away at the front doors of hospital facilities without being assessed by clinicians because they do not have the proper registration information or the language skills necessary to explain their situation. Although the hurdle is often bureaucratic rather than unwillingness to help, access to life-saving treatment is nevertheless denied. However, this is not the case for emergency services; doctors and employees in emergency departments apply to every one according to the urgency of the situation, no matter what the conditions are.

A health centre officer summarises his thoughts on this issue.

We do not turn patients away as much as we can. Some doctors and nurses know Arabic at the health centre that is open for Syrians. Nevertheless, when they apply to hospitals, we face this problem. We have three translators in our hospital, and we have 24-hour translators in the emergency room. Of course, it is not enough. Unfortunately, because of identity and language problems, sometimes we cannot treat them well— [Fieldwork Data: Interview transcript from HC12].

On the other hand, language is the other problem, especially for female patients. According to our research, female patients were deemed not to be able to express their problems to facilitate easy translation by a man whom they have never met. They could provide doctors with their personal information. Women are usually reluctant to let third parties get in their way, and most of the time, they can go so far as to refuse treatment.

A translator who participated in the interview tells us about the problems he faced in this regard:

State facilities are excellent. Nevertheless, people have language problems. Our job is to minimise this problem. That is why we are here. Hospitals have interpreters, but even that makes some patients uncomfortable. Ladies who cannot talk freely to the doctor about private matters have quite a few reservations. This is actually making it difficult for us, as well. Sometimes even we are ashamed of what we hear— [Fieldwork Data: Interview transcript from SY05].

Another translator expressed the following statement:

We serve as three interpreters in this centre. Sometimes we are too short on catching up with patients. There is only one of us in the emergency room; unfortunately, when there is a heavy load of work that can be encountered. However, we are most troubled about female patients. they are unable to express themselves as they wish in situations where they are male translators or doctors, and sometimes, unfortunately, they refuse treatment— [Fieldwork Data: Interview transcript from SY07].

Based on perspective provided by people interviewed the study recommended that: The main problem Syrians are facing is a language barrier to access to public services. Given the variety of services offered by institutions and organisations and the number of Syrians who want to take advantage of these services, quality and professional translation services should be offered in not only just health services but also for all of the services. As Syrian refugees become increasingly permanent, Arabic language options must be provided by the government on their websites to make it easy for them to utilise the websites. Also, the government and ministries have to work closely with NGO to handle these kinds of issues.

5.4.2. Temporary Protection Registration and ID Issues

As mentioned earlier, millions of people who have to go to Turkey are captured in a registration system in order for them to make better use of the services in Turkey. Upon arrival in Turkey, Syrian refugees have to register with the Directorate General of Migration

Management (DGMM), an agency of the Turkey government, in order to obtain temporary protection. In the cities where they register, they are given an ID card under temporary protection by the provincial government depositors, and they can carry out all their operations with this ID card. However, the idea that asylum seekers are having difficulty taking advantage of the services offered is one of the problems.

People who enter and register through legal means are considered to have a lesser degree of difficulty. However, those who enter the country through illegal ways or do not register with the system face much more significant problems. Although they may have entered the country legally, they may have had ID cards, but some have trouble getting services. Residents who are registered under temporary protection in Turkey have to obtain permission to enter and leave other cities except for the cities where they are registered. Several reasons for this are stated in this research. The Syrian refugees are complaining very much about this situation. Furthermore, sometimes they say they have trouble visiting their relatives when they are stuck in a city for a vacation that they cannot get permission to do. Also, unauthorised travellers can be denied service provision when they apply to hospitals unless their situation is too urgent.

A Turkish citizen nurse who participated in our study said;

I go to the family physician on behalf of my person, and they see the same procedures as I see the process. There is only one difference. We are just having trouble communicating or recording people. Nevertheless, we are trying to help all the patients who come to us as much as we can, no matter the circumstances. We find it difficult to reach only those who are not registered and keep track of their health status. It is not on general patients, but children's rebels are limping— [Fieldwork Data: Interview transcript from HC04].

A Syrian person expressed such views on this issue:

We can use the services of the registered city, but we can stay bored only in the registered city sometimes. We have to get permission when we want to go somewhere else, and sometimes we do not get permission because we can leave without permission, so when we need a hospital out of the city, we

have problems because when we go to the hospital, it turns out that we are unregistered, and that makes the situation even more difficult for us— [Fieldwork Data: Interview transcript from HC15].

To sum up, according to a study we conducted, it has been argued that Syrians have easy access to health services free of charge in the province they are registered in, but have problems accessing them outside the province they are registered in to live.

5.4.3. The Lack of Types of Equipment and Doctors Serving only Syrians

As a result of field visits and negotiations with various partners, Syrians staying in the camps do not have any difficulty in accessing medical services or equipment, and it has been stated by all sections that there are well-equipped medical units and sufficient numbers of doctors in these centres. However, the biggest challenges in healthcare provision are due to a lack of capacity in urban centres with large Syrian populations. Population mobility is becoming a barrier to standardisation in healthcare, especially in border areas.

The public health centres that are open only to serve Syrians are described as inadequate in many respects. There are capacity problems in health services in Syrians-intensive provinces, and there is clearly a lack of personnel and equipment in migrant health centres. Many centres in the regions where migrant health centres are located continue to lack physical and technical equipment.

The views of a participant working in a health centre are in the form of this issue.

I think the quality of our health centre is excellent. I think the biggest problem in our centre is the lack of doctors and nurses I can see as. Every day, a doctor takes care of almost 90 to 100 patients. This can prevent the doctor from working more efficiently. Increasing the number of doctors will perhaps help to provide better services. However, as I said before, this leaves the state in a difficult situation due to economic difficulties— [Fieldwork Data: Interview transcript from HC03].

Another doctor expressed his participatory views.

We are pleased with the services we offer here and think it will be better. We have started from zero here. We started with a chair and a table. Now we even have it in our lab. Thank you for helping us. Our people seem pleased. However, unfortunately, no matter how many main lines are available, they are very inadequate. We have to send them to the central and big hospitals. They do not want to go to hospitals because they do not speak the language. Especially the ladies are having a hard time with this. I think these centres need to be improved even more— [Fieldwork Data: Interview transcript from HC13].

Especially for female patients, it is believed that employing female doctors shall help reduce the problem a little more. Syrian female patients do not want to be examined by male doctors for several reasons, and they only request female doctors.

Another participant described this situation as follows:

I think it might help if the doctor was a lady. When our lady doctor went on maternity leave, the male doctors did their job, and the number of patients feel pretty low. The numbers increased again when the doctor came. I know about patients who have not been prescribed drugs during this time. They do not give very accurate information to male doctors if they have them in translation. It would be healthier to have female doctors— [Fieldwork Data: Interview transcript from HC07].

In most of these centres, the analysis of needs takes about 2-3 days, which leads to the emergence of many risks due to patient health. Due to the lack of laboratories and equipment, other centres or cities are being used for the analysis of the tests. In particular, the studies conducted with the World Health Organization were analysed in other cities, and it was stated that the returns lasted 2-3 days.

A health worker who worked in the lab at a health centre participated in our study and expressed the view below:

Since this is an EU partner programme, we take the required analyses and send them to Central City (Gaziantep). They analyse the samples and send

them to us about minimum 2-3 days. Because this process goes on, we sometimes have difficulties. However, emergency patients can already go to all hospitals and use the services there— [Fieldwork Data: Interview transcript from HC10].

Another view was explained as follows:

It was sporadic for you to be troubled by the row. We applied for the sequencing machine, and then it came in, and we would have fixed the trouble. Sometimes there is trouble with the distance. They are complaining about the distance from downtown. However, since most of them are here, the health centre is set up here. You can still come in a single way— [Fieldwork Data: Interview transcript from HC09].

5.4.4. Problems with Preventative Healthcare, and Women and Children's Health

Appropriate health policies need to be determined and implemented to protect the health status of these asylum seekers, and the people of the regions where they are located until the conflict in Syria is over, and the asylum seekers return to their home countries. It was emphasised that more comprehensive studies should be carried out on the diseases that asylum seekers carry in order to protect them from future disease outbreaks to ensure they are healthier individuals. They express that they face many problems in getting free general preventive treatment in private polyclinics. Therefore, it is thought that preventive health services should be concentrated in areas where asylum seekers are concentrated.

Among the services that are taken to Syrians, one of the most axed is maternal and Child Health Services, which are preventive health services. As can be seen from the basic statistics given earlier, a vast majority of Syrians who come to Turkey are women and children. Even in camps, tent visits, detection and monitoring of pregnant women, end-of-birth maternity and neonatal care, necessary scans, baby and child monitoring, family planning services are not carried out, the participants said. Outside the camp, these services are very disruptive; they say because it turns out that there are difficulties in identifying individuals. In addition to the belief that services need to be improved, there is also the view that all women, including adults, should be trained in these matters.

We can solve everything negative by training, but I think it needs to be done. I think there should be a lot of big things to do about family planning. There are more families with 5-6 children; however, I think the maximum number of these should be 3. Some women give birth to children and get pregnant again before 40 days. There needs to be some nervousness about these things. Alternatively, we need to build a more rigorous tracking system. Two physicians, one nurse and cleaning officer in our centre starting as two physicians, two nurses as an officer, a laboratory officer, and there are also two security officers. This is a family medicine system. More focus is on vaccines and childbirth monitoring system. It is an advantage for us to have a lady doctor because the lady doctor takes care of the ladies— [Fieldwork Data: Interview transcript from HC12].

Another participant stated the following:

At the beginning of the problem we are going through, perhaps the birth rate is high. We cannot stop it. Unfortunately, the fertility rate of human beings living in our regions is high, and most of the time they prefer not to be protected, this is a massive problem for them as well as for children coming to the new world. In this case, we cannot reach many families, and we cannot track the pregnancy processes or the status of the children after birth. In addition to providing vitamin/mineral supplements, birth control supplies and vaccine support to protect the health of refugee children and women, these people need to be educated urgently on this issue— [Fieldwork Data: Interview transcript from HC15].

Another critical issue is child health. The effects of migration on children's health should be discussed, and solutions should be determined through these effects. Refugee children living in houses with poor living conditions and no infrastructure are at risk of severe infectious disease, and more detailed studies are needed to overcome these diseases. The spread of refugee child labour has caused children to live and work in more vulnerable environments, and the fact that children who are forced to work have become ill in a faster way which has been expressed by paramedics who participated in the study. Although a significant proportion of children living outside the camp can benefit from healthcare services, they can

face more significant problems as they cannot be vaccinated because they do not have a more active patient monitoring system, most simply because they do not have vaccination cards.

The same doctor continued:

More women and children are coming to us. We are troubled on both. From women, we experience difficulties due to not being able to feed enough children, living under bad conditions, or working in jobs that are too high energy exertion. We are having a hard time tracking sonar after they have been examined. Sometimes they do not come back, and we cannot find out what the situation of this child or woman is, whether the conditions are improved or not, and unfortunately, we cannot take the necessary steps— [Fieldwork Data: Interview transcript from HC15].

Another view is expressed as follows:

There may be negativity in the future. Due to the unfavourable economic conditions, contagious diseases are seen too much. As the socioeconomic level is low, there is no personal hygiene to prevent infectious diseases, so this is a problem for children and their families. Children with this unruly deficiency and who are at risk of contagious disease will be educated in schools and will be more likely to infect other friends. I can see that as troubling— [Fieldwork Data: Interview transcript from HC04].

5.4.5. The Negative Attitudes and Approaches of Health Workers Against Refugees

Participants in our research expressed different views on this subject. According to Syrians and nurses who participated in the study, one of the most common problems faced by Syrians applying to hospitals is that they are not welcomed by doctors and employees and are not able to receive services at the desired level. The doctors and nurses who participated in our study expressed that they were under massive working conditions and that this workload increased even more with the arrival of Syrians, and therefore they faced many problems, this issue is addressed in the following section.

In addition, the workload of medical personnel working in the massive exodus provinces has increased with the arrival of asylum seekers. This has revealed that the health workers who are most affected by this workload and adverse conditions in the working environment are not able to achieve the desired quality in health service delivery. At this point, they stress that discrimination by both health workers and local people is among the problems refugees face in accessing healthcare. The increased patient burden in hospitals is seen as a cause of discrimination. This can occasionally lead to tensions between refugees and local residents and healthcare workers and patients.

There is no obstacle in national or international legal legislation in the basic health services offered to Syrian refugees. All refugees have access to health services. However, there is a huge problem between the health staff and the refugees; unfortunately, the room is a communication problem. We cannot provide them with the necessary services because we cannot communicate. Other than that, I do not see a problem. We have friendly staff who provide all the necessary facilities— [Fieldwork Data: Interview transcript from FG04].

A contrary opinion was expressed by another participant below:

We can get the service we want, but sometimes we do not understand why this service is given to us, or we wish we never received it. Because sometimes we meet doctors or nurses who are literally looking at us like what you are doing here. Sometimes we think we are not wanted here anyway, but we know that there are few people who behave in this way— [Fieldwork Data: Interview transcript from FG02].

The asylum seekers living in Turkey received a great deal of acceptance from the community in the first place, but later this situation left itself to reactions against it. As in all areas, adverse reactions to Syrians have increased in the health field. Turkish citizens are complaining that Syrians have more privileges than themselves and that the state is spending its facilities on Syrians.

A Syrian Refugee expressed his experience as follows:

When we go to the hospital, even the normal citizens fall into the trouble of words being thrown at us; sometimes they talk as they wish because they think we do not know Turkish, such situations, of course, make us stay long. We have people who are very embarrassed by this kind of incident. Of course, on the contrary, there are many people who give us every kind of help and welcome that opens all the doors. When we go to the hospital, we take turns, and we are on probation, and we get better service than we do, and we tell them everything is free. Sometimes even the employees who do this are, of course, a small number— [Fieldwork Data: Interview transcript from HC10].

A Syrian doctor working at the health centre said:

I am a Syrian doctor. I have a name because I am a doctor. However, unfortunately, many people live a life of unemployment and hardship. They cannot find work, and they cannot find bread. The Turks helped us in many things. Unfortunately, some people have ten judgments against us. Sometimes Turkish doctors do not look when they hear we are Syrian, but of course, there are very few— [Fieldwork Data: Interview transcript from SY06].

5.4.6. Financial Aspects of Healthcare and Medicine Fees

Another significant problem for Syrian refugees is economic problems. They cannot even meet their basic needs, such as medicines and hospital expenses, food and shelter, let alone the substantial economic difficulties. The treatment expenses of Syrian refugees who are placed under temporary protection in the health area are paid by the Provincial Directorate of AFAD to health institutions. However, healthcare is not limited only to medical care. The social and economic status of individuals, housing status, physical environment and jobs are the most critical determinants of health. Working conditions affect well-being and health. These refugees, lacking any social security or protection, face many problems as well as migration problems and have to deal with them alone.

A Syrian Refugee participant in our study intimates that:

We can benefit from health services free of charge, and we can also receive our medicines at a certain rate. All we can do for that is thank you. However, there are many criticisms in this regard. I wish we could do everything like normal human beings, even though we have the possibilities. Civil society organisations play an important role here, especially in heavy patients or in situations requiring surgery, or in cases where they are transferred to other cities. The state offers opportunities, but civil society organisations sometimes help patients breathe easily when the state is inadequate by providing financial assistance. I know because I live one-on-one myself—
[Fieldwork Data: Interview transcript from SY08].

Some of the refugees interviewed said they did not pay for hospital treatment, but some residents say they were deterred by paying. On the other hand, some refugees report paying for medicine, while not paying a high percentage, they say.

In order to provide a better quality of health services, of course, the vital issue is the economy. In fact, after sufficient resources and human power are found, the rest is up to the organisation. Apart from the difficulty of finding economic resources, of course, this is even more difficult to sustain. Because of economic problems, services should not be disrupted, and more effort should be spent to achieve a better quality of living. Therefore, economic resources should be sought on the one hand, and on the other hand, what can be done with the available opportunities should be brought to the agenda.

Charitable donations or funds from the European Union, the United Nations, and the rest of the world should be requested, and health services should be improved in this respect. It should also not be forgotten that the entire Turkish state should not be burdened here. In this context, civil society organizations, unique sector components should not listen to the cries of these human beings and work together for a better future. Previous steps must be taken to improve the current service.

The fact is that the Turkish state has started to take steps to provide more free services. Considering that refugees may be permanent, they should also be encouraged to be included in the SSI and to be able to pay their own health premiums, even if it is a

challenging prospect in the future. As mentioned earlier, many Syrians have started to create businesses and companies in Turkey. Moreover, they need to be registered to the system and services, and they should be provided with assistance in that direction.

5.4.7. Psychosocial Support for Refugees

One of the first challenges that come to mind when the issue of refugees and health is raised is whether or not Syrian refugees receive psychological support. There have been many articles written about it, and it cannot be said that there is a common opinion. It is just that there is a consensus that these people have to receive psychological support. The refugees who go to Turkey, forget everything but the war they experienced, the torments and the thought of being taken from their homeland can never be forgotten, which unbelievably leaves deep wounds and traumas on human beings. It is possible for asylum seekers to cope with difficulties, to recover from the severe trauma they have experienced and to adapt to the community in which they have taken refuge, through supportive interaction with their social environment and with every round of support. Therefore, as in all areas, they must receive psycho-social support and the presence of the units to offer this support.

It is an accepted fact that the conditions of war have adversely affected the mental health and psychological conditions of the refugees. The doctors who participated in our study, together with the translators or other health personnel, stated that the refugees living outside the camp did not receive adequate services for their mental health. Health workers say most refugees need psychological support, but the number of psychologists in camps and hospitals is not enough to provide such services, and those numbers need to be increased because the available levels of staff and equipment are insufficient.

A doctor who participated in our study explains how they should receive support in this process:

These people are actually going through this because we need to understand their psychological states of mind. They have gone through a tough time, and now they are trying to recover. That is why we are trying to show more understanding. Sometimes they come to us and tell us psychological problems, which is a waste of time for us because there are too many

patients waiting outside, we show interest in them, the restlessness begins—
[Fieldwork Data: Interview transcript from HC09].

Another doctor said:

I cannot say you have noticed much. We go on with our regular lives, but they are in much trouble. We live in ordinary houses. They live in houses that maybe do not have doors, do not have sewer systems. The fact that they live in these conditions during the war also causes them to be psychologically destroyed more. These people need to receive psychological support not only because of the war and the migration but also because of the conditions of life in their native countries— [Fieldwork Data: Interview transcript from HC06].

In addition to the insufficient number of doctors and equipment, the lack of psychological support in human beings is a separate problem. Because people have a negative opinion that it is terrible to seek psychological support, and unfortunately, it seems quite difficult for now to fix this erroneous impression. In order to deal with adaptation problems caused by dislocation and war trauma, it was clearly stressed by the participants of the study that medical support, as well as advice and social support, must be fulfilled as soon as possible. Translation services are essential in all aspects of the process; however, this becomes more important when it comes to psychosocial support, the participants say. Women and children, particularly among vulnerable groups, need to trust the person whom they are talking to and communicate properly; thus, they can share the trauma they have experienced. Therefore, it is essential that the person who provides translation services is experienced and well equipped in this field. In this context, Syrian professionals are also needed. Unfortunately, many Syrian people do not want to receive these services because of this reason.

A nurse working at the health centre stated that:

We are experiencing significant difficulties in two matters. These patients need to go to a psychologist, but they do not because they think that going to a psychologist is a bad thing, or they cannot trust them for speaking through a translator. There are even people who do not want to have cancer screening. We want to control it, but unfortunately, there is no change in this

regard. They are not willing to receive psychological support; also, they do not do birth control. These people come from a war zone. They are trying to deal with psychological, economic, familial problems. They have this perception that everything is against them. When it comes to that, they can sometimes exhibit regressive behaviour. We can do business more easily when we have security officers. Nevertheless, now there is no security, and we are facing the fear that something will happen at any moment because it is tough to contain these people sometimes— Fieldwork Data: Interview transcript from HC07].

In emergency situations, one of the priorities is to protect and improve people's mental health and psychosocial situation. Otherwise, untreated conditions may cause worse results in the long term. The fact is that in cases of war and migration, women and children are often the most affected individuals. It is also stated by the doctors who participated in the study that more care ought to be given to mothers and children. As a result, these people who have been forced to leave their country after a war, and eventually seek refuge in Turkey and have lost some of their family members must receive psycho-social support in order to live a better future and to forget the scars of war and to adapt to their countries of origin.

5.5. Health Service Workers and Refugee Crisis

In the previous section, problems that refugees/asylum seekers faced during the health services they received were discussed. The most crucial element in the provision of these services is, of course, the public personnel who provide this service in the first place. In this section, we try to address and discuss the problems faced by healthcare personnel in providing these services based on the data we obtained from the fieldwork. In this context, we discuss the working conditions of health workers and their employment, psychological status, and the three main issues of safety, from illegal to illegal, in the light of the data we obtained from the participants in our study.

5.5.1. The Problem of Working Conditions and Workload.

Healthcare workers' work environments or the number of patients they attend to can positively or negatively affect their work performance. The working conditions of the personnel who provide health services are an essential factor in their work responsibilities. More patients mean less efficiency for a doctor. More Syrian patients have caused fewer services for Turkish citizens. Doctors and Turkish citizens complain a lot, especially about these issues. The biggest of the problems encountered in the meetings with health workers is the increase in workload with the high human flow. In cities where Syrians are concentrated, the problem is felt more intensely.

A doctor who works in the health centre has stated such an idea:

Each day at the centre, we look at approximately 60-90 patients. We are two doctors, and we both want to take care of fewer patients. However, doctors in more dense cities can look at more than 200 patients a day. I know this from my friends. Our biggest problem is that people come to us for the slightest headache. That makes our job difficult. Our patients, who are uneducated and unconscious, want more drugs. Unfortunately, we are in trouble when we do not provide it for them— [Fieldwork Data: Interview transcript from HC06].

Another nurse has used the following statements:

There are about 14 thousand Syrians in our province, and this number is huge, which equates to more than any city population. Furthermore, we have to look at these people as our headquarters. Our average number of Examinations is between 70-100 per day. The vaccine is about 30. This place was opened between August and September 2017. For the first year, we had some shortcomings like furniture and staff. Nevertheless, now it is back in order even though it is not enough. We have two doctors of Syrian nationality. Two Syrian nurses one is me as a nurse, and we have got two cleaners. They come here for the medical examinations. We then provide a vaccine and family planning service. However, as you can see the total

number of personnel is not adequate to provide enough service for everyone— [Fieldwork Data: Interview transcript from HC06].

Doctors, nurses, employees of the provincial health agency, or translators, in short, everyone who participates in our study says that this has adverse effects on health workers and that their willingness to work has decreased due to overwork. This situation prevents them from providing better health service and causes health workers to experience psychosocial problems as well.

5.5.2. Psychological Problems

Because of many reasons, such as increased workload, communication difficulties, frequent visits to people from different cultures, feeling inadequate to serve them, health personnel can experience psychological problems. The number of residents is more than the regions can accommodate, especially this round of situations more often gives information about the health workers participating in our study. Medical staff also suggest that psychological support should be offered. For a healthier service, there need to be healthier workers.

We have to communicate with many Syrian citizens and provide them with healthcare. Sometimes we do not understand each other at all, and sometimes there are translators and helpers. Every person has a nerve, or at least sometimes we can get to that nerve very quickly, and unfortunately, we can make aggressive attitudes. Sometimes we have more significant problems when we learn what we are dealing with when we are trying to understand what these people are talking about. They are already traumatised, but this affects us negatively, unfortunately— [Fieldwork Data: Interview transcript from HC02].

These people who fled the war left their countries and lost their families. It is tough for us to understand them. Some patients are severely injured, and sometimes a part of their body is missing, and they seem to be worse off. Even when you pay attention to Turkish citizens only, you still cannot lift the burden of work. Now, when we add these problems, unfortunately, we cannot keep up with them or ourselves— [Fieldwork Data: Interview transcript from HC03].

5.5.3. The Dimension of Health and Safety of Health Workers

In our study, we noted that patients who realise that they do not have a security mandate could act aggressively and get to the level of assaulting doctors. They also stress that the health personnel working in these centres are unable to work because of fear of safety. This is not only due to physical security but also due to the existence of unsafe environments. Unsafe working conditions contribute to the attrition of many health workers due to work-related illness and injury and the fear of occupational-infection risks, including HIV and tuberculosis.

One of the issues expressed by participants in our study is the unsafe working conditions and environments where health workers are exposed. For healthcare workers in a state or public hospitals, they say that this situation does not cause many problems and that they are working in a safe environment in light of the opportunities offered by the state. However, health personnel, especially those serving only in centres for Syrians, say they faced many problems in the first place due to the lack of security tasks and the lack of buildings and equipment they serve. Doctors say they have been threatened several times, and they usually call the police to get through it, and that is how they proceed.

A health worker stated that:

There was no security officer in this centre for about 3-4 months, and we had many problems during this process. Now, there is security, but even he cannot afford it. We have requested for a new one. Unfortunately, they even attack us when we cannot do our operations in a healthy environment and do not give the families what they want. We call the police to get through this, or we have to shut down the station— [Fieldwork Data: Interview transcript from HC08].

One doctor stressed his view in the following statement:

In fact, it is straightforward; we need to work in a safer environment in order to provide better services. Unfortunately, that is the way it is in the whole world. Syrians can have contagious diseases, which can be met with fear from our suffering. We are able to take them, but the other staff working in

hospitals and centres are not aware of this, and their skills may be in danger— [Fieldwork Data: Interview transcript from HC15].

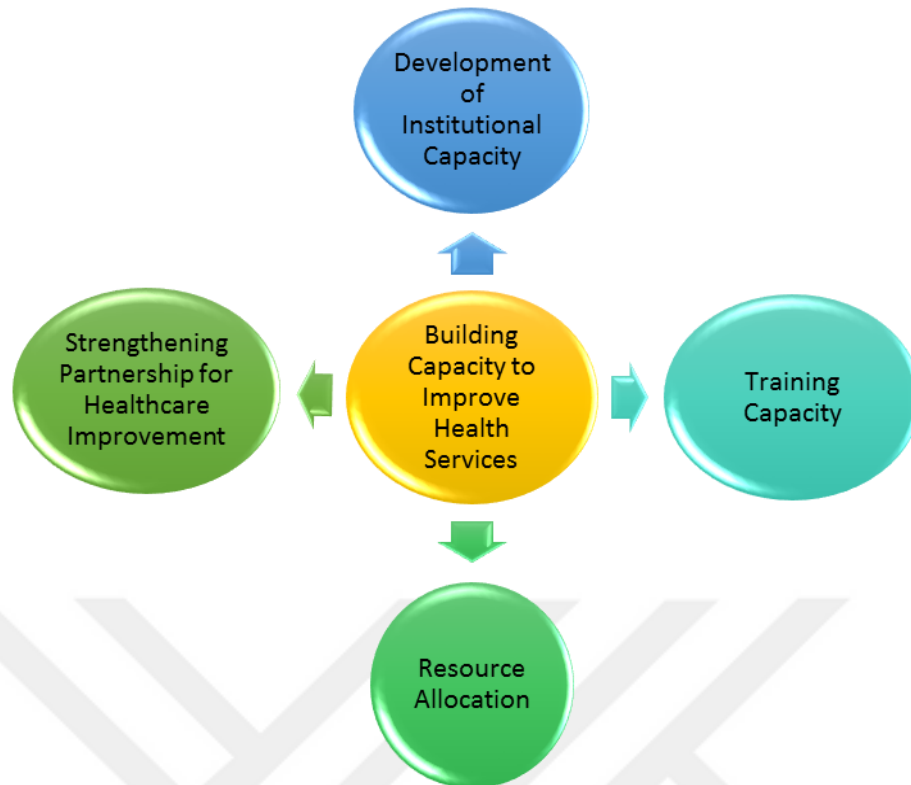
5.6. Capacity Building in Healthcare

The Syrian refugee's crisis is on its ninth year without any signs of abating. As mentioned previously, many burdens have been placed on the host countries. Despite the host government's efforts to provide public services to refugees, fragility remains high and is exacerbated by a lack of livelihood opportunities, rising inequalities and economically challenged institutions. According to data gathered from the field of Health like education, it can be assumed and that the refugee crisis faces many challenges of incapacity. The inadequate health buildings, inadequate equipment and health personnel clearly indicate the extent of need in the sector, healthcare, especially for those allocated to Syrian refugees. However, these are less common in the state hospitals and especially in the newly opened city hospitals. In these institutions, however, insufficient translation support is mostly encountered.

Health is probably one of the most critical issues for everyone throughout the world. The provision of Health Services is also crucial. As we mentioned before, health services are provided free of charge to everyone. In fact, Turkey has grown to higher levels with the investments it has put forward in the field of Health in recent years and has ensured that these services are provided with high quality and free of charge to Syrian refugees.

For all this to happen, both the national government and local authorities need to work hard and develop capacity-building policies to empower refugee's health needs. The problem voiced by the participants in the field study, especially specific issues about what can be done in capacity has come to the fore: the development of institutional capacity; training capacity; Resource allocation and Strengthening Partnership for Healthcare Improvement.

Figure 5-2: Capacity Building to Improve Healthcare Services



Author's construct, 2020

5.6.1. Developing and Improving Institutional Capacities

Institutional capacity building is recognised here as one of the main capacity-building efforts along with the human capacity building. Both are interconnected and complementary to each other. The institutional capacity building aims to increase the capacity of governments, business, civil society groups and communities to plan and manage the cost-efficiently and effectively, which is addressing capacity building in the long-term.

Almost all countries in the world are suffering from difficulties in this area, and today we see that no country's health infrastructure and capacity, unfortunately, is enough against sudden developments in this round. According to most of the participants in this study, 3.6 million people who arrived in Turkey caused a disruption of health services but also posed enormous capacity challenges. In this sense, the city hospitals project, which the country put forward especially in the last five years, has gained value and has helped to provide health services especially in the areas where these patients are, with better quality.

One doctor stress that during the focus group discussion:

We have certain health-related activities. These activities are carried out by the ministry and in connection with international organisations. There are units that come in for inspection on the basis of our ministry and provincial directorate. We exchange ideas about the quality, capacity, variety, language problem, logistic support, needs assessment, ways to meet needs, investment planning. They also help identify and meet needs. It is also positive for us to have a city hospital in our province— [Fieldwork Data: Interview transcript from HC16].

Another doctor working at a local healthcare centre points out that:

The services provided at large hospitals seem to be optimistic despite the difficulties. We have some problems with these lower-level centres. Unfortunately, our capacity and infrastructure here are not enough to meet the needs of Syrian refugees. We need comprehensive centres— [Fieldwork Data: Interview transcript from HC11].

As can be seen, while satisfaction is high in central health centres, there are difficulties in areas reserved for Syrians in more local areas— this is where the clinical burden comes in. Because of inadequate infrastructure and Human Resources, workers in these centres have difficulty serving. It is also difficult for Syrian refugee patient to access services at these centres since they are far from the central points and the only one can be reached in the city.

A Syrian Doctor explained that

I have worked here for many years. Our centre only serves Syrians. Unfortunately, we are having a lack of a number of doctors, nurses, and types of equipment. We have to look at more than 100 patients per day. Also, although the centre is close to the neighbourhood where there are more Syrians, it causes trouble for people coming from other areas— [Fieldwork Data: Interview transcript from SY03].

Doctors and nurses, who emphasise the importance of the lack of human and equipment, also show what difficulties they face by stressing that the results of the tests cannot be obtained in the centres. They also emphasise that tests are not taken at the same centres and reveal what kind of difficulties they pose. According to what they say, the samples of the analysis are conveyed to other cities, and the results come in 2-3 days. Of course, this is not the case for the state and private hospitals, and it is possible to get hourly test results in these centres.

A lab worker who participated in our study expresses his views as follows:

Because of the progress of the health facilities in Elazig, this city hospital was already in a position of providing continuous healthcare to the patients, and this number is now increasing. There are provinces that lack hospitals and personnel, but we can provide services to everyone because our facilities are sufficient. However, one of the biggest problems we have experienced in this centre is that our tests are sent to other cities, and the results do not come out in a long time. However, the quality of our health centre is very good, in my opinion. I think the biggest problem in our centre. I think we can see a lack of doctors and nurses. Every day, a doctor takes care of almost 90 to 100 patients, which prevents the doctor from working more efficiently. Increasing the number of doctors will perhaps help to provide better services. However, as I said before, this leaves the state in a difficult situation due to economic difficulties— [Fieldwork Data: Interview transcript from HC15].

5.6.2. Training Capacity Building

Training capacity means the best training of all health workers in the country, ensuring all facilities are always ready for a possible similar migration or outbreak. Failure to provide this means that health services in the country cannot be provided at a location place and at a sufficient level. Adequate and well-trained health workers shall help to build confidence and improve. Adequate and well-educated health workers also might help frontline staff explain to families and the neighbouring community about the importance of healthcare.

Every employee requires time for in-service training, especially those who are dealing with health services. All participants agreed that the city hospital centres and private hospitals

develop, implement and evaluate training materials and courses to help doctors, nurses, frontline staff and other people who work in those centres.

Frankly, I think Turkey is at a very advanced level in this regard. The state is training all its employees in order to perform these services in the best possible way. Also, I do not think the lack of capacity in the training of health workers is too high. Of course, there will be some shortcomings. Both system and individual errors can cause this, but I do not think we have a big frame problem— [Fieldwork Data: Interview transcript from FG04].

Doctors and nurses think health workers need to be explicitly trained to understand the psychology of these people. Because a lot of doctors and nurses, or health workers, are capable of humiliating these people, the participants say. The biggest reason for this is the language barrier. They stress that people serving Syrians should communicate one-on-one, not through translation.

In a group discussion, a frontline health translator says that

Unfortunately, the doctors do not speak Arabic, and the patients suffer because they know it. There are people who do not even want us to accompany them. It is actually the biggest problem we have had in big hospitals. This can be overcome more easily because Syrian doctors work in small centres— [Fieldwork Data: Interview transcript from FG01].

5.6.3. Resource Allocation

The question of how to allocate health resources somewhat has been the subject of concerted debate and analysis, and its resolution is still fraught with questions. When resources are limited, and demand exceeds supply, allocation becomes an issue. How this problem is resolved depends mostly on the nature of the resources. The participants in this study were explicitly focused on the human resource, the equipment resource, and the budgeted resource. Improving the number of health workers, especially the creation of laboratories where the tests will be carried out, and the creation of larger budgets in the field of health has been prevalent issues.

As much as Turkish citizens benefit from health services, our refugee brothers benefit as much. Only private hospitals require additional fees. However, they can still use private hospitals in case of emergency. It happens in certain situations where they can take advantage of Special patients. The newborn baby can benefit from specialised hospitals for emergency services such as burn services and intensive care services. The state generally pays drug fees. Let us just say we have not had an adverse reaction so far— [Fieldwork Data: Interview transcript from HC16].

Another participant from focus group discussion said that

We have no shortage of resources, obviously. We are supported by the state both financially and spiritually. Our most significant shortfall in this centre is the lack of equipment. Moreover, maybe if we had a few more doctors, we could have done a lot better— [Fieldwork Data: Interview transcript from FG03].

5.6.4. Strengthening Partnership for Healthcare Improvement

Strategic partnerships are also available in all institutions and areas in depth. Successful partnerships are essential for providing health services with better quality in a shorter period of time. It is also significant to achieve an effective response to global health. This cooperation can be achieved by a combination of public institutions, private organisations and NGOs. Building the capacity and expertise of the health workforce within a given institution has a pretty humid place. This could also become more integrated support for health systems such as national and institutional health strategies, standards and protocols.

Those who participated in the study emphasised that Turkey should do more extensive studies in this area and that it should reveal its existing capacity in this sense. One health administrator points out that in this sense:

We have good communication with the private sector. We also work in partnership with many NGOs. This tour makes our work easier. This is one of the biggest problems we face in the field of health in our country. However, we have come to the best of it by the day. In this sense, our budgets are

increasing every year. We are working hard with many institutions and organisations, both national and international— [Fieldwork Data: Interview transcript from HC08].

5.7. Chapter Summary

The war situation in north-west Syria remains uncertain as it enters its eighth year. The future of the country and people of the region remain unclear because of the conflict in Syria. Yet, the migration from Syria to Turkey continues. In spite of all this, the Turkish state is working with all its efforts to ensure the full reach of public services to these people, and many investments have been made in this regard. Investing in the healthcare of Syrian refugees through strengthening the health system, and integrating Syrian providers is an investment in long-term solutions. However, as seen in the research conducted in this area, Turkey has been left alone, and the support from the international arena is unfortunately not seen enough.

It was found that there were more severe problems to access healthcare in the early years of the refugee flow, and that legal infrastructure was inadequate. Since then, participants in the development and implementation of health policies have emphasised that there have been many developments in this area. However, in the face of high Human Flow, services are still seen as inadequate, and even today, some problems remain.

Access to health services for Syrian refugees living outside official government camps is difficult, especially in the context of emergencies for those who do not have temporary protection documents. It has been revealed that there are many deficiencies for those who do not have temporary protection identity, and arrangements have to be made in this area; also, they ought to be provided with access to healthcare services. As a result of our field research, it is necessary to establish new health units together with an increase in the number of health workers. Capacity in both the government and the humanitarian sector must be increased to meet the needs of those who fled to Turkey.

The language problem is one of the most critical issues encountered in the health sector. As in other areas, lack of language is a severe factor that hinders access to health services. As well as the necessity of having interpreters due to language problems, it, unfortunately,

violates patient confidentiality and causes third parties to learn information that patients may not want to share. On the other hand, it has been revealed that psychological services are often refused, causing the situation to get even worse. Besides, this situation has affected adversely not only refugees but also the personnel providing the service. Medical staff faced serious unrest and psychological problems due to unexpected human flow and increasing patient numbers.



6. CHAPTER SIX: EXAMINATION OF THE ROLE OF NGOs, INGOs AND CIVIL SOCIETY ORGANIZATIONS IN THE REFUGEE CRISIS

6.1. Introduction

Human history is experiencing a tragedy that has never happened before. In many parts of the world, people continue to live in war, turmoil, unrest and poverty. Unfortunately, the number of these migrants has reached perhaps the most significant levels in the history of the world. People migrate to different cities, regions and countries to overcome this situation to have a better life. Unfortunately, where they go to reach life, they dream of maybe worse comparatively.

Unfortunately, a more complicated process is waiting for many of those who do not find what they were expecting in hosting countries. In order for these people to survive and live a humane life, all components must be activated, and all forms of support must be provided. The state opened its arms and offered all possibilities to the Syrian refugees who came to Turkey. However, there are many areas where the state is insufficient. In these areas, NGOs and INGOs have stepped in and helped millions of people in emergency situations in Turkey or Syria.

In this chapter, the research provides detailed information on the services offered by civil NGOs, and analyses, in detail, what challenges these communities face and their relationship with government agencies. Thus, it is aimed to analyse in detail the fourth question of the research questions: **What is the role of NGOs, INGOs and Civil Society Organizations in the Refugee Crisis Management and Service Delivery?**

6.2. The Place and Importance of Non-governmental Organisations in the Delivery of Public Services

As it was mentioned before, refugees can face many problems economically, socially, culturally, physically, mentally or psychologically. In order to overcome these problems, of course, the host states are struggling with all the elements that they could offer for those people. However, the state alone cannot be expected to be sufficient in many respects. In order to provide more detailed, active, solution-oriented steps, the state is expected to work

with NGOs and INGOs and civil society organisations together to find better solutions. Throughout history, civil society organisations have tried to help innocent and displaced people, and have been the voice of these people on many issues.

In this context, the role of NGOs has an important place. In particular, they can play a vital role in the primary delivery of humanitarian services to people. In order to provide more efficient accommodation, clothing, nutrition, as well as education and health services, NGOs are seen as an essential detail.

One of the participants from the focus group discussion expresses as an opinion:

I think many people who go to Turkey without civil society organisations would have lost their lives. In addition, as civil society organisations, we play a vital role in the lives of the remaining people in Syria. Those who stay there have no current assets, no source of income, no human right, and no humanity treatment. We, as non-governmental organisations, are trying to provide every kind of assistance to the people who live there— [Fieldwork Data: Interview transcript from FG04].

Therefore, in this section, the research focuses on the significance of the NGOs in the light of the data obtained in our research, such as; how NGOs play a vital role while providing humanitarian needs of these vulnerable people; the importance of delivering services without disruption; what relationships they have with government agencies and what difficulties they face in providing these services.

In the biggest refugee crisis, Turkey has faced to date, much of the state's facilities are being used for Syrian refugees living in cities and camps. More than 3.6 million refugees live in the cities, but the most significant support comes from NGOs. They are trying to fill the space left vacant by state and international organisations. They are trying to create changes in the lives of victims with great sacrifices in various areas. Some NGOs are active in helping refugees living outside the camp, while others are advocating, reporting, monitoring and creating awareness of the rights of refugees.

In Turkey, refugees are able to use any services with their ID cards given to them during the temporary protection. They use the facilities as Turkish

people use. For example; the Turkish government provide primary and secondary health services for them; however, they have to pay about 20% of their medical bills. Thus, we play a significant role in here to help them to cover their medicine bill when they are not able to pay— [Fieldwork Data: Interview transcript from CS02].

Far fewer international NGOs, also, are trying to address the problems of the needy in their specialised fields, apart from emergencies. In addition, civil society formations established by Syrians also operate in the region. According to the information obtained from members of the NGOs in Turkey, it has been revealed that many NGOs have made efforts to help Syrian refugees. According to the data collected in the scope of the research, the opinion of how important the role of NGOs, INGOs and civil society organisations, in general, would be reached is detailed below:

- I. NGOs have taken on the role of facilitator. NGOs have been supportive of overcoming bureaucratic problems, and language barriers experienced by refugees. They have also significantly contributed to the social adjustment process.
- II. NGOs must be aware of refugee's rights, and they ought to be well aware of the current situation analysis. They have to adopt a rights-based approach since they provide services in the field of education, social assistance, law, health, language, professional courses, and social cohesion.
- III. They are of vital importance in areas of assistance and protection. Lack of security is one of the significant problems that refugees experience either in their country or host country. NGOs can provide services in delivering this in host countries, which poses substantial challenges for both state and non-state actors. In contexts where protection is becoming more difficult for refugees, asylum seekers and internally displaced people, NGOs play an essential role in drawing attention to protection requirements that are not met in certain situations and in determining global trends.
- IV. Many NGOs carry out public education activities to raise awareness of the refugee situation and its causes to critical local people because the locals

sometimes do not know precisely why these people are coming to their country.

- V. NGOs have been more active in refugee repatriation, rehabilitation and reconstruction programmes in post-conflict situations. These programmes not only healed the damage caused by conflicts but also helped prevent the resurgence of violence.

In addition to these services, the primary services of vital importance for civil society institutions can be discussed in detail in light of the data obtained from the field. These results came from a blend of the views of all participants during the interviews.

Health: Registered Syrian refugees are able to benefit from health services with their ID cards, which are detailed previously in the health section. They are allowed to buy medicines by paying 20 per cent of the total charge. Access to health services free of charge is an essential opportunity and precious contribution to those people. It was said that there were disruptions and delays in the service of Turkish citizens due to a large number of refugee patients and injured people in the state hospitals, especially in the provinces where refugee population is exceptionally high. In this respect, NGOs can help these patients to benefit from better healthcare by either providing financial assistance where they could not afford to pay this 20 per cent or sending them to other cities to receive better healthcare facilities.

The Turkish government had many troubles in some cities. The system is straightforward to access. However, there are too many refugees in hospitals in the regions; unfortunately, it is not enough. Furthermore, the state has to build new hospitals. This is a high financial burden against the state. They also need to train doctors or hospital workers because those who work in hospitals sometimes find it hard to understand the psychology of Syrians. Unfortunately, sometimes women patients desire to be seen female doctors, thus, the government want to get more female doctors, but unfortunately, we know that this is not possible— [Fieldwork Data: Interview transcript from CS01].

Another participant points out that:

In Turkey, we have two Projects. Within one project, we provide some devices for the patients who cannot walk because they got injured during the civil war in Syria. This is the one project that we have been working on since 2014. We also provide some routine health services for refugees in some cities where people leave more— [Fieldwork Data: Interview transcript from CS04].

Education: The children of Syrian refugees living outside the camp are mostly unable to get an education. As clearly stated earlier in the education section, approximately 400,000 students are still not enrolled in the school and are not able to benefit from the educational opportunities. NGOs distribute stationery for the education of children in many provinces of Turkey, voluntarily teach Turkish, and support the education of children in the centres opened. Non-governmental organisations provide support by opening additional courses for students who continue their education and also play an instrumental role for the government in identifying students who cannot attend school. According to the information we obtained in the group discussion, human beings can communicate better with non-governmental organisations, and NGOs are significant regarding safeguarding the right to education.

Turkey has opened all schools for these people to receive an education. Arabic schools were previously available, but these were eventually closed, and only Turkish schools remained open. This is where the importance of non-governmental organisations emerges. As non-governmental organisations, we provide support training for families and their children. Turkish, Syrian or other NGOs are trying to help with their organisation— [Fieldwork Data: Interview transcript from CS01].

Housing and Sheltering: Refugees living outside the camps receive virtually no support for housing and sheltering. Sometimes, a couple of families rent an apartment and live together. The majority of Syrians live in rented places in the poorest parts of the provinces we visited. It is hard for many to find a stove for heating, and a blanket to cover with. Of course, there are thousands of people living in better conditions as well. NGOs play an essential role in

reducing poverty and addressing the need for shelter. Most of the NGOs represent the state in helping them find houses and pay for their rent.

Most of these people live a poor life in Turkey. They have many problems with accommodation, housing or sheltering, just like they have many problems with other issues. Sometimes 4-5-6 families live together in one house or apartment because of following reasons: they cannot afford a house; landlords do not feel eager to rent the house even though they have money; landlords can raise their rent when they hear these are Syrian. We are very much in this round of situations. We are trying to help these people to receive a more comfortable home. Sometimes we provide financial aid as well— [Fieldwork Data: Interview transcript from CS03].

Where NGOs have a particularly key role, for example, in supporting migrants and their associations and defend their rights while ensuring that migrants are also aware of their responsibilities and culture in the host territory. It was also underlined that NGOs have substantial experience in providing shelter and protection service— [Fieldwork Data: Interview transcript from FG03].

Food and nutrition: Preventing malnutrition is one of the most critical problems in food and nutrition. Incomplete nutrition is considered a significant challenge for everyone, but mostly for newborn babies and children. There are thousands of families in Turkey who are trying to feed their bellies by receiving aid packages from municipalities and non-governmental organisations. NGOs are providing more food and nutrition to people through the help they received from donors.

We help Syrians with a lot of food. The simplest things to do are providing basic food aid. However, these people cannot eat healthily, and this can cause many diseases because they do not get enough vitamins. Thanks to many charities, we can help almost all families regarding this issue— [Fieldwork Data: Interview transcript from CS05].

From the day the Syrian crisis began, we tried to help the families coming to this area as much as we could. We used to help them find homes and move

in. Then we gave up because the cost of this increased for us, and we are trying to meet their needs by providing more financial assistance. We are trying to help these people survive through the work we do. We have helped about a thousand families with their homes. We tried to meet their food needs too— [Fieldwork Data: Interview transcript from CS02].

Right to work: Syrian refugees living in cities have to work to survive. Refugees and asylum seekers are required to obtain work permits. However, there is, unfortunately, no comprehensive legislation in Turkey that officially regulates the working conditions for people who benefit from "temporary protection". In the Prime Minister's circular issued in February 2016, refugees who are Syrian are given the right to work. Because of this gap, they can only work off the record. That leads to all kinds of abuse. People who work through civil society organisations are able to protect themselves from these abuses and find the opportunity to work in more secure areas. Alternatively, they can be employed directly for non-governmental organisations.

We helped them to find jobs. We found jobs for a lot of people who were not allowed to work before. However, employers were not happy with this situation. As a result of the work which we have done, employers are no longer reluctant to let them work without permission. Because they know what kind of environment these people live in, however, thanks to the changed policies by the government, their work can now be provided in a more comfortable environment— [Fieldwork Data: Interview transcript from CS04].

Integration/Adaptation: Syrian refugees struggle to adapt to Turkish society because of several reasons such as; different language, cultures and lifestyles, lack of working rights, poor living conditions, unsafe environments in the suburbs, and lack of education due to language and economic difficulties. People generally say that the Turkish people are friendly, hospitable and understanding. However, there are many difficulties with integration. NGOs organise seminars to help these people more actively adapt. Besides, different courses for women are being offered to help them play a more constructive role because most of these people lost their husbands in the war. To address the problems of Syrian refugee women, NGOs are working to help them take a more active role in social life by organising activities

such as art workshops, psychological support centres, health centres, teaching courses in the Turkish language.

Most of the people who come to our region are illiterate, low-income people. Because they come from the bottom line in Syria, they have difficulties settling here. They try to live their culture here. We have had many problems caused by people coming from underdeveloped areas who are in movements that contradict Turkish culture. We have faced serious incidents. Turkish and Syrian citizens can face each other in a bad way. We are preparing and distributing leaflets to help them integrate better, and here we are trying to explain how their culture and Turkish culture differ in some areas— [Fieldwork Data: Interview transcript from CS08].

We are still experiencing major difficulties in adapting to the aged. Unfortunately, I think that neither the state nor the non-governmental organisations are sufficient for compliance. In this regard, more than us, the task falls to the state. Moreover, there are still shortcomings about this, and it continues to exist— [Fieldwork Data: Interview transcript from CS06].

To sum up, there are many other services offered by NGOs, INGOs and civil society organisations. However, we have only focused on the evaluation of the assistance provided in general. As it turns out, NGOs have a vital place providing humanitarian assistance for these people because they are trying to meet almost all the needs of not only refugees but also local communities.

6.3. NGOs and Their Capacity for Conflict Management

Given the fundamental importance of the ability to provide fundamental services in the field, NGOs, INGOs, or other civil society organizations have a focus to strengthen their operational capacities. Efforts for this purpose require a variety of actors, including management and administration, but in essence, the means to ensure that NGOs have the resources necessary to provide services to those in need.

NGOs have not remained silent in the face of this incident, which is one of the most sensitive cases in the history of humanity. They have mobilised all their facilities and provided services

to the extent that their capacity allows. The representatives of all NGOs clearly state that civil society organisations must have a strong capability and be prepared for worse situations in order to achieve and provide services for those living in these conditions.

The most important resources required by civil society organisations to reach the desired people are personnel; significant investments are made to provide the number, training and support needed to do the job to meet these needs by NGOs.

Staffing: This short review of the institutional structures of NGOs is insufficient to describe the considerable variation in staffing, organisation, management, funding, mission, activities, and culture in the NGO community. In terms of staffing, some international NGOs operate with a mix of nationalities, with top management provided by the nationals of the NGO's country of origin, and many operational staff positions filled by local employees.

We can access the human resources that civil society organisations need. Our workers and others seem more than willing to work in these areas. Some organisations act with voluntary labour, while others can hire employees on a paid basis. As I said, one of the biggest problems coming out on us in need of personnel is sometimes the problem of language. While we prefer those who speak Arabic, English or Turkish, local units prefer to employ people who know more Turkish— [Fieldwork Data: Interview transcript from CS05].

Training: While training is needed, as working from the bottom up is in many cases, the only immediately available option, the effect on the organisation as a whole is limited.

We offer educational services. We do language training. We are organising courses for them to serve as more knowledgeable and educated individuals. A large majority of them work on a salary, and they come in better quality and ready, but we still need these pieces of training at some points— [Fieldwork Data: Interview transcript from CS08].

Another problem is a language problem, unfortunately. Those who work in many organisations do not know either Turkish or Arabic; this is a particular problem for us. It is our job to recruit workers who speak Arabic. In some

cases, this can cause us to find us in bureaucratically troubled— [Fieldwork Data: Interview transcript from CS03].

Support: Progress is slow, but eventually monitoring human rights violations, alerting the public and media and educating refugees on how to protect themselves will become a central component of relief work. Moreover, the ability to reach out for needed advice and guidance whenever required during a project or to optimise NGO operations is precious. Access to qualified experts shall inspire confidence in donors and contribute to the project's success. NGOs might naturally become more efficient, streamlined and productive when they receive additional support.

A large majority of NGOs are trying to reach refugees. However, a big part of it is being provided by the state. That is why sometimes the government does not allow access to these people. We may not have enough capacity for this. The support and ease of government establishment will be a great advantage for us. We are eager to have support not only from government but also from the entire nation— [Fieldwork Data: Interview transcript from CS04].

6.4. Challenges, Organisational Limitations, and Advantages of NGOs While Handling the Refugee Crisis

We have already detailed the role played by NGOs previously. While civil society organisations provide these services, of course, not everything is going great in the field for them. In order to provide these services, they face many problems that we know or do not know, and they have to make more effort to overcome any problems that they encounter.

In this section, we evaluate the challenges, limitations or advantages faced by NGOs in light of the data we obtained from the field.

6.4.1. Lack of Funds

Many NGOs find it difficult to harvest sufficient and continuous funding for their work. Gaining access to appropriate donors is a significant component of this challenge. They may have limited resource mobilisation skills locally, so instead, they wait for international donors to approach them. Existing donors may shift priorities and withdraw funding. The

NGOs might suffer from a general lack of projects, organisational and financial sustainability. NGOs have budgets ranging from next to nothing to several hundred million dollars.

We also try to reach minimum standards when offering these services. Of course, the minimum services that normal people receive do not match with our services. In short, we are trying to provide high-quality service with a limited number of facilities here. Sometimes we can find enough donors, but most of the time, we can experience financial difficulties in times of increasing need— [Fieldwork Data: Interview transcript from FG03].

6.4.2. Barriers to Entry and Operational Activities

Registration of foreign NGOs is subject to a different clearance process than national unions. Foreign NGOs are subject to various obligations and restrictions in the form of application and reporting of activities. They are paying attention to the fact that the permit process lasts up to 6 months and that this results in negative consequences for them. Even when permission is granted, the renewal process is a separate waste of time for INGOs.

You cannot engage in any activity without permission from the Turkish state. The Turkish authority does not want international NGOs to play an active role because, at some point, it can reach different dimensions. We need permission to work in Turkey. This usually takes and lasts six months. Because the bureaucracy is too much, sometimes we cannot receive or provide our immediate help. Many of our donors can give up on us by the time the warrant comes through. Therefore, we are having financial and permission issues in Turkey as INGOs— [Fieldwork Data: Interview transcript from CS06].

6.4.3. Absence of Strategic Planning

Many NGOs ache from the absence of a cohesive, strategic plan that would facilitate success in their activities and mission. This renders them unable to raise and capitalise on financial support effectively.

Planning is a must-have situation, but unfortunately, many organisations are troubled about it. Sometimes the records of the help given in and out are not

kept at all. Sometimes we do not know what is waiting for us, so we make sure that the help is delivered to the families unplanned. This gives us both short-term and long-term negative results. I think all non-governmental organisations should act within a plan and programme in line with their mission, but we are troubled by this issue as we are involved— [Fieldwork Data: Interview transcript from CS04].

6.4.4. Limited Capacity and Capacity Building

Capacity building and training can help to provide and offer decisive new skills. NGOs can then more readily encourage to train staff and cultivate the necessary skills within the organisation to address challenges going forward.

NGOs often lack the technical and organisational capacity to implement and fulfil their mission, and few are willing or able to invest in training for capacity building. Weak capacity distresses fundraising ability, governance, leadership and technical areas— [Fieldwork Data: Interview transcript from CS07].

6.4.5. Coordination and Co-operation

In co-operation with public institutions in the local area, communication with institutions such as the Immigration Administration also has difficulty. They are caught in bureaucratic obstacles in co-operation with public institutions and organisations. This problem is discussed in more detail in the following section.

An institution established after the arrival of Syrian refugees in the country. Instrumental work is done through this institution. However, because it is a new institution, and there is a presence of experienced staff, we sometimes experience difficulties. Furthermore, the establishment of a robust coordination mechanism to resolve this problem is essential in all Turkey. Otherwise, the state institutions and we will not be able to find better solutions; we will only express these problems— [Fieldwork Data: Interview transcript from FG03].

6.4.6. NGOs Create an Employment Environment

Many graduates from fields such as Social Work, Sociology and psychology are employed in non-governmental organisations operating in this area because the state cannot hire them. In interviews, it was revealed that Turkish civil society organisations hired Turkish citizens, but foreign organisations aimed to reduce the human burden by hiring people who know more Arabic and English.

The state, already employed by NGOs, graduates of schools with the same curriculum, such as their social workers, to write social review reports, to provide accreditation in activities such as home visits, social work centres, given the workload and the number of cases in the field will be successful in sharing the burden and effective use of human resources. One of the biggest advantages for us is to have more than the desired number of personnel in this connection— [Fieldwork Data: Interview transcript from CS06].

6.4.7. Easy Crossings Between Countries

National or international non-governmental organisations both agreed on this issue. As they provide services within the borders of Turkey, they also offer services to those living in Syria. To make this happen in the field where they offer services, NGOs have to cross the border because it is the only chance to reach those people. Also, it is clearly stated that the state has provided all the facilities for facilitating the transition to Syria for NGOs.

Our biggest advantage is that we can cross the Turkey- Syria border anytime as we want. The security problem is the biggest one for us, but we can follow the rules and make the operations and services in Syria happen. The Turkish government is doing an outstanding job on this issue. However, the process of the bureaucracy within the country slows things down a bit for NGOs— [Fieldwork Data: Interview transcript from FG01].

6.5. Coordination and Co-operation between Government-NGOs and NGOs-NGOs

When millions of people in need of food, shelter, health, education and financial resources entered Turkey, it was clear that the state could not solve all problems alone. In this context, the importance of civil society organisations has been understood, and the role of the state

in alleviating the burden has begun to be accepted by everyone. Co-operation and communication with government agencies are naturally increasing. Although co-operation in many areas has been done, unfortunately, however, many problems remain.

NGOs have been active participants in the international refugee regime for many years. They are likely to be more active in the coming years, particularly in the area of Refugee Protection. Therefore, NGOs need to be actively evaluated. NGOs have to establish good relations among themselves and with governments; otherwise, they might suffer difficulties in the delivery of these services. However, the study revealed that NGOs in Turkey are experiencing challenges in dealing with among themselves and with government departments.

The relationship between the state and NGOs is not a binary that gives the total zero, but rather a continuous negotiation pitch in which power struggles in different ways depending on specific geographic contexts, actors, politics and other factors. There are two areas we can analyse relations: they recognise each other; they accept each other, trust each other, and they both understand the role each one of them expects the other to play. Second, co-operation, collaboration and coordination in the areas of how it is put into practice; this specifies who is in control.

All state institutions need to co-operate with NGOs. When it comes to helping, they say go to NGOs. However, when it comes to official dimensions, we know everything. There is an effort to discredit NGOs on this issue. However, we can provide much more efficient services if we put everything equally. We create the resource ourselves, and we try to reach it, and most of our NGOs are willing to work, but some government bodies are not doing their job; unfortunately, they cannot use it properly in the best possible way— [Fieldwork Data: Interview transcript from CS03].

NGOs independently or in co-operation with local communities are doing the best to alleviate the refugee crisis by providing comprehensive social or physiological services in the area. NGOs are also trying to integrate Syrian students, in particular, and parents in general into various educational projects through teaching the Turkish language to enhance their integration into Turkish society and to bridge the rift between Syrians and Turks. Regarding

migration, Turkey played a significant role in the heightening migration and refugee crisis throughout 2015 till now. During this period, Turkey became a transit country to Europe; while Turkey accommodated over 3.6 million people, Turkey also coordinated with NGOs to work in several areas to mitigate the burdening and suffer.

From our findings, co-operation issues seem to be linked to a lack of coordination and communication. Competition among NGOs is seen as a significant obstacle to overcoming these challenges because it prevents an ideal level of co-operation. NGO workers frequently raise the issue of lack of co-operation among NGOs. The biggest problem is the lack of coordination and communication. NGOs are having problems of not knowing who is doing what and where. Overall, there is a consensus that the level of co-operation among NGOs is insufficient. NGOs are aware of the need to increase co-operation. Lack of co-operation is often linked to competition, communication and coordination.

An opinion that thinks that inter-agency communication is sufficient:

Coordination is generally done through the governor and AFAD. Sometimes civil society organisations that play a big role in the name of these units, such as Kizilay, can act as intermediaries. In general, we have a good relationship. Nevertheless, sometimes we have troubles, of course. We have many problems because of bureaucratic reasons— [Fieldwork Data: Interview transcript from CS07].

Another view, which is deemed insufficient, is presented as follows:

In the first place, we were in constant contact with the provincial government and other non-governmental organisations. There was coordination on the needs of the Syrians. However, after the change in the provincial administration, the new managers, unfortunately, remained incomplete in providing the old coordination. Because I think these governors think that these people are not permanent, and they think they will go back to Syria. However, the old coordination was restored when the severity of the incident was observed— [Fieldwork Data: Interview transcript from CS05].

Due to the new accreditation system and various operational problems, INGOs operating in Turkey are looking for local partners in the field. Co-operation between local NGOs and INGOs is mutually beneficial in many ways. One of the most widely accepted positive outcomes of INGOs' existence is the impact of local NGOs on capacity development. According to local NGOs, they learn new concepts, techniques and dimensions from the INGOs they work with for years. These lead to improved capacity and possibly improved civil society performance outcomes in the longer term.

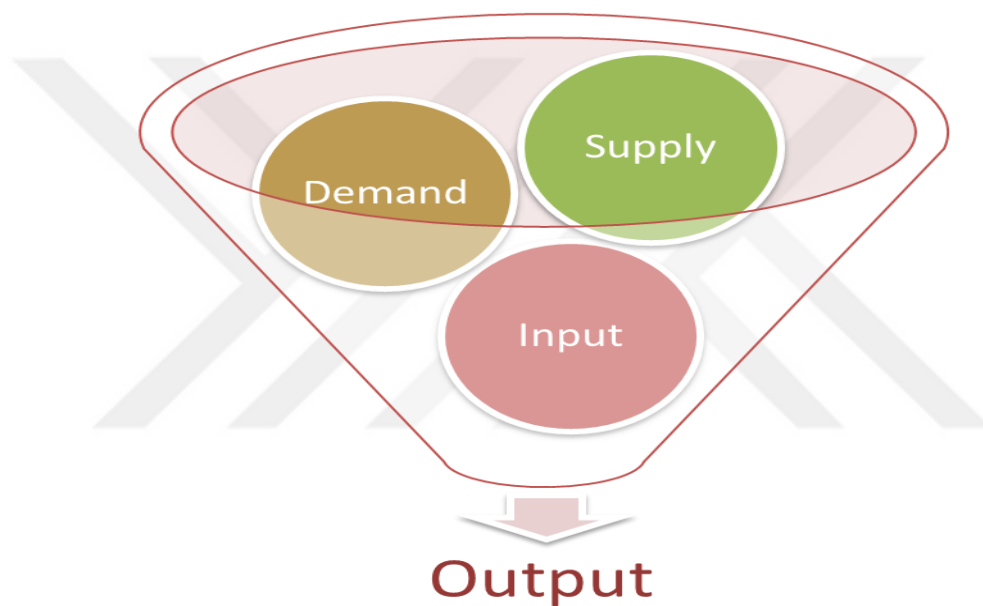
We also have very stable relations with international organisations. They help us and guide us through many things that we lack because they have experience in the international arena. We are trying to be more active in the field, and we are trying to reach more people, not only in the country but also in the international arena. They are also taking advantage of us in some cases. They are sometimes forbidden to provide services in Turkey, and sometimes they try to provide the necessary services on our behalf. In this respect, we have a good relationship with international non-governmental organisations— [Fieldwork Data: Interview transcript from FG03].

Today, Refugee Assistance and protection issues are serious, and there is a need for strengthened partnerships between NGOs themselves, between the state and NGOs. NGOs have much expertise to contribute to contemporary policy discussions, but many problems remain in effectively directing these contributions. NGOs and local governments are two essential stakeholders in strengthening social cohesion in the field. Working in co-operation and coordination with these stakeholders and doing activities that bring together local people and refugees will help resolve the problem of cohesion more quickly.

Let me give you a simple example. Where this coordination is not provided, the same assistance can be provided to the same families. We helped a family we identified in the past days, and we learned that another civil society group helped the same family. If we knew about this, maybe we could find out and assisted another family that needed that help more— [Fieldwork Data: Interview transcript from CS08].

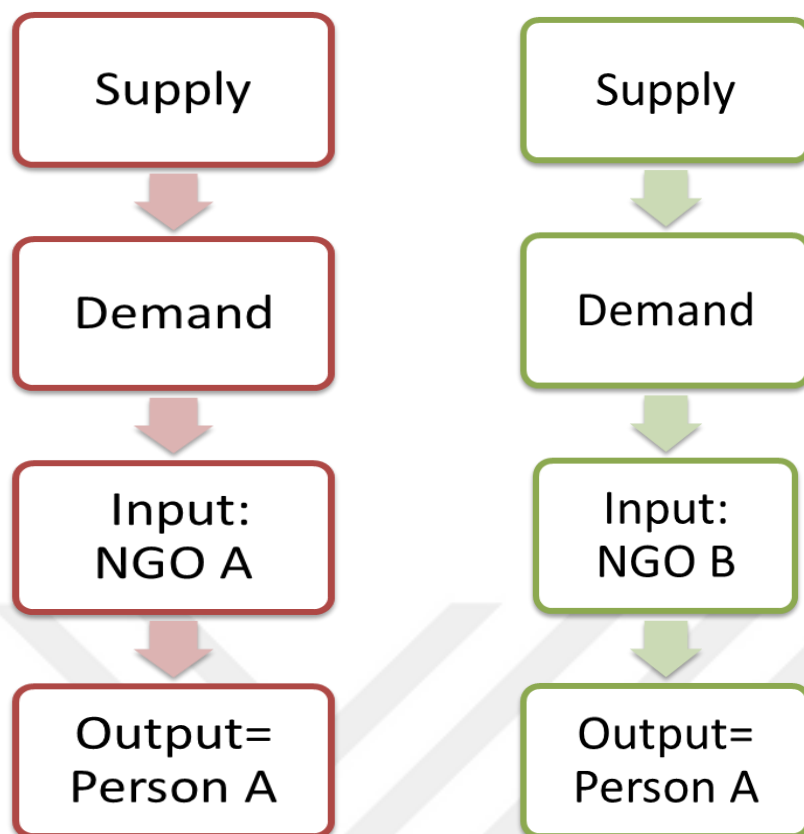
The following charts were created by the researcher to establish and indicate why it is vital to State-NGO Cooperation and NGO-NGO Cooperation. When there is no co-operation and no shared pool, it has been determined that different NGOs assist the same people in the same network. When all stakeholders establish a robust mechanism, more people can benefit from it, and the abuse of help can be passed on.

Figure 6-1: Operations that might be under a shared structure



Source: Author's construct, 2020

Figure 6-2: Operations that might be under an individual structure



Source: Author's construct, 2020

As the civil society domain grows and develops, there is increasing competition among NGOs in obtaining resources and obtaining field permits. In this process, it is necessary to strengthen co-operation between NGOs in order to ensure a rights-based approach to Syrian people living in Turkey. Repeated projects should be avoided with coordination meetings to be held for needs, and all stakeholders should know which NGO will provide and where and what services it is providing. In other words, it is necessary for equal and fair distribution of services, and for this co-operation to be realised for more people to benefit. In this context, organisations that can analyse the measurement, usefulness and impact of the activities carried out by NGOs ought to be established, and consultancy ought to be provided in this direction.

6.6. Chapter Summary

The role of civil society actors and NGOs is critical to how refugees are accommodated and accepted at the local level. Without NGOs, the state cannot survive this crisis alone and cannot provide services at the desired level. NGOs are essential organisations that have the power to reach all segments by doing more local work. However, due to the system or power problems in Turkey, it raises the suspicion that NGOs can work effectively.

Undeniably, NGOs face many problems and work hard to overcome them. They ought to be open to innovations in policymaking and start producing longer-term and permanent solutions, not temporary ones; this might assist them to play a more active and productive role.

As the number of people in need of help increases, the area in which NGOs could provide services increases as well. With the expansion of the field, there can be competition between civil society organisations, and it can prevent the delivery and distribution of rights-based benefits. In this respect, NGOs are expected to cooperate actively with both national and local government agencies and other NGOs working in the same field. If this is achieved, it will not only provide services to more needy people but also help government agencies benefit from NGOs and play a more active role.

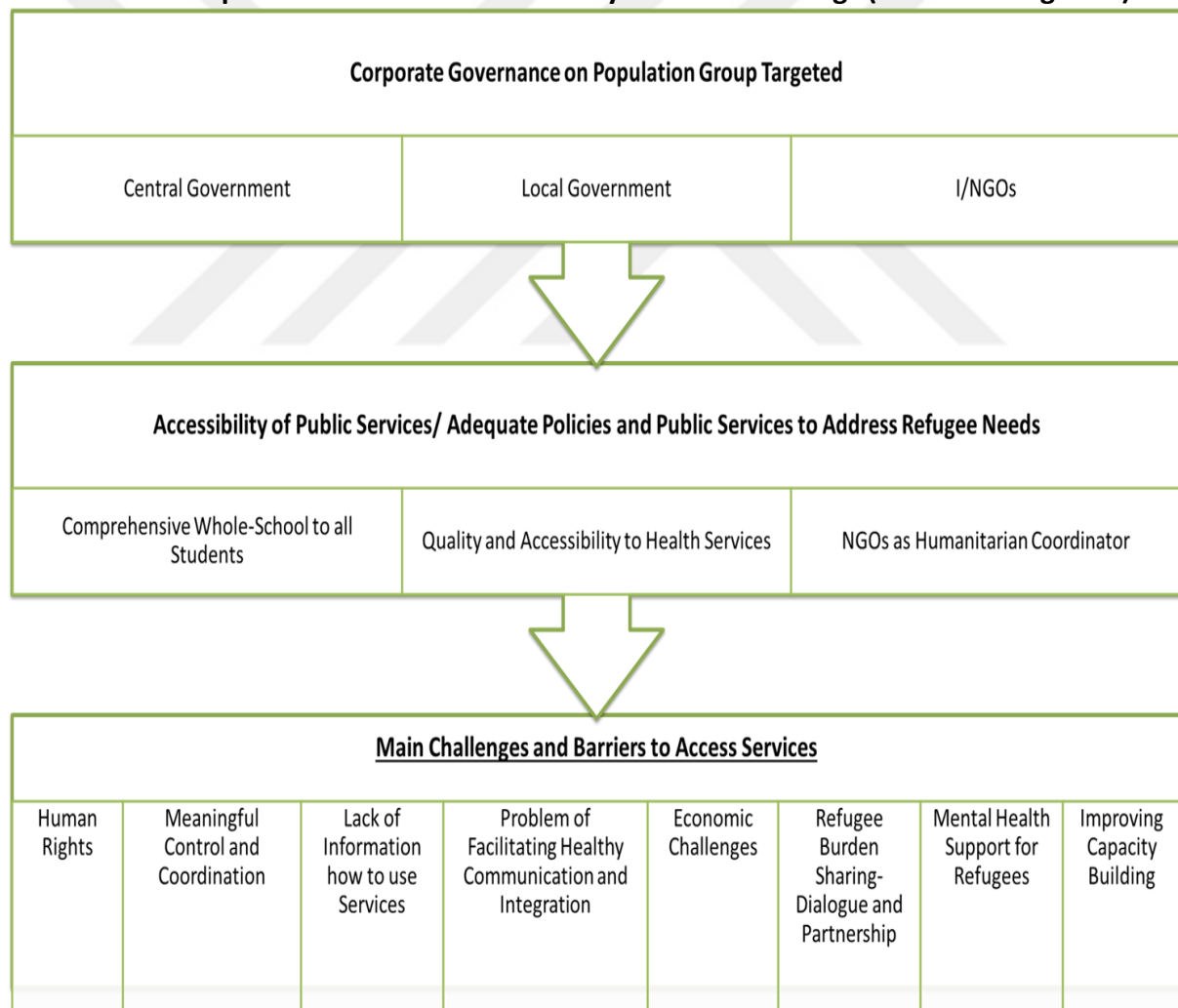
Consequently, it is essential to establish and implement an active, community-based, open to co-ordination and co-operation, and sustainable civil society organizations and NGOs.

7. CHAPTER SEVEN: DISCUSSION OF FINDINGS

7.1. Introduction

The primary aim of this research is to understand, analyse and examine the positive and negative aspects of Syrian refugees on public services, specifically within the context of education and healthcare. The imbalance resulting from these impacts have caused a gap in the provision of public services in Turkey. As discussed in the preceding chapters, the interviews conducted during this study have helped to emerge exciting insights on several aspects of the different areas.

Table 7-1: Conceptual Framework for the Study based on Findings (Related to Figure 7)



Source: Authors' Construct, 2020

This chapter, on the other hand, aims to present a detailed discussion of the findings from the data gathered during the fieldwork and analyses in previous chapters. At this point, it has been essential and necessary to pay attention to Figure 2-7, demonstrated in chapter two and contained the research framework designed by the researcher. In light of the data obtained, this framework was expanded, and a new framework has been needed to be developed as a continuation of the previous one. The research findings, in turn, clearly helped to expand and improve the research framework. The common problems faced by central and local authorities together with non-governmental organizations that play an auxiliary and complementary role, especially in the delivery of education and health services, have been presented in order better to understand the framework of the study in this comprehensive research.

As mentioned, the qualitative field study was adopted for this research, and data was gathered from individual interviews of the diverse categories of the study sample as well as focus group discussions and documentary review. In this chapter, the researcher first discusses the general situation of the refugee crisis in Turkey with the essential findings from the field. Then, each research area is focused on and discussed by linking the empirical findings presented in previous chapters, along with the literature review in the second chapter of the research.

7.2. Syrian Refugee Crisis and Turkey

Turkey is rapidly transforming into a country of immigration in addition to its roles as a country of emigration and transit. The mass influx of Syrian refugees has become an issue of specific concern due to the complex interplay between its security, humanitarian and socio-economic dimensions, and the multifaceted relationship between the growing number of state and non-state organisations. As a result of circumstances in the region and its generous open-door policy, Turkey is now hosting to the World's largest community of Syrians displaced by the ongoing conflict in their country.

Until early 2013, almost all Syrian refugees resided in camps funded and managed by the Turkish state and non-governmental organisations. Many Syrian refugees now live in towns and cities due to the diminishing capacity of the camps and imposition of barriers to access

to those who get in illegally. Approximately 95% of Syrians prefer to live in cities with the latest camps closed. Of course, it is understood from the arrangement the Turkish interior minister recently made in Istanbul that the number of refugees who are not registered in many cities across Turkey appears to be relatively high.

As host to Syrian refugees, Turkey is one of the countries with the highest number of displaced persons globally. In recent years, the Turkish Government has been preoccupied with humanitarian efforts; thus, meeting the needs of the poor and vulnerable people, especially refugees; the reality, however, is that Turkish government resources are being overstretched. This shows that the flow of more refugees and people is no longer welcome due to the given reasons. As the situation has grown, a genuinely effective and forward-looking response has necessitated more comprehensive cooperation and support from the international community. However, the issue of Syrians has created a dilemma in this respect.

Unfortunately, in the wake of unfulfilled international support pledges, Turkey appears to be left alone on this issue, for instance, the fact that the European Union has not fulfilled its financial promises has caused the process to become more harmful for Turkey. The Syrian refugee crisis is seen as an essential factor in setting out the limits of today's international asylum and protection system, and it provides an opportunity for the international community to implement the concept of "burden-sharing" across the world (Atar, 2019). Because, States, international organisations and NGOs must cooperate at a global level in the social, cultural, financial, political and technical components of the Syrian refugee crisis.

The problem of refugees, which has been increasing over the years, appears to have come back to life, especially because of the ongoing fight in Northern Syria over the past year. This process shows that more difficult days will come to Turkey and that the country shall face approximately one million new refugees. Almost all of the participants state that the country may not be able to handle a new Human Flow in this regard.

The current refugee crisis continues to pose problems for Turkey in general. Since the onset of the process, the Government has continuously been developing policies to manage the process better. Nevertheless, it has been a daunting task for the government in Turkey. In this regard, the Turkish Government has developed several policies in order to provide Syrian refugees with the opportunity to stay and integrate in Turkey to meet their primary

education, employment, health, shelter and other needs. According to the information provided by the Syrians who participated in our study, the steps taken to meet the basic needs of the people are met positively. Since our study focused more on education and health, we focused on these two areas in detail. However, the problems faced by both Syrians and Turkish citizens need to be addressed in the short term in light of the data the researcher obtained from the field.

7.2.1. Economic, Social, Political and Security Impacts

Since the beginning of the process, the Turkish Government has been under constant economic pressure, and at the same time, the Government criticises the lack of adequate support from the international arena. In addition, Turkish citizens criticise the state's use of the country's resources for the well-being of foreigners. Syrians, on the other hand, are saying that they are unable to work and that they are not able to meet their needs. Syrians also have social, political and security implications for Turkey and Turkish people. Some of the data we obtained in the study showed similarities with Ekmekci (2017), Erenel et al. (2017), Kaygısız (2018), Sahlool et al. (2012). Here is how the researcher can explain the general views of our participants in our study.

- There has been an increase in rental prices, and as a result, it is often difficult for Syrians to find affordable rentals. Also, if the landlord figures out that the tenants are Syrian, they shall not let them rent the property even though they have money. Increasements in rents have negatively affected not only Syrians but also Turkish citizens suffering from poverty.
- The fact that Syrians who cannot work, start working illegally, which compels them to work for lower wages; as a result, the Turks complain that Syrians are taking their jobs away from them. There is unfair competition between businesses that hire illegal workers and companies that do not employ illegal workers. (Local people believe that job opportunities are taken away from them, in fact, Turkish people are divided into two in this regard. 3/5 of those who participated in our research do not believe this and believe that they are using the Syrians as an excuse.)
- In addition, it is said that the Syrians who came to the country have contributed to the Turkish economy through the companies they founded.

- The Turkish Government reserves a large amount of money for Syrians to live humanely. (These last words are about 40 billion dollars according to President Erdogan).
- The issue of Syrian refugees in Turkey is primarily one of social cohesion. Differences in cultures, languages and lifestyles make social integration more difficult.
- The most severe security threat comes as the risk of a violent mass backlash caused by provocations and anger towards Syrian refugees. Unfortunately, Syrians can be directly targeted in the slightest negative situation in the country.
- The biggest concern among people living close to the borders is their perceived vulnerability to terrorist attacks. Questions are continually being asked, why do not they go to their country, why do not they fight?
- Politically, they are seen as a voter or demographic threat. In particular, the opposition says that Syrians who receive citizenship will be pro-government and that the Government uses it as an electoral advantage.
- Also, some Turkish people state that since Syrians came to Turkey, there was an increase in begging on the streets. An increase in noise pollution in streets and apartments where they mostly live. They also think that Syrians do not look like war victims according to the life they are living in Turkey.

As mentioned above, both Syrians and Turkish citizens and the Turkish Government are scarred by this process. The challenges facing the Turkish Government and the Turkish people cannot be ignored. It is a fact that the vast majority of Syrian refugees today will not return without making the places destroyed by the Civil War in Syria habitable. In addition, high social acceptance of Syrian refugees in Turkey appears to be from the information given, even though for this acceptance by Turkey to be sustainable, any spirit of resentment and hostility to the expectations of both the community and in particular to consider policies to ensure social harmony should be developed and implemented.

7.2.2. Policies on Refugees

Turkey is the transit and final destination country for most refugees from the Middle East. There are three essential elements to Turkey's current migration policy which needs to be discussed. First, Turkey did not call for refugees or asylum seekers; but instead declared that they had rights under the name of "temporary protection status". This led to many questions

in principle, and the Government became the target for discussions because of these policies; for, it meant limiting Syrian refugees' access to public services on their social determinants. The implementation of this practice meant that human beings could not benefit from the rights they would achieve in the category of refugees. The temporary protection status does not equip refugees to claim their rights. However, the temporary protection status is not recognised by international law which means that this status can be abolished by Parliament at any time. However, when the researcher looks at a number of sources based on the data we obtained, this policy has had positive results rather than adverse effects on refugees. Education, health, social, cultural and many other activities are provided free of charge and unlimited.

The second issue is the constant flow of refugees to Turkey. Turkey's open-door policy saved the lives of many people fleeing the war. The opposite would harm refugees fleeing persecution in their submission to death. On the other hand, Turkey, like every other country, has limited resources to serve and host refugees. The number of camps, the cost of social and health services are challenging to sustain and have reached unexpected levels during the last years, and many refugee camps have been shut down due to given reasons. This has unpleasant consequences for both refugees and local residents which caused people to look at Syrians differently and to think that they are not able to receive the services due to refugees. They also think that it is also challenging to maintain municipal services that are important for the public. These thoughts have divided the people of Turkey into two. Around 40 per cent of the participants in our study reported in this direction.

The third issue is Turkey's responsibilities arising from the readmission agreement. The readmission agreement with the European Union has entered into force, and a number of refugees have returned to Turkey since the year of the agreement. This is true for all refugees from Syria, Afghanistan, Iraq. This situation will increase the burden of Turkey without any doubt. The current number and capacity of readmission centres are well below the estimated number of refugees to be readmitted. The Turkish Government needs to allocate more resources in this case. This agreement requires the European Union to provide financial assistance to Turkey. However, recent events have shown that the European Union has not kept its promise. The Turkish Government has also announced that it has stopped readmission, and that border gates have been opened for refugees in the face of recent

attacks. All this has negative consequences for refugees. People, searching for a better life where they came from, have escaped the war and found themselves in a strange predicament. Therefore; given a large number of Syrian refugees in Turkey, it is clear that Turkey will need more forms of support from the EU and other international organisations to establish a functional system that meets international and ethical standards for refugees.

The Turks or Syrians who participated in the study say that they find the Turkish Government sincere in its actions and that others must now put their hands to the wheel. Participants who think that the services offered, or the policies implemented should be more orderly, and long-term also agreed that people should receive better services under all circumstances.

7.3. Educational Service Provision

Since the internal conflict in Syria escalated into civil war in 2011, people have come to Turkey to meet their basic needs, such as securing lives, goods, shelter, food and clothing. Turkey has implemented many policies and worked hard to meet the basic needs of Syrian refugees. One of them is undoubtedly what they do in education policies. The study presented a detailed analysis of the data obtained in the field study in the previous sections. In this section, the study has discussed the given data.

There are many provisions in international law advocating the protection of children's right to education (Dryden-Peterson, 2011; Levent, 2011). According to the Turkish legal system and the international treaties to which Turkey is a party, all children in Turkey, including foreigners, have the right to primary and Secondary Education (O'rourke, 2014; Memisoglu and Ilgit, 2017)

A large proportion of Syrians in Turkey are made up of children and women. The population of children in school-age is over one million as stated. As a result, the majority of these Syrian refugee children were left in need of education and, unfortunately, were described as a lost generation by many people and scientists in the early years. Aware of this need, the Republic of Turkey has developed specific policies to educate Syrian children. Initially, during the first period of the civil war, it was clearly stated by the educators and Syrians who participated in our study that children in the refugee camps built by Afad were given Arabic education in accordance with the Syrian curriculum.

However, children living outside the camps outnumbered those living in the camps, and this required educational services that embraced not only those in the camps but also those outside the camps. Outside the camp and residence permits for non-status guest or schools without official records may continue in some areas, local authorities or NGOs supported by the work of Syrian volunteer teachers in informal schools can go to (Dincer et al., 2013; UNHCR, 2015). As of today, it can be stated that the situation looks more positive. Most of the camps have been closed, and more inclusive education services are being offered to Syrians living in the country. As mentioned in this study, the rate of schools that were around 30 per cent before which is around 70 per cent due to recently implemented affirmative policies.

In light of the above discussions, life and education for Syrian refugee children in the host communities have been a much more challenging process. This means that Syrian children and their families face a higher number of disadvantages. Of course, this is a complicated process not only for Syrians but also for school administrators, teachers, Turkish students and Turkish families as well.

7.3.1. Concerns and Factors Affecting Relations in the School

Almost all of the school administrators and teachers who participated in our study had emphasised the need to develop a solid relationship in order to improve the education of these children. In order for this relationship to begin, children must first learn the Turkish language. The language factor is not only an obstacle for children but also for adults in a healthy life. We conclude that communication and therefore relationship are better managed in areas where language problem is less experienced in schools and where students in these regions are going through a happier process. Unfortunately, there are very few schools that offer language courses. However, language education makes an important difference in the education of refugee children because language proficiency in teaching directly affects educational outcomes (Christensen and Stanat, 2007; Roxas, 2011; Demirci, 2015).

Communication and relationship understanding is an essential asset for refugee students to explain their experiences about their schooling experiences to both their close surroundings and their teachers. This might also help students to increase their self-esteem and to continue their education in a more robust manner.

Therefore, developing language skills is the first stage of students' educational lives. As language-related skills such as speaking, listening, reading and writing develop, refugee students come close to being entirely accepted by their peers and teachers. When they first start school, Syrian students do not receive adverse reactions from the school community because they often remain silent in the classroom and accept help from others without questioning. As language skills develop, these children become better able to express their needs and personalities as they begin to express themselves as typical students.

As it turns out, language is the biggest obstacle to this human being. The participants of the study were all consensual in this regard. In this context, language education is essential, and the first priority of the Government is to tackle language education before refugee students start their school life. Achieving this, both in the field of education and in social life, these people will be able to express themselves much better, and this will cause a parallel increase in the participation rate.

Another problem in this line is that children do not come to school, and active participation problems are encountered. Children are unable to attend school due to personal reasons, but mostly due to familial reasons, also have difficulties in taking part in active working groups when they attend school. Providing active participation is a requirement to encourage active learning. If this is not provided, the students may not be able to get any benefit from the school. The participants explained that there are significant tasks for teachers, administrators and families. Together they should encourage children to participate in school and class.

One of the biggest problems in the issue of children's education evaluated in this study is adaptation and integration. Many studies have been done to address adaptation problems, and significant results have been obtained. The school administrators reported that higher-quality guidance and counselling services were required and provided in relation to the problem of adaptation which is one of the most common problems with Syrian students. This finding contrasts with the results of research conducted by Topsakal et al. (2013), Duruel (2016), Emin (2016).

Our participants stressed that the rate of schooling increases with the resolution of the problem of integration. It is not an easy process for these people, who escaped from the civil war and had to go to another country and lost many loved ones in the war, to adapt to a

new life in a new country. A different language, different culture, different human structures, and just the same religion make it impossible for these people to adapt to a new culture in the short term. Steps taken to resolve the integration problem are seen as insufficient by many, while many are seen as more than enough stressing that Syrians should be more willing to help the Government by integrating quickly.

Recently, this problem is no longer the Syrian problem. It can be assumed that this problem has become a problem in Turkey. Because even though the civil war is ongoing close to 10 years, no concrete steps have been taken in the name of a solution, and even conflicts in the region continued to increase. The belief that people could be permanent in Turkey has increased. Many Turkish citizens have started to approach the problem of harmony because of what is happening. The Turkish citizens are in a position to act with the understanding that if the refugees have a problem of adaptation, it also means that we have a problem of adaptation. People are constantly talking about how to contain these people in society, but one of the main issues that must be addressed is whether or not Turkish citizens will be in harmony with these people. Even if we can integrate them, "can we integrate the Turks", Which needs to be examined. Also, the emergence of policies to be implemented in this direction will probably be better for both groups.

On the other hand, social actors and the environment have significant effects on children's education. Teachers have an essential place in explaining the role and impact of social actors and the environment such as personality, classmates and classroom atmosphere on the personal and independent development of refugee students and their attitudes at school. The problems and suggestions about the importance of communication with the school environment and classmates are similar to the suggestions presented in the researches about the education of Syrian students (Akkaya, 2013; Bahadır and Uçku, 2016; Duruel, 2016). Recently, however, the research needs to emphasize that this situation is improved at more advanced levels.

The results of this study show that refugee students become aware of their abilities when they start interacting with others and become aware of social norms and values. Therefore, situations and interactions that help refugee students become aware of their abilities should be discussed. Schooling experiences emphasise that the social environment and people in the new environment of refugee students influence the experiences of refugee students.

However, this section aims to discuss the findings of this study to show whether the value orientation of other countries and the Turkish public school has created more positive or negative experiences for Syrian child refugees at the school. It can be concluded that Syrian refugees have found themselves with a more friendly environment in Turkey.

In addition, the legislative requirements of refugees have been examined, and according to the data obtained, the legislative requirements have had a significant impact on the educational life of refugees. It was emphasised that living conditions were worse during periods when the schooling rate was low, and as conditions began to improve, the flow of life improved, and families insisted that children should attend schools. This has also caused deeper problems for children in the face of psychological problems (Memisoglu and Ilgit, 2017). In this case, psychological support should continue without diminishing, even more detailed investigations should be done, and the level of support should increase. It is especially highlighted by psychological guidance and counselling teachers that this situation is seen as an obstacle for students and their families. Because many refugees can be affected by the trauma of losing their family members in the war (McBrien, 2005), and the importance of psychological support can be better understood, especially given that children have deeper emotional scars on these issues (Yıldız, 2013).

Table 7-2: General table of the problems of Syrian refugee children who attend and are out of school

Learning the host country language	Syrians should have opportunities to be fluent in their host country's languages; thus, they can provide better participation in education.
Native language Education	The rights of minorities for native language education should be supported, but the issue of Syrians is very different in this case. People should learn Turkish and adapt to the education system taught in Turkish.
Integration	Syrian children should be integrated into both society and schools; hence, Syrians should not be perceived as an alienated class with separate education from citizens and should be intertwined with Turkish citizens.
Safety	The school environment and transportation should be safe for children. Children should feel more confident at school.
Sustainability	Approaches to education must be sustainable. Mistakes made in the first year should not be repeated. Plans must be made to ensure that Syrians will stay in these countries in the medium and long term.
Long-term Solutions	Curriculum, teachers, language, certification have to be focused and long-term solutions must take place in this regard
Capacity Building	In order to be in charge of the Government, capacity sufficiency must be provided for both Turkish citizens and Syrians coming to the country.
Burden-Sharing responsibility	Expenses and planning should be shared in the international arena from at the beginning, and NGOs should play an active role. Thus, better cooperation between different actors involved in education must be provided.
Psychological Support	With a psychological support unit that includes all refugees, it is possible for these people to get through this process better. This will help them achieve success both in their social lives and in their educational lives.

Source: Authors' Construct, 2020

7.3.2. Measures to Improve Quality Education in Schools

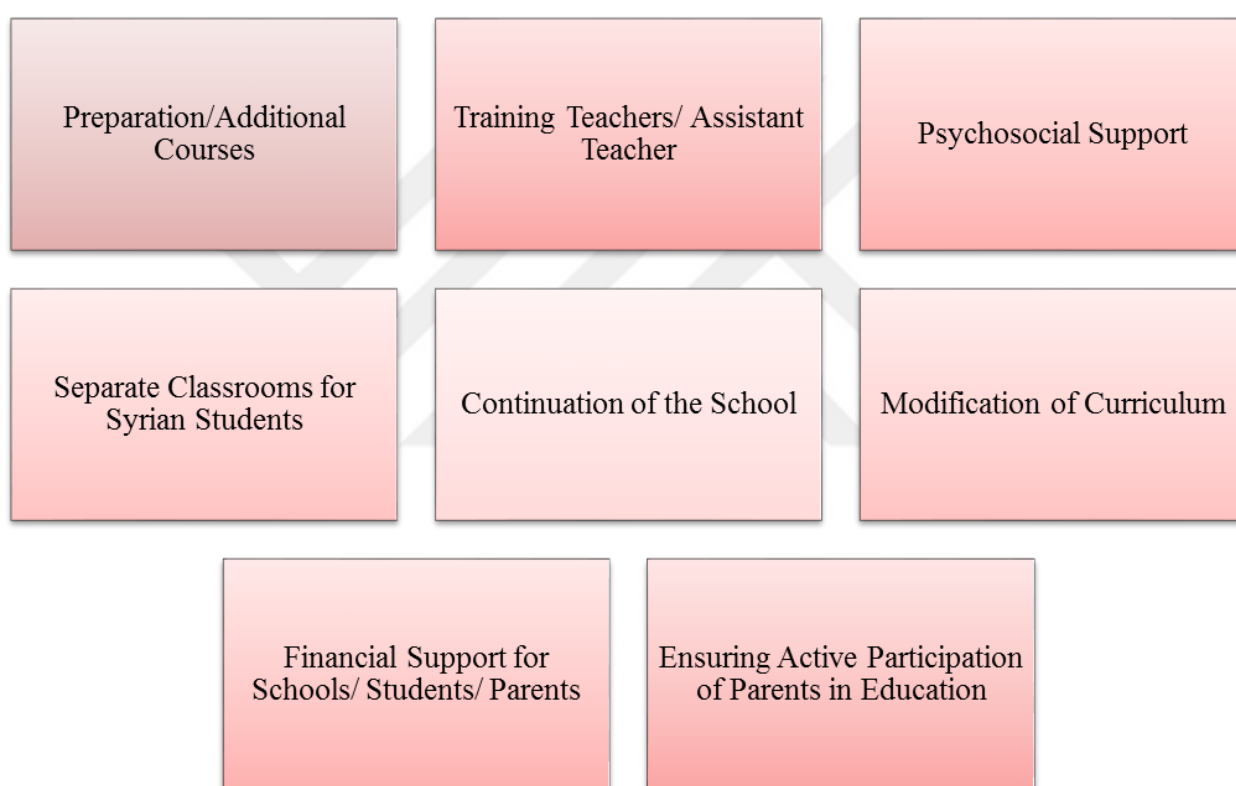
In this section, the research has discussed in detail what needs to be done to improve the quality of education in schools regarding the problems encountered in the education of Syrian students.

The Turkish government has conducted many studies to enable these children to participate in the education system and to achieve fruitful results in some issues. However, traditional education systems do not provide students with the necessary knowledge and skills and do

not meet performance expectations. In this context, it is seen as imperative that the government, policymakers and school authorities ought to take some measures to evaluate these students in order to obtain better quality services. Otherwise, we could lose these kids completely by not enrolling them to our education system.

In this respect, as a result of the meetings with school administrators, teachers and parents, the following conclusions were reached concerning the previous section. The results obtained in this section are taken under eight headings and encoded in that way.

Figure 7-1: Needs to be met to improve the quality of education



Source: Author Construct, 2020

7.3.2.1. Preparation and Additional Courses

As clearly stated in the previous section, almost all of the participants in the research revealed that children were included directly in the Turkish education system without any preparation period. In this respect, the educators who participated in the research emphasised that these children should go through the preparation period.

Furthermore, it is imperative that children attending school be provided with additional courses along with school education. The proposal for additional courses may be a solution,

especially, for children who have had a break from school and whose education has been interrupted, as well as for the development of language education and deceleration courses. Although public education centres and some schools are observing this practice, it has been revealed that the desired efficiency has not been obtained because of the difficulty in absenteeism. In this case, it is current data to make additional courses compulsory for these children. As a result, these preparation and additional courses will play a role in facilitating children's language skills, special care skills, and social and cultural cohesion.

In order to solve the language problem in the short term, all school principals and teachers involved in the research have stated that at least one translator should be assigned to their schools. It is assumed that at least a number of problems will be solved in the short term, and a better relationship will be established between the students and the teachers in this case.

7.3.2.2. Teachers Training and the Need of Assistant Teacher

The Ministry of Education started a study and gave pieces of training to teachers under the name of inclusive education. However, these pieces of training reached a limited number of teachers and perhaps did not include teachers in the regions where the majority of Syrian students are. The Ministry of education should increase the scope of inclusive education and perhaps provide this service to all teachers in the country, or at least to all school directors and guidance service teachers.

In addition, it has been noted that teachers are not able to teach effectively in classes with a large number of classes. The need for more classrooms has arisen in this regard. In the short term, the need for classrooms cannot be met; thus, an assistant teacher application can be a solution in this regard. In other words, the fact that these assistant teachers may be speaking Arabic will help reduce the problem to a much lower level, and these teachers will be able to master both the role of translator and assistant teacher.

7.3.2.3. Psychosocial Support

It is emphasised that children and their families need “psychosocial support” in light of the data we collected from subjects in order to improve the quality of education, and for children to continue their education in a more secure way. The school guidance teachers

have listed the aims and targets of psychological support; cultural-educational and accelerate social cohesion, organise orientation activities, social activities in the classroom, guidance and the need for psychological support (post-traumatic stress disorder in students who have sadness, anxiety, fear of losing, worrying about the future. It is believed that providing these kinds of services not only to Syrian students but also to their families and Turkish students would increase the quality of Education. As a whole, receiving this support from all stakeholders will enable education services to be provided to students in a healthier and more robust environment. The Ministry of National Education should support state schools and play an essential role in making this round of work possible.

Those kinds of supports will help to increase discipline. As stated in the previous section, it was revealed by the teachers that the students were prone to undisciplined, violent behaviour. In order to get out of this situation, it was concluded that education and psychosocial support by administrators and teachers in addition to various activities would be sufficient for increasing discipline in children.

7.3.2.4. Separate Classrooms for Syrian Students

Many of the teachers who are troubled about the lack of proper education due to the lack of adaptation, language and quality education of the Syrian students in their class felt that it would be more beneficial for the Syrian students to open up in separate classes. However, the teachers who did not adopt this policy and believed that it would lead students away from education and school life are the majority. They think that because students will be able to speak Arabic and act as a group, there may be more adjustment to problems in schools, and teachers may have more trouble with language in these classes. Although they are not in favour of children being in separate classes, the number of teachers who think that this proposal will not be useful at the end of group interviews has increased. On the one hand, it was emphasised that students should be educated in the same classes as Turkish students, on the other hand, it was stated that this would cause problems for Turkish students and their families. As a result of the negotiations, no consensus has been formed on this issue.

7.3.2.5. Continuation of the School

One of the biggest problems for class teachers is absenteeism. This is because students who are absent from lessons might encounter some difficulty in the course of teaching. The reason for absenteeism is that families force their children to work, as previously stated. Policies that encourage parents to send their children to school should be implemented, and families who do not take their children to school would be subjected to legal actions, as suggested by participants. Consequently, all the teachers have emphasized that the education of these children is more important than anything else for the future of these children.

7.3.2.6. Modification of Curriculum

A group of teachers who participated in the study addressed the subject of the curriculum. Just as there are teachers who demand that the curriculum be changed for the benefit of Syrian students, there were more participants who opposed this idea, and think that the curriculum is sufficient for either Syrian or Turkish students. Instead of changing the curriculum, as previously stated, additional courses, individual education plans and various classroom activities were planned to solve this problem. Changing the curriculum may cause Turkish students to experience much more significant difficulties.

7.3.2.7. Financial Support for Schools, Students, and Parents

At the group meeting, support for children's education and their families' economic needs should be provided by school authorities or social assistance associations to motivate them both to attend school and to grow up in a healthier environment. These aids can help to alleviate the difficulties faced by refugees who are trying to attain a better life from zero and can encourage their families to send their children to school. The lack of such assistance will, unfortunately, lead to the development of an uneducated generation as well as the preparation of children's work. In short, the teachers, who touched upon Maslow's hierarchy of needs, emphasised that it was utopic to expect success from the students in the field of education without meeting basic needs such as housing, feeding, drinking and dressing.

7.3.2.8. Ensuring Active Participation of Parents in Education

One of the essential pillars of education is family. As long as we do not include the family in the education life, it is highly unlikely that students shall be successful and productive in school. Researchers who participated in the study stated that students were confronted with serious difficulties in communicating with their parents. Due to public school administrator's inability to communicate with Syrian refugee families, it has been challenging for schools to meet with parents/families to deliberate on challenges facing families, schools and refugee students regarding the appropriate strategies to adopt to increase enrolment figures for Syrian children in Turkish schools. Parent-teacher cooperation cannot be provided in many schools because of following reasons; the language problem, the inability to find the family at home during home visits, the parents who are called to the school do not come to the school, or some teachers do not communicate with the parents at all. Consequently, some teachers are unable to implement effective education policies because they do not know what environment children live in. A variety of seminars and training courses can be offered for families in cooperation with civil society organisations. This can enable students to live a more active life of education by taking advantage of not only of school but also of the home environment.

7.4. Health Service Provision

As we clearly stated in earlier sections, the health problems of refugees and migrants are similar to those of the rest of the population, but some groups may have a higher priority because the health of migrants or refugees has a more specific importance.

In interviews conducted with Syrian refugees and health care workers, it was established that in the first years of the flow of refugees, there were more serious problems of access to health services, and the legal infrastructure was insufficient. There has been some improvement since then, and some steps have been taken to ensure access to health care services, and even today, some problems still remain. The dramatic increase in the population of the regions supports the belief that it is placing a severe burden on public services, especially in the field of human resources and logistics. (Ekmekci, 2017; Erenel et al., 2017); in contrast, this study shows that this belief is diminished by the policies implemented.

In particular, it appears that the health care problems of those living outside the camps persist to a large degree. The language problem has emerged as one of the most important problems encountered in the health sector in this study. As we noted in the field of education, not knowing the language is a serious factor hindering access to health care. It was evaluated as an important factor preventing access to public services in general and health services, in particular, the reason for this can be summarised as; Refugees do not speak Turkish, lack of opportunities to learn Turkish, use of Turkish as the official language in the public sector and no multilingual service provision.

As stated in the previous section in this study, it was observed that according to the opinion of all those who participated in our study, not speaking a language caused problems in every stage of access to health services, from registration to the doctor, giving information about the problems and performing the necessary tests. Although there was an appointment of translators for the elimination of this problem, it was deemed not enough, and it was emphasised that, if necessary, the doctors who knew or came from Syria should be employed. Another important aspect of language is translation/interpretation appearing to violate patient privacy and may cause third parties to learn information that patients may not want to be known. In this case, patients can refuse treatment most of the time. In order to overcome this, this problem needs to be resolved in a short time, in addition to the improved health services.

All refugees are coming to Turkey accessing public services with an ID card (Erenel et al. 2017; Kaygısız 2018). This card shows which city services they can benefit from. It is understood that some refugees do not have identity documents. There are two reasons for this, the first being that some refugees do not want to register because they entered the country illegally, some because they intend to return to Syria and therefore do not want to register themselves in Turkey; which is understandable because these people think that if their information falls into the hands of the Syrian regime, they will have worse days when they return to the country. In this case, being registered to benefit from health services is considered as a condition at many points. Insisting on registration as a prerequisite for providing health services will not prevent the solution of the problem of providing health services for refugees, meaning that registration should not be made a condition for providing health services.

In this context, the mobility of Syrian refugees in Turkey is another important issue related to health care. Community health centres may face difficulties in appropriately tracking pregnant women, babies and patients with chronic illnesses, as Syrian refugees often move from one province to another. The lack of a good national data system for monitoring health services of refugees has led to repeated records by various public agencies and may prevent more systematic delivery of services. This means that women do not get enough of prenatal care services; birth rates in the hospital are low due to socio-cultural and psychological factors such as economic situation, environment, fear and familiarity, so people will often choose to give birth at home rather than at the hospital (Topçu and Beşer, 2006); however, this situation has been completely reversed since the first stage of pregnancy, everyone has indicated that they can benefit from hospitals at the desired levels.

Health services are provided free of charge, as stated by the health personnel and Syrian citizens who participated in our work. As a result of our research, the ongoing question marks regarding hospital and medicine fees still remain in place (Ekmekci 2017; Erenel et al. 2017; Kaygısız 2018; Sahlool et al. 2012), but the study shows that more orderly and facilitative policies have been implemented than in the early years. Everyone has a common opinion on this issue, and they welcome the policy pursued by the state. The opening of centres that only serve Syrian refugees is also gratifying. It is fraught with questions that these efforts should only be given to Syrian refugees. For all refugees, there should be an arrangement that will provide quality health care of all kinds, free of charge and accessible in appropriate quantities. However, confusion and dilemma arise at this point when it comes to paying for medicines. As stated in the analysis of the health section, medicines can be provided by the governor's office or AFAD, but there are still question marks about this situation. State institutions need to present this to the public in a more detailed way. Otherwise, Turkish citizens would require an explanation.

Another issue we should discuss in the field of health is the financial impact. People are spending millions to access health services around the World. Furthermore, in many countries, citizens without health insurance may not be able to benefit from services because of financial difficulties. The open door and temporary protection policies implemented by the Turkish Government on the first day were in place that Syrian refugees would benefit from the services in free of charge. Thus, the Government adopted a policy

that all services should be free of charge for Syrians, as they are for Turkish citizens. However, the growing debate has been that Syrians are better served than Turkish citizens. The Turkish state providing these services should not be left alone in financial terms. The World should come together, and the necessary support should be mobilised in this context as soon as possible. Otherwise, the services may be interrupted.

On the other hand, there is no doubt that the health system of Turkey in the face of high human flow has been inadequate in the initial years (Topçu and Beşer 2006; Villasana (2016). A significant deficiency has emerged in both health centres and human services that offer health services against the increasing human burden. As it became clear that the current situation was not sustainable, the city hospitals project which revolutionised the field of health in the country was implemented, and the health centres were resourced appropriately. It may be possible for hospitals to reach sufficient levels only with sufficient numbers of people. With the establishment of new health institutions, more health workers are needed, and policies must be implemented in this respect.

As is known, health is not only a state of illness and disability, but also a state of good physical, social and mental health, and today, contrary to the traditional rules, a healthy holistic view is adopted that health is treated with a bio-psycho-social approach. According to our research, there are deficiencies in services for the mental health of refugees living outside the camps as highlighted by Demirtas and Özden (2015), Kaygısız (2018), Sahlool et al. (2012). Health workers clearly state that close to 100% of refugees need psychological support. The fact that these human beings are able to come together with a better future is primarily if they overcome this psychological depression. Therefore, the number of psychologists in hospitals needs to be increased due to the lack of available staffing levels. Furthermore, it is possible that a system should be created where these people can talk only to the doctor without involving the third person, and where patient-doctor confidentiality can be provided.

In the light of the data the researcher obtained, there have been cases of health workers in a subject discussed previously. The common belief was that the health workers were the most affected in this process. It is essential that health workers' conditions must be monitored and improved. Unfortunately, in terms of working conditions in Turkey, the desired level has not been reached yet. Workload and working order can have negative effects on employees.

Even while serving Turkish citizens, health workers have been under pressure with the arrival of Syrian increasing their work hours, and especially doctors have to look at about 60-100 patients per day. This condition causes doctors to feel tired, both mentally and physically.

In the face of the positive developments in the field of health, it has emerged that a comprehensive improvement should be made in the conditions of health workers. The workload should be reduced, and workers should be protected from violence, which they are sometimes exposed to. Both education and psychological support should be offered to health workers who are challenged in the face of the new trend. In the treatment of patients from Syria, they may experience psychological problems, especially in the face of the negative developments they have heard. In this respect, psychological support is becoming an absolute necessity.

7.5. Capacity Building in Service Delivery

One of the most critical issues in managing the refugee crisis is capacity management and competence. It is impossible for a country to accept 3.6 million people within a short period of time and provide continuous management with limited resources. In this process, Turkey has taken important steps in both education and health and has taken essential steps in capacity building, both physically and socially. In the previous sections, some detail in terms of capacity building in health and education were discussed.

When capacity management is considered, it should be treated as a whole without actually any differentiation (Ardıyok and Çiçek, 2017) because they all come together in one whole because the goal is to improve the quality of the service provided and to provide services to more people. Thanks to improvements and hard work in education, the rate of schooling in the country has increased from 30 per cent to 70 per cent. In the same direction, thanks to the city hospitals and health centres, which are built in the same way, free services are provided to everyone who passes through the country. In order to realise these services in the first place, of course, quality capacity needs to be built.

To attain this feat, a restructuring of both the Ministry of Health and Education, organising the provision of services, improving the capacity of health and education institutions and strengthening the capacity of human resources need to be leveraged.

The development of institutional capacity: All of our participants have stated that organizational or institutional capacity should be developed in the field of education and health. In this context, we addressed the lack of class and overcrowding in education, the lack of hospitals and local health centre numbers in health. Organizational capacity, in the same way, only the internal structures, systems and procedures, and not by the collective capabilities of the personnel and policy framework, and other political, economic, and cultural factors, such as the larger “corporate” is affected by external factors in the environment. These can restrict or support performance and affect issues of organizational credibility and legitimacy. In this respect, organizational or institutional capacity development is an important problem in terms of education and health at the beginning.

Learning, teaching and training capacity development: Already detailed information on capacity development in the field of education and health has been provided in the previous chapters in this study. In this respect, the main objective of the training was to ensure that the pieces of training were given with a specific discipline. The aim was to provide better quality services in the health field and to detach all incoming patients. In order for this to be achieved, both educators and health professionals and students and their families need to have a good education system. This will contribute to the capacity development of both educational and health institutions and families. In this context, a three-level education programme can be mentioned in general.

First, in-service training programmes are practice-oriented training programmes, which are usually carried out in the form of half-day, one-day or two-day training of the training subjects determined by the training needs analysis that institutions perform. Second, inclusive education; with this training scheme, disadvantaged students can benefit from the right to education equally (both Turkish and multi-language students can be in the category of disadvantaged students). Third, psychosocial training can help both those working in the field of education and health through this process in a more healthy way. Certified Training Programmes; This is a programme-style training which consists of different course titles or subjects with an interdisciplinary approach, usually covering a period of several weeks or longer, aiming to develop the expertise of the participants in a specific area and to open their horizons, and at the end of the participation, they are given certificates.

Resource allocation: Providing every child with a learning opportunity has been a central challenge in public education. Furthermore, providing health services to each individual can become a common problem of the whole society. Just as an educated society will have a healthy future, a society that does not have access to health opportunities may become unable to benefit from educational opportunities. Fair access to high-quality learning opportunities and support for purposeful and practical allocation of resources to health care, education and health emerged as an important component of policies at the central and local levels. The decision on how to effectively deploy and leverage resources to support these two prominent institutions, which can address all levels of society, is an important step. Recent studies in Turkey show that the right steps have been taken in the field of education, significantly the decrease in the number of students attending the doctor and the increase in the number of modern hospitals are examples of the significant investments made in these areas.

Strengthening Partnership: Partnership could lead to an effective response to the global health and education agenda. As our study participants noted, without good family-school communication, a healthy doctor-patient relationship, the quality of these services would be fraught with questions. The creation of strategic plans, curricula and protocols can help ensure quality education and patient care, but with stable and reliable cooperation, these levels can be much higher, and perhaps higher quality services that do not exist in any country can emerge. In this respect, cooperation between parents and doctors and patients is essential. In addition to these, it is also evident that inter-institutional cooperation must be established in order to develop institutional capacity. In this context, civil society organisations that have taken important steps in Turkey, especially regarding refugees, should also be put in place in this connection and should be provided with saddles in every type of workability protocol.

7.6. The Role of NGOs, INGOs and Civil Society Organizations in the Refugee Crisis Management and Service Delivery

While the issue of Syrian refugees was being discussed, there was much focus on what the NGOs were doing, especially in the field of Health and education. One of the most widely discussed issues was the number of Syrian refugees in the first hand because without knowing the numbers, the government cannot provide essential needs. The sending of

Syrian refugees to the provinces is the first major challenge in determining the number of refugees. The determination of these numbers is particularly important because the number of refugees can vary from province to province. To determine the number of refugees, initially, municipalities have to make sure that refugees are registered nationwide. This brings us back to the debate about registered and unregistered refugees. Many local governments have used non-governmental organizations (NGOs) to identify these displaced persons (Tallberg et al., 2018).

In this context, many local authorities have been in contact with other institutions to address the problems and needs of refugees, and all the data were collected, and real figures were put forward. With the increase in the number of people injured in disasters as a result of the increased incidence and consequences of disasters in recent years, nongovernmental organisations (NGOs) have had remarkable cooperation with governmental organisations and agencies to provide humanitarian services in natural hazards (Rouhi et al. 2019; Newman and Van Selm 2003). However, it was also inevitable that closer contacts were established with NGOs and INGOs working at a more local level; thus, that necessary and sufficient work could be done. In general, although governorates and municipalities have worked hard to provide emergency response services, shelter, accommodation, food, heating supplies, clothing, household goods and furniture, these services remain frustrated continuously. At this point, NGOs and INGOs play an important role (Rouhi et al. 2019; Newman and Van Selm 2003; Tallberg et al. 2018).

According to the results of the field studies, the research can categorise INGOs and NGOs that work for refugees as such. Organisations run by migrants; these may be internationally, or locally funded organisations run by migrants or refugees. Secondly, non-governmental organisations have been organised by native citizens, but whose domain and activities are local. Thirdly, they can be evaluated as large-scale funded organisations working in various countries. Many of these organisations can make border crossings between Turkey and Syria. Although their size and effects are different, all organisations have one goal: to provide people with more help and to enable them to live in better conditions.

The Global Compact on Refugees (GCR) is one of the factors that should be discussed at this point. The GCR is taking steps to bring together Central, Local and non-governmental organisations in a single course of action and to find solutions for those in need of

international protection and assistance in this respect, in order to provide a more coordinated and comprehensive pattern. Local authorities are often the first responders to large-scale refugee situations, but when these institutions are inadequate, GCR appears, and the aim is to provide more coordinated services to people with large impacts. This reflects the need for greater inclusion of local authorities and governments in providing comprehensive solutions and services for those in need of international protection and assistance. The findings regarding the importance of local governors and municipalities as governorates are important. However, this research shows that GCR can be applied to support local governments in their refugee protection efforts.

The role of civil society organizations, NGOs and INGOs have become vital in Turkey given the large refugee population resulting from the Syrian crisis. The role of non-governmental organisations in meeting the needs of people in parallel with collaborative work has also been evaluated to a considerable extent in this research. Of course, there are obstacles and difficulties that must be overcome by INGOs and NGOs. This study focused on the role of the civil society organisation and yielded valuable results.

Teachers, doctors, families and all others who participated in our study believe that INGOs and NGOs have an important role in the refugee crisis; especially ensuring the immediate delivery of humanitarian services to people. INGOs and NGOs are an essential detail for the provision of more efficient accommodation, clothing, nutrition, education and health services because all the participants were aware that INGOs and NGOs were more effective at identifying families in need.

INGOs and NGOs have a significant influence, especially on health, education, accommodation, finding homes, finding jobs and solving social problems. Several INGOs and NGOs serve refugees both in Turkey and Syria, and all these services are carried out with the help they have gathered from the community. This is mostly the people that adopt a sense of solidarity, although criticising this work and their help to Turkish citizens who demand that more help must be provided to Turkish people.

When looking at the data obtained for the study, INGOs and NGOs are more troubled about these challenges: insufficient staff and employees, training of employees, and funding for the transportation of services. Many INGOs and NGOs say that they do their work with volunteer workers and that they sometimes need a lot of human resources. Of course,

finding enough human resources alone is not enough to solve the problem. Organisations that are aware of the need to train their employees, hundred services are important, and it is possible only with employees who know what people are going through. That is why many INGOs and NGOs are evaluating Syrians on aid issues. Money, of course, is the biggest problem they face here, unfortunately (Rouhi et al. 2019; Tallberg et al. 2018; Skleparis and Armakolas 2016). If there is no money, there is no service. INGOs and NGOs say it is not too difficult in terms of resources, but that sometimes this problem arises.

In addition to these, other problems militating against INGOs and NGOs are described as follows. Lack of strategic planning: many NGOs state that they suffer from a lack of a coherent, strategic plan that will facilitate success in their activities and missions. Also, the limited capacity is another problem. Capacity building and training can help provide crucial new skills, as well as help ensure faster delivery of services (Libal and Harding, 2011). On the other hand, co-ordination and co-operation is another element that is argued to be lacking. They believe that they can do better to achieve more for people within the cooperation with public institutions in the local area.

Therefore, INGOs and NGOs are vital to refugee and migration issues. The Republic of Turkey cannot meet the needs of all human beings naturally, and this is impossible. At this point, it is the result of the need to use non-governmental organisations and expand their fields of activity both in the determination of families in need and in the elimination of the needs of more families.

7.7. Chapter Summary

The findings of the research are discussed and analysed in this chapter with a focus on the research questions. Therefore, this chapter can be divided into four sections, following the research questions. In the first section, a discussion of the evidence gathered and analysed during the fieldwork is highlighted. The discussion focuses on the pieces of evidence on how the government responds to the challenges of educational service provision. Then in the second part, a summary of the general situation of health services provided to refugees living in Turkey is chronicled: thus, the general situation of health facilities, workers and refugees and the impact of refugees on the Turkish healthcare system are analysed which addresses the second research question.

The third section focuses on capacity building in the area of education and healthcare. The last section highlights the role of INGOs and NGOs while providing public services to refugees in Turkey. In all respects, the shreds of evidence suggest that the impact of the refugee crisis on host countries basic service deliveries is enormous.



8. CHAPTER EIGHT: CONCLUSION AND CLOSING COMMENTS

8.1. Introduction

The chapter presents the summary and conclusion of the main findings of the study. It begins with a general summary of the findings regarding research questions indicating the scope of coverage and contribution to the attainment of the goal of the research. This chapter then considers the contribution of the research as a whole and reflects upon its implications for future research and development. The chapter also demonstrates the policy recommendations and suggestions for the entire system and the author's reflection on the entire PhD process. The reflections highlight the social and educational background of the researcher and professional experiences gained while studying PhD. The intended peer-reviewed journal publications from this study and conferences attended during this period is also presented in this chapter.

8.2. Summary of Key Findings

This study set out to provide insights on four key research questions:

Objective 1: To better understand the adaptation of refugees to the education system.

Research Question 1: Do public services recognise and respond to the needs of refugees' and their children's education?

Objective 2: To explore the effects and consequences of this international migration on the Turkish health system and examine whether public healthcare services are available to places where immigrants are clustered.

Research Question 2: What are some affordable alternative ways of maintaining the health of refugees? And what are the financial needs of public services that might allow them to deal with healthcare regarding Syrian refugees?

Objective 3: To analyse and recognise national and local needs in terms of capacity in education and healthcare.

Research Question 3: How can the capacity of these areas be strengthened, and which training programmes, according to the Syrian refugees' needs in education and healthcare, can be identified?

Research Question 4: What is the role of NGOs, INGOs and Civil Society Organizations in the Refugee Crisis Management and Service Delivery?

1. Do public services recognise and respond to the needs of refugees' and their children's education?

The Turkish Government has tried to give an unlimited speed in the field of education and has managed to increase the rate of schooling from 30 per cent to 63 per cent. Of course, that is not something that can happen right away. In order to overcome this situation, the Turkish Government and the education system had to face many difficulties. The Turkish Government has prevented many children from becoming "lost generation" through its policies and has enabled them to live a better future.

Many policies have been tried to be implemented, even if it is insufficient to do so. Moreover, unfortunately, Turkey has not received the necessary assistance from the international arena. Most probably, in case of the necessary help and cooperation, it would be much easier to: return all refugee children to learning as quickly as possible, help refugee children to recover and progress, support children to learn host countries language, and increase the capacity of the public education system.

Findings of the study indicate that generally, the following conclusions can be drawn regarding the impact of the refugee crisis on the Turkish Education System.

- Administrators and teachers have faced many problems because they were caught without preparation. Teachers and administrators should be trained in this field. The increase in the employment of teachers caused their performance to decline. As mentioned earlier, although the Ministry of National Education has tried to overcome

this problem by regulating inclusive education, it is still a question mark whether the necessary steps have been taken.

- One of the most critical problems faced by Turkey in the field of education before the onset of the Syrian crisis was the capacity problem. The lack of schools, classrooms and teachers has always been considered a domestic issue. The inclusion of nearly 1 million more students in this system has worsened caused this problem further. New schools were opened by the government to provide more classrooms to accommodate the growing numbers.
- Almost all teachers who teach in Turkish schools have difficulty communicating with students because they do not speak Arabic. This is a waste of time for teachers and Turkish students. Teaching Turkish to students who use a foreign language has always been a big problem for both educators and for persons receiving the education because the two sides must manage the process without understanding each other, and that means extra load for teachers.
- Some Turkish students are denied the benefits of an efficient and uninterrupted education because of the high influx of Syrians. Teachers spend much time with international students causing them to think that teachers do not focus on their problems. In a small number, some Turkish families do not want their children to be in the same environment as the children coming from Syria for many reasons, and they can even take their children from schools to other schools. This leads to extra expenditure for families.
- This high flow of humanity has created a presentation in the Turkish education system. Lack of coordinated work, high expectations from teachers, mutual conflicts and troubles experienced by the top authorities and teachers, the inconvenience of people entering the job.
- In addition, the Turkish state provides education services to all students free of charge. With the number of students increasing by around 10 per cent, this means that the Turkish Government's budget for education will increase by this amount. This is a massive burden on the Turkish Government.
- Educators and administrators must put more effort into children who are unable to receive an education due to fundamental problems such as language, integration, poverty and child labour. Educators now think that these problems should be solved

as soon as possible. If these problems are solved, the schooling rate can be expected to rise.

2. What are some affordable alternative ways of maintaining the mental health of refugees? In addition, what are the financial needs of public services that might allow them to deal with healthcare regarding Syrian refugees?

The Turkish Government has provided all the facilities in the field of health and continues to work with all components to improve the quality of the services offered. Based on the data we obtained throughout our study; it is evident that the quality of service is increasing every day. During the work, many difficulties were encountered, and efforts were made to overcome them. The country's wounded, children or women struggling with the disease, the elderly in need of care, without regard to the situation, all kinds of hard work have been tried to take advantage of all opportunities, and steps have been made to raise more healthy individuals.

All of this has not been easy to do in the short term, and in some cases, the state institutions are even inadequate. Many policies have been implemented to provide better services. However, the Turkish state has been left alone on many issues. It has not been able to obtain the necessary assistance from the international arena in the field of health. Most likely, in the event of the essential support and cooperation, it would be possible to provide much higher quality and accessible services. Public institutions, which remain amid the High Human Flow and which apply health policies effectively despite all the downsides, have been positively and negatively affected by this situation.

From the study data, the following conclusions were generally reached regarding the impact of the refugee crisis on the Turkish Health System.

- Health personnel faced many problems because they were caught unprepared in the face of a massive influx of people. The number of doctors or health personnel should increase in the same proportion as the increasing number of patients, but this situation was reversed.
- One of the most critical problems faced by Turkey in the field of health before the arrival of the Syrian refugees was the capacity issue. Although the number of

hospitals is touted as enough, it has been observed that this situation remains incomplete. Centres serving only Syrians were lacking in all aspects, and it was determined that these centres were insufficient to provide full-capacity services. In this context, improvements should be made, especially in these centres. Besides, the employment of many female doctors for female patients will encourage these patients to use their health care facilities.

- Some Turkish citizens have complained about the lack of health services due to the high flow of Syrians. Doctors complain that they are giving more time to refugees, and they also express negative views about providing services to these people completely free of charge. In this context, such differences can be avoided by making accurate information about transparency.
- Turkey and its public institutions, which remain amid an unprecedented influx of people, have been caught unprepared for this situation. In the field of health, this has occurred, and many health workers have been inadequate in the face of this situation which has caused health workers to experience psychological problems for many reasons. In this context, the Ministry of Health must provide psychological support in addition to its personnel.
- Besides, the Turkish state opened its doors to Syrians and took the necessary steps for refugees to benefit from free health services. A large part of both the hospital and medical fees are covered by the state, which means that the Turkish Government's health budget will increase by this amount being a considerable burden on the Turkish Government.
- In order to provide health services effectively, there are problems that need to be overcome by the state, the health workers, the Turks and refugees. These are discussed in detail in the study in the previous chapters. In the case of alleviating these problems, better quality and health care services should inevitably be provided to everyone in Turkey.

3. How can the capacity of these areas be strengthened, and which training programmes, according to the Syrian refugees' needs in education and healthcare, can be identified?

Capacity management is particularly vital in refugee management because to strengthen the technical capabilities of national authorities and to ensure that refugees enjoy their rights and access to services that promote self-confidence, the issue of capacity management and development has been one of the most important elements that the researcher has encountered throughout this process. Considering the data obtained and analysed in this research, the following results were obtained regarding capacity building in education and healthcare:

- The services and capacities are not enough because of the rapid influx of refugees. It is critical to build more capacity and provide an additional budget for training.
- There have been positive developments in the direction of the studies, but the desired level has not been reached yet. Hospitals offer approximately 60% to 70% of their services to Syrian refugees due to the high influx in a short time. Having just one local health centre for a population of fifteen thousand is considered inadequate. At the same time, the number of schools and classes is incomplete and has not yet reached the desired level in the country.
- There are established or rehabilitated classrooms, but in rural areas, this development has been seen to remain at a lower level. When hospitals were observed, the city hospitals had a positive effect, but the fact that they were in several cities for the time being caused the problem not to be completely over.
- It is important for educators and health professionals to be trained in this process and to be ready for the process. Capacity is insufficient in this respect. Although services and training have been carried out, there have been deficiencies in participation.
- In this process, the most significant burden fell on local institutions. Municipalities have taken extra steps to meet human needs. However, municipalities had to serve people with limited supplies and budgets. In this context, budget sharing in the municipalities should be kept under close watch.
- With a strong focus on Community Development, basic steps can be taken about what these people need. According to our research, there are difficulties regarding

Community Development and partnership in Turkey. Family, School and doctor-patient relationships can be expected to be at a higher level of quality.

- In terms of capacity building, the central government, local institutions, the private sector, and NGOs are expected to act within the union. However, it has emerged that there is no strong coordinated structure among them on-site and effective transportation of services which has led to many people not being able to make enough use of the services.
- One of the crucial issues for refugees is protection. Turkey has provided important services in this sense but has been left alone. Strengthening capacities is a fundamental activity in the field of conservation, and is an essential tool of international cooperation, especially in efforts to share the burden and responsibility borne by host countries. Steps should be taken internationally, and the burden should be shared.

4. What is the role of NGOs, INGOs and Civil Society Organizations in the Refugee Crisis Management and Service Delivery?

Previously detailed analysis and discussion of this issue were done. According to the data collected within the scope of the research, the opinion on how important the role of I/NGOs will be reached is as follows:

- INGOs and NGOs have taken on the role of facilitator. INGOs and NGOs have been supportive of overcoming bureaucratic problems, and language barriers experienced by refugees. They have also contributed significantly to the social adjustment process.
- INGOs and NGOs must be aware of refugee's rights, and they ought to be aware of the current situation analysis. They must adopt a rights-based approach since they provide services in the field of education, social assistance, law, health, language, professional courses, and social cohesion.
- They are of vital importance in areas of assistance and protection. Lack of security is one of the significant problems that refugees experience either in their country or host country. INGOs and NGOs can provide frustrated services in delivering this in

host countries, which poses substantial challenges for both state and non-state actors.

- Many INGOs and NGOs carry out public education activities to raise awareness of the refugee situation and its effects to critical local people because the locals sometimes do not know precisely why these people are coming to their country.
- INGOs and NGOs have been more active in refugee repatriation, rehabilitation and reconstruction programmes in post-conflict situations. These programmes not only healed the damage caused by conflicts but also helped prevent the resurgence of violence.
- INGOs and NGOs can take a more active role than government agencies if they are given enough support. This can happen both through human resources and financial resources. By providing the necessary coordination, refugees will be able to get the requirements they need more quickly and at a sufficient level.
- NGOs have capacity problems while providing these sorts of services. They need to be supported on staffing, training and financially to be able to provide better quality services.
- Lack of funds, Registration of foreign NGOs, Absence of Strategic Planning, Lack of Coordination and Co-operation are challenges and organisational limitations for the INGOs and NGOs in Turkey.
- INGOs and NGOs can help patients to benefit from better health care by either providing financial assistance where they could not afford to pay this 20 per cent or sending them to other cities to receive better healthcare facilities.
- INGOs and NGOs distribute stationery for the education of children in many provinces of Turkey, voluntarily teach Turkish, and support the education of children in the centres opened. INGOs and NGOs also deliver support by additional initialling courses for students who continue their education and play an instrumental role for the government in identifying students who cannot attend school
- INGOs and NGOs play an essential role in reducing poverty and addressing the need for shelter. Most INGOs and NGOs state that they helped them find a house and helped them pay for their rent.
- There are thousands of families in Turkey who are trying to feed themselves by receiving aid packages from municipalities and non-governmental organisations.

INGOs and NGOs are providing more food and nutrition to people through the help they received from donators.

- People who work through INGOs and NGOs are able to protect themselves from abuse and find the opportunity to work in more secure areas. They can be employed directly for INGOs and NGOs.
- Syrian refugees struggle to adapt to Turkish society for several reasons such as; different language, cultures and lifestyles, lack of working rights, poor living conditions, unsafe environments in the suburbs, and lack of education due to language and economic difficulties. INGOs and NGOs organise seminars to help these people more actively adapt. Besides, different courses for women are being offered to help them play a more constructive role because most of these refugees lost their husbands in the war. INGOs and NGOs are working to help them take a more active role in social life by organising activities such as art workshops, psychological support centres, health centres, teaching courses in the Turkish language.

8.3. Contributions of the Research to Knowledge

The study has generated much empirical evidence regarding the nature and practice of public service delivery in the unexpected human flow to Turkey. Understanding the causes and consequences of forced migration and the challenges to cope effectively with the intellectual and practical skills play a significant role to cope with this kind of crisis. Many stakeholders have been trying to assist refugees, and other displaced people to received better living conditions. In this aspect, effective programs are required to address the causes of forced migration and for the management of effective programmes for the administration. Therefore, this study makes an essential contribution to the field of refugee studies in order to understand these areas better.

In the face of the unprecedented humanitarian drama, the quantitative and qualitative research and comparison of the services offered is important both for the host country to provide better services and for the people who emigrate to access better quality services. Many studies have been done on humanitarian crises, but the investigation of such similar events is unfortunately not sufficient. The country studied, the service offered, and the feedback can differ. In this context, as a new experiment, we need to investigate this

incident in detail, and to take precautions about what to do in the face of similar situations in the future. Thus, it has been helpful to fill a significant gap in the public service delivery literature, especially in education, health and NGOs.

There are many pieces of research which contribute to refugees and humanitarian crisis perspective. This research, in particular, makes a contribution to knowledge in several ways with evidence-based on the refugee crisis, humanitarian crisis, public services and public service delivery. Most of the studies of the refugee crisis are focus on international relations and political perspective, and few types of research have been addressed the provision of public service delivery in the context of the refugee crisis. In this respect, this study is important for the detailed examination of the services offered. It also adds to the understanding of the tasks of the actors who should be present with the service because this study has analysed both state institutions and civil society institutions. Similarly, most of the research in public service reform and management are happening under a national perspective, very few, if any, has been done on public service provision to tackle the massive refugee crisis.

In addition, the phenomenal growth of the number of refugees from Syria to Turkey within a kind of short period of time is not represented the academic community which has not been able to carry out in systematic empirical research since the crisis began. Most of the studies, so far, have been by institutions carrying out services to in refugee areas is constancy report, not academic concluded reports. Therefore, this research makes a general contribution to knowledge in global emerging and important areas.

On the other hand, since the crisis has been started, many government reports and academic researchers conducted just in the cities closes to the border. In this study, the researcher has tried to look at areas that people of region and discipline have not been addressed before. This type of detailed work has not been done in the area where the fieldwork has been done before, or it appears to exist in minimal numbers. Furthermore, this study has been focused on previously unworkable regions and has revealed its results with new findings. Thus, this research is significant and contribute to knowledge with bringing new pieces of evidence on refugee-related issues from unaddressed regions. Moreover, this research was varied in terms of the sources of data used. Samples from several categories

which are related to the research area within the concept of the qualitative research itself indicate the impression that the research is frankly comprehensive.

In contrast, although the research has been carefully designed and planned, it is not hard to understand and think of aspects that might be different and better. There have been limitations to go further, which prevent to analyse, understand, and learn of the issues that might be addressed. In addition, a study of just 62 civil servants, NGOs represents, and refugees itself must be seen as a limitation as well. Evidently, it would be much better to reach more sample of people to learn better. However, it is impossible to carry out such research in a short period of time.

It is also essential to have a look at the contribution of this research to knowledge based on given literature. Firstly, international migration theory: As can be seen from literature most of the migration theories have been drowned around economic reasons. It ought to be understand that theories also must be developed based on cultural, social and religious effects on migration. Therefore, this research might help literature to fill the gap in this regard.

Secondly, the context of governance, local governance and public service delivery: This research also contributes an essential way to knowledge on policy implementation based on the research findings. Central or local government bodies have to assess the situation right and make a situational awareness based on field; thus, the study plays a significant role according to decision making, problem solving for future implications, and applied strategies at destinations where most refugees are hosting.

To conclude, the study contributed to a theoretical enrichment of the recent level of knowledge on the existing literature on refugee crisis, achieved by testing empirically service delivery behaviour. In terms of the research practical contribution, the findings of the study could aid in the development of understanding the new situation, transforming previous policies into new policies, and implementing policies in line with field requirements.

8.4. Limitations of the Research and Challenges

Unfortunately, the biggest hurdle faced from the very onset of this study was methodological. Before and during fieldwork, many obstacles were encountered, and time was lost in order to overcome those obstacles. In short, the fieldwork for this study was fraught with some inevitable limitations. The first of the restrictions was the rejection of the ethics application. In the first place, the entire process had to follow through a second time. Although the ethics certificate was obtained from the university, it cost the researcher extra time to apply for ethical approval again in the area where the fieldwork was done. According to the code of ethics, we were not allowed to meet with Syrians in our fieldwork, and only Syrians who received Turkish citizenship were targeted. It was challenging to find these participants because it is known that only a certain limited number of Syrian people had Turkish citizenship.

In addition to the above, the intensive work schedules of both senior and junior officials of public service organisations also militated against the data gathering phase of the study as some executives often attended meetings or travelled on official duty and could not participate in scheduled interviews, therefore, in some instances interview schedules had to be delayed several times. In particular, the focus group discussions were conducted as a result of tight follow-up, even though the problem has been experienced. This led to a decline in the number of participants. In the first place, the researcher recruited 62 participants for the study; falling short of the planned 75 to 90. Another limitation was that the issue of refugees is a very sensitive one throughout the world. Although people were willing to talk about it, they sometimes seemed to avoid giving detailed information to avoid words that would offend or make their country look bad. In addition, there were about 50 people who refused our request to discuss this sensitive issue, despite the consistent assurance of confidentiality and anonymity.

Time and financial constraints were also other limiting factors for this research. In other words, a significant timeframe is needed to measure change or stability in any research. However, as is known, the fact that the PhD education is three years and the researcher does not want to extend it due to the adverse family experiences can be seen as an obstacle to making the research more comprehensive. With severe financial constraints under consideration, it was inevitable that work would be carried out in certain areas which

prevented the fieldwork from being done in the broader regions. Finally, the presence of Syrians who do not speak Turkish rendered the data gathering process more laborious. Because all the data of the research had to be translated from Turkish to English that demanded some more time than initially planned; it took approximately two months.

The Coronavirus outbreak that occurred while the research was ongoing had also affected the research process. The whole of humanity has been adversely affected by the pandemic that has rocked the world and schools have been closed for a long time. This process caused the researcher to be pressured socially, physically and psychologically. In addition, the researcher did not find enough time to investigate the effects of this outbreak on refugees, and whether the services were used in the same way. This might be among the research areas that should be investigated in the coming periods. Therefore, the research was completed in time, despite all the adverse circumstances experienced.

8.5. Suggestions for Further Research

The issue of refugees has been showing its impact around the world lately. The number of refugees in Syria, Yemen, Venezuela, Bangladesh and many regions continues to increase every day. People meet many difficulties in places where they go, or they would not be able to reach. In this study, the research addressed the problems encountered in the services provided to Syrian refugees. However, it is obvious that there are still a lot of issues and areas that need to be addressed. Especially the conditions of life and the places they live should be carefully investigated. It is thought that the main issues, such as unemployment, economic difficulties, registration difficulties, and inter-city travel, will be useful for future researches.

In addition, researchers who intend to investigate such areas will benefit themselves by entering the research knowing that these areas are sensitive areas. Getting ethical approval for these sensitive issues is also a complicated process; the researchers need to take this issue into consideration. However, it is imperative that people do research in these areas without hesitation in order to investigate them in every way and for the truth to emerge regarding the refugee crisis.

Another issue can be considered as an analysis of the situation of refugees in light of the recent situation in Syria. Turkey was committed to protecting humanity by crossing border

operations. After encountering diplomatic obstacles relating to Russia and the EU, Turkey has allowed anyone who wants to go through Greece to Europe by opening its doors to the refugees. Arguably, Turkey thinks that the EU has not kept its promises and the government is not able to handle 3.6 million refugees anymore, which is expected to increase by one million after the crisis emerged in Idlib. Therefore, it is essential to examine and analyse this process in detail in the future. In this way, it can be analysed what people are going through, and the policies implemented by European countries for Syrian refugees.

8.6. Reflections on the Journey to the PhD Programme

8.6.1. Professional Development and Experience

I can sincerely state that doing a PhD at the University of Manchester has significantly contributed to my professional development and experience. In this process, I had the chance to move into many research platforms. Primarily due to my advisors' relations, I had been in the process that I had the chance to interact and network with many distinguished and well-known academics. I had the chance to do a job as a teaching assistant while I was here, and this is the first step in my future job. In this way, I have had opportunities to teach and share experiences with the students who are studying in the master's programmes. I took an active part in the national or international field studies carried out by our department and made the best use of the regions visited and expanded the community. During this period, I was also the editor of Political Reflection and E-International Relations, and I had the chance to referee the journal of Human Rights Review. Additionally, the PhD process contributed significantly to immersing me in the theoretical forest, where I was exposed to various theories and philosophical perspectives in Organizational Studies, Public Administration and development work.

8.6.2. Peer-Review Publications

My PhD output has also potentially generated a number of manuscripts to be completed in the next couple of months. These manuscripts will target top-tier journals in public administration, organisational studies, development studies and migration studies in the following thematic areas:

- Policies, Strategies and Challenges regarding Educational Integration of School-aged Children under Temporary Protection; The Case of Syrians in Turkey.
- Public Service Provision for Syrian Refugees in Turkey: Challenges and Prospects.
- Analysing and Understanding The role of INGOs and NGOs while Providing Public Services to Vulnerable Populations.
- Navigating Demands in Education Service Delivery to Syrian Refugees in Turkey: Issues Emerging and Ramifications for Education Policy.
- As a fundamental human right: Syrian refugees and challenges in providing health care in Turkey.
- A Brief Overview of Refugee Healthcare in Turkey: Challenges and Opportunities in Access to Healthcare.

These publications will enhance my profile within my University in Turkey and also contribute to my promotion from Doctor to Associate Professor upon return. I also attended five conferences and participated in many skills training programmes both within the University of Manchester and outside. In addition, many of my short articles are published online in magazines and websites during this period of time.

8.7. Concluding Remarks

It is a fact that this crisis has been recorded as one of the worst and most dramatic tragedies in the history of humanity. People risked their lives because of the Civil War and tried to migrate to other countries of the world where they would like to have a better life. In this regard, some countries accepted them while others resisted their entrance. Although Turkey is the most migratory country due to its geographical position, it is a country where social acceptance is more. Promoting activities that strengthen social cohesion and taking measures aimed at helping Syrian refugees better integrate into their host communities is a worthy course for humanity.

However, it has been seen that access to public services provides an ease to people. In this study, which focused on education and health, important details have been revealed, and the importance of these issues have been emphasised. In particular, Refugee children are five times more likely to be out of school than their non-refugee peers. Moreover, while there are people who can take full advantage of health services, there are people who can

access the facilities in limited numbers. Following statements can be expressed as a general result: Policies must be developed and implemented in order to take into account the expectations of both communities. The whole world should stand together and share the burden of the civil war or crisis that has corrupted Syria, and it is people. The crisis could end if the people and nations change their outlook towards refugees. Long-term planning should be done instead of short-term. Turkey's role in the refugee crisis is crucial, but there is still room for improvement with regards to public sector capacity building.



9. References

- Ackroyd, S., & Fleetwood, S. (2005). Methodology for management and organisation studies: some implications of critical realism. In *Critical realist applications in organisation and management studies*, Stephen A., Steve F. (eds), pp. 142-165. Routledge.
- AFAD, (2013) Syrian Refugees in Turkey, 2013: Field Survey Results. Disaster and Emergency Management Authority. [online] Available at: <https://reliefweb.int/sites/reliefweb.int/files/resources/AFADSurveyonSyrianRefugeesinTurkey2013.pdf> [Accessed 12 Jan. 2018].
- Ahmad, J., Devarajan, S., Khemani, S., & Shah, S. (2005). *Decentralization and service delivery (English)*. Policy research working paper; no. WPS 3603 Washington, D.C.: World Bank Group.
- Ahmadoun, S. (2014). Turkey's policy toward Syrian refugees domestic repercussions and the need for international support. *SWP Comment*, 47, pp. 1-4.
- Akgül, A., Kaptı, A., & Demir, O. Ö. (2015). Immigration and Public Policy: An Analysis on the Syrian Crisis [Göç ve kamu politikaları: Suriye krizi üzerine bir analiz]. *A Journal of Policy and Strategy*, 1(2), pp. 1-22.
- Akın, D., & Dökmeci, V. (2015). Cluster analysis of interregional migration in Turkey. *Journal of Urban Planning and Development*, 141(3), 05014016.
- Akintoye, A., Beck, M., & Hardcastle, C. (Eds.). (2008). *Public-private partnerships: managing risks and opportunities*. John Wiley & Sons.
- Akkaya, A. (2013). Syrian Refugees' Perception of the Turkish Language [Suriyeli mültecilerin Türkçe algıları]. *Ekev Akademi Dergisi*, 17(56), pp. 179-190.
- Aksan, H. A., Ergin, I., & Ocek, Z. (2010). The change in capacity and service delivery at public and private hospitals in Turkey: a closer look at regional differences. *BMC Health Services Research*, 10(300), pp. 1-9.

- Al-Monitor. (2018). Ankara pressed to explain \$30 billion refugee bill. [online] Available at: <https://www.al-monitor.com/pulse/originals/2017/12/turkey-syria-did-ankara-spen-30-billion-on-refugees.html> [Accessed 23 Jan. 2018].
- Andrade, A. D. (2009). Interpretive research aiming at theory building: Adopting and adapting the case study design. *The qualitative report*, 14(1), pp. 42.
- Aras, B., & Duman, Y. (2019). I/NGOs' assistance to Syrian refugees in Turkey: Opportunities and challenges. *Journal of Balkan and Near Eastern Studies*, 21(4), pp. 478-491.
- Ardiyok, S., & Çiçek, G. (2016). Public Private Partnership in Education. *BASEAK White Papers*: No: 3 [online] Available at: [file:///C:/Users/atare_000/Downloads/BASEAK Whitepapers PPP in Education.pdf](file:///C:/Users/atare_000/Downloads/BASEAK%20Whitepapers%20PPP%20in%20Education.pdf). [Accessed 12 August 2019]
- Atar, E. (2019). International Solidarity and Burden-Sharing: The Case of Syrian Refugees. *Political Reflection Magazine*, 5(4): pp. 28-34.
- Australian Government, Australian Bureau of Statistics, Fact sheet - Internal Migration. (2017) [online] Available at: <http://www.abs.gov.au/websitedbs/censushome.nsf/home/factsheetsim?opendocument&%3Bnavpos=450>. [Accessed 16 November 2017]
- Azfar, O., Kahkonen, S., & Meagher, P. (2001). *Conditions for effective decentralized governance: A synthesis of research findings*. The World Bank
- Babchuk, W. A., & Badiie, M. (2010). Realizing the potential of qualitative designs: A conceptual guide for research and practice. In *29th Annual Midwest Research-to-Practice Conference in Adult, Continuing, Community and Extension Education*. Michigan, pp. 25-32.
- Bahadır, H., & Uçku, R. (2016). Working Situations and the Factors Affecting the Working Situation of Syrian Children Between the Age of 6-17 Living in A Neighbourhood of İzmir [İzmir'in bir mahallesinde yaşayan 6-17 yaş arasındaki Suriyeli çocukların

çalışma durumları ve çalışma durumlarını etkileyen etmenler].

Dokuz Eylül Üniversitesi Tıp Fakültesi Dergisi, 30(3), pp. 117-124.

Bangura, Y. (2000). *Public sector restructuring: the institutional and social effects of fiscal, managerial and capacity-building reforms* (No. 3). Geneva 2000 Occasional Paper.

Barbour, R., & Kitzinger, J. (Eds.). (1998). *Developing focus group research: politics, theory and practice*. Sage.

Bariscil, A. (2017). An emergency academic support–Syrian refugee students in the Turkish higher education. *Revista Românească pentru Educație Multidimensională*, 9(1), pp. 39-49. <http://dx.doi.org/10.18662/rrem/2017.0901.03>

Bartlett, L. (2015). Access and quality of education for international migrant children. *Background paper prepared for the Education for All Global Monitoring Report*, 2000-2015.

Bawole, J. N. (2013). *Local Government and NGO Relations in Ghana: The Paradoxes, Rhetoric and the Isomorphic Forces* (Doctoral dissertation, The University of Manchester (United Kingdom)).

Beltekin, N. (2016). Turkey's Progress toward Meeting Refugee Education Needs the Example of Syrian Refugees. *Eurasian Journal of Educational Research*, 66, pp. 175-190. <http://dx.doi.org/10.14689/ejer.2016.66.10>

Benington, J., & Hartley, J. (2001). Pilots, paradigms and paradoxes: Changes in public sector governance and management in the UK. *International Research Symposium on Public Sector Management*, pp. 25-37. Barcelona.

Berg, B. L. (2004). *Methods for the social sciences. Qualitative Research Methods for the Social Sciences*. Boston: Pearson Education.

Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches*. Rowman & Littlefield.

Bircan, T., & Sunata, U. (2015). Educational assessment of Syrian refugees in Turkey. *Migration Letters*, 12(3), pp. 226-237.

- Blaikie, N. (2000). Strategies for answering research questions. *Designing Social Research– The Logic for Anticipation*, Polity Press, Cambridge, pp. 85-119.
- Bloor, M., & Wood, F. (2006). *Keywords in qualitative methods: A vocabulary of research concepts*. Sage.
- Boex, J., & Simatupang, R. (2015). *A comparative overview of local governance systems in selected countries*. Working paper. Local Public Sector Initiative, Washington, DC.
- Bongaarts, J., (2010). Human Development Report 2009: Overcoming Barriers: Human Mobility and Development (Book Review). *Population and Development Review*, 36(2), pp. 402 -403.
- Bryman, A. (2016). *Social research methods*. Oxford university press.
- Çakırer Özservet, Y. (2015). Adaptation of immigrant children to the city and education policy [Göçmen çocukların şehre uyumu ve eğitim politikası], in *Role of Public Administration in International Migration and Refugee Harmonization*, Yakup Bulut (ed), Kocaeli, pp. 93-113.
- Christensen, G., & Stanat, P. (2007). Language policies and practices for helping immigrants and second-generation students succeed. *The Transatlantic Taskforce on Immigration and Integration, Migration Policy Institute (MPI) and Bertelsmann Stiftung*, pp. 1-15.
- CoHE, Yok.gov.tr. (2017). Higher Education System in Turkey – Council of Higher Education. [online] Available at: <http://www.yok.gov.tr/web/uluslararasi-iliskiler/turkiyedyuksekogretim-sistemi> [Accessed 10 Dec. 2017].
- Cohen, J. (1995), Capacity Building in the Public Sector: A Focused Framework for Analysis and Action. *International Review of Administrative Sciences*, 61(3) pp.407-422.

- Conciliation Resources, Saferworld Publications (2017) Saferworld.org.uk. The Syrian Refugee Crisis: Understanding and Responding to Tensions and Conflicts in Jordan, Lebanon and Turkey [Online] Available at:
<https://www.saferworld.org.uk/resources/publications/1054-the-syrian-refugee-crisis-understanding-and-responding-to-tensions-and-conflicts-in-jordan-lebanonand-turkey>. [Accessed 9 November 2017]
- Connolly, P., & Lukas, C. A. (2002). *Strengthening nonprofit performance: A funder's guide to capacity building*. Amherst H. Wilder Foundation.
- Coşkun, İ., & Emin, M. N. (2016). Education of syrian children in turkey: policies for basic education. *Middle East Journal of Refugee Studies*, 1(2), pp. 91-107.
- Crabbe, M. J. C., Martinez, E., Garcia, C., Chub, J., Castro, L., & Guy, J. (2009). Is capacity building important in policy development for sustainability? A case study using action plans for sustainable Marine Protected Areas in Belize. *Society and Natural Resources*, 23(2), pp. 181-190.
- Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Sage Publications, Inc.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Creswell, J. W., & Creswell, J. D. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. Sage publications.
- Crisp, J., Talbot, C., & Cipollone, D. B. (2001). *Learning for a future: refugee education in developing countries*. United Nations Publications, Sales & Marketing Section, Room C-113, Palais des Nations, 1211 Geneva 10, Switzerland.
- DailySabah (2018). Thousands of Syrian refugees back in school through Turkey's efforts. [online] Available at:
<https://www.dailysabah.com/education/2018/05/24/thousands-of-syrian-refugees-back-in-school-through-turkeys-efforts> [Accessed 30 May 2018].

- DailySabah. (2018). Turkey ranks second in the world for humanitarian aid, named most generous donor. [online] Available at:
<https://www.dailysabah.com/turkey/2017/06/21/turkey-ranks-second-in-the-world-for-humanitarian-aid-named-most-generous-donor> [Accessed 23 Jan. 2018].
- De Vaus, D. (2001). *Research design in social research*. Sage.
- Dedeoglu, N. (2016), *General Situation Regarding Asylum Seekers. War, Migration and Health: 9 [Sığınmacılara İlişkin Genel Durum. Savaş, Göç ve Sağlık: 9]*, Ankara
- Demirci, M. (2015). Determinations Related to Reading Aloud Skills of Syrian Turkish Learning Students In Level B1 [B1 seviyesinde Türkçe öğrenen Suriyeli öğrencilerin sesli okuma becerisiyle ilgili tespitler]. *Turkish Studies*, 10(7), pp. 333-358.
- Demirtas, U., & Ozden, A. (2015). Syrian refugees: health services support and hospitality in Turkey. *Public health*, 129(11), pp. 1549-1550.
- Democratic Progress Institute, The Syrian Refugee Crisis: Refugees, Conflict, and International Law (2017) Democraticprogress.org. [Online] Available at:
<https://www.democraticprogress.org/publications/research/the-syrian-refugee-crisis-refugees-conflict-and-international-law/> [Accessed 17 November 2017]
- Denhardt, R. B., & Denhardt, J. V. (2000). The new public service: Serving rather than steering. *Public administration review*, 60(6), pp. 549-559.
- Denzin, N. K., & Lincoln, Y. S. (2008). *Collecting and interpreting qualitative materials* (Vol. 3). Sage.
- DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical education*, 40(4), pp. 314-321.
- Dinçer, O. B., Federici, V., Ferris, E., Karaca, S., Kirişçi, K., & Çarmıklı, E. Ö. (2013). Syrian refugees and Turkey: Endless hospitality [*Suriyeli Mülteciler ve Türkiye: Sonu Gelmeyen Misafirlik*]. International Strategic Research Organization, Usak.

- Dorman, S. (2014). Educational Needs Assessment for Urban Syrian Refugees In Turkey: YUVA Association Report. *Istanbul*: <https://data2.unhcr.org/en/situations/syria>
- Dryden-Peterson, S. (2015). *The educational experiences of refugee children in countries of first asylum*. British Columbia Teachers' Federation.
- Duruel, M. (2016). Suriyeli sığınmacıların eğitim sorunu. *Atatürk University Journal of Economics & Administrative Sciences*, 30(5), pp. 1399-1414.
- Düvell, F., (2014). Turkey's Transition to an Immigration Country: A Paradigm Shift. *Insight Turkey*, 16(4), pp.87-103.
- Dwivedi, O. P. (2002). On common good and good governance: An alternative approach. *Better Governance and Public Policy*, pp. 35-51.
- Eaton, D., & Akbiyikli, R. (2005). Quantifying quality: a report on PFI and the delivery of public services. *University of Salford*.
- Ekmekci, P. E. (2017). Syrian refugees, health and migration legislation in Turkey. *Journal of immigrant and minority health*, 19(6), pp. 1434-1441.
- Elitok, S. P., & Straubhaar, T. (2011). Turkey as a Migration Hub in the Middle East. *Insight Turkey*, 13(2). pp.107–128.
- Emin, M. N. (2016). Education of Syrian children in Turkey: basic educational policies. [Türkiye’deki Suriyeli çocukların eğitimi: Temel eğitim politikaları]. *SETA Foundation for Research in politics, economics and society*. http://file.setav.org/Files/Pdf/20160309195808_turkiyedeki-suriyeli-cocuklarin-egitimi-pdf.pdf
- Erenel, H., Mathyk, B. A., Sal, V., Ayhan, I., Karatas, S., & Bebek, A. K. (2017). Clinical characteristics and pregnancy outcomes of Syrian refugees: a case–control study in a tertiary care hospital in Istanbul, Turkey. *Archives of gynecology and obstetrics*, 295(1), pp. 45-50. <https://doi.org/10.1007/s00404-016-4188-5>

- Esen, O., & Oğuş Binatlı, A. (2017). The impact of Syrian refugees on the Turkish economy: Regional labour market effects. *Social Sciences*, 6(4), p. 129.
- European Civil Protection and Humanitarian Aid Operations, Ec.europa.eu. (2018). [online] Available at:
http://ec.europa.eu/echo/files/aid/countries/factsheets/turkey_syrian_crisis_en.pdf
[Accessed 23 Jan. 2018].
- Fielden, A. (2008). Local integration: An under-reported solution to protracted refugee situations. *New Issues In Refugee Research*, Research Paper No. 158. UNHCR.
- Firat Development Agency, Fka.gov.tr. (2017). Analysis of Principles and Procedures Applied in Build-Operate-Transfer Model in Terms of Development Agencies [Yap İşlet Devret Modelinde Uygulanan Usul ve Esasların Kalkınma Ajansları Açısından Analizi]. [online] Available at: <https://fka.gov.tr/arastirma-raporlari-detayi-1463574266165>
[Accessed 05 Dec. 2017].
- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative inquiry*, 12(2), pp. 219-245.
- Frost & Sullivan, (2012). Public Service Delivery - Get-rights, Challenges and Successes. [online] Available at:
<http://www.frost.com/sublib/displaymarketinsight.do?id=262167183>
[Accessed 1 May 2018]
- Frost and Sullivan, (2017). An Analysis of Public-Private-Partnership (PPP) Hospital Campuses Construction Programme of Turkey [Online] Available at:
<https://ww2.frost.com/frost-perspectives/analysis-public-private-partnership-ppp-hospital-campuses-construction-programme-turkey/>
[Accessed on 13 November 2017]
- Fukuyama, F. (2001). Social capital, civil society and development. *Third world quarterly*, 22(1), pp. 7-20.
- Gezgin, D. (2011). Labor Migration Theories [İşgücü Göçü Teorileri]. *Istanbul Journal of Sociological Studies*, 0 (23), pp. 31-50

- Global Humanitarian Assistance Report GHA (2017). Global humanitarian assistance report 2017 [online] Available at: <http://devinit.org/wp-content/uploads/2017/06/GHA-Report-2017-Full-report.pdf> [Accessed 12 Feb. 2018]
- Gowan, M., Seymour, J., Ibarreche, S., & Lackey, C. (2001). Service quality in a public agency: same expectations but different perceptions by employees, managers, and customers. *Journal of Quality Management*, 6(2), pp. 275-291.
- Grindle, M.S. & Hilderbrand, M.E., (1995). Building Sustainable Capacity in the Public Sector: What can be done? *Public Administration and Development*, 15(5), pp.441–463.
- Guba, E.G. and Lincoln, Y.S., (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2(163-194), pp.105.
- Gültaş, A., & Balçık, P. Y. (2018). Health Policy For Syrian Asylum Seekers [Suriyeli Sığınmacılara Yönelik Sağlık Politikaları]. *Sakarya Tıp Dergisi*, 8(2), pp. 193-204. <https://doi.org/10.31832/smj.394732>
- Gurgun, A. P., & Touran, A. (2013). Public-private partnership experience in the international arena: Case of Turkey. *Journal of Management in Engineering*, 30(6), 04014029.
- Harris, J. R., & Todaro, M. P. (1970). Migration, unemployment and development: a two-sector analysis. *The American economic review*, 60(1), pp. 126-142.
- Hartley, J. (2005). Innovation in governance and public services: Past and present. *Public moneyand management*, 25(1), pp. 27-34. <https://doi.org/10.1111/j.1467-9302.2005.00447.x>
- Hasan Aydın & Yeliz Kaya (2017) The educational needs of and barriers faced by Syrian refugee students in Turkey: a qualitative case study, *Intercultural Education*, 28:5, pp. 456-473,
- Heichlinger, A., Thijs, N., & Bosse, J. (2014). From Strengthening Administrative Capacity Building (ACB) to Public Sector Innovation (PSI): Building Blocks and Successful ‘Bridges’. *European Institute for Public Administration, Maastricht, Netherlands*.

- Heritage, J. (1984). *Garfinkel and Ethnomethodology*. Cambridge: Polity.
- Hos, R. (2016). Education in Emergencies: Case of a Community School for Syrian Refugees. *European Journal of Educational Research*, 5(2), pp. 53-60.
<https://dx.doi.org/10.12973/eu-jer.5.2.53>
- Hossain, F, Kumasey, A, Eldridge, D, Kravariti, F & Bawole, JN (2017), Paradox of Public Sector Capacity Building Lessons from MATT2 UK-Bangladesh Cooperation, *Development Policy Review*. <https://doi.org/10.1111/dpr.12267>
- Hürriyet Daily News. (2018). Turkey spends \$30 billion on Syrian refugees: FM. [online] Available at: <https://www.hurriyetdailynews.com/turkey-to-continue-responding-to-humanitarian-crises-121982> [Accessed 23 Jan. 2018].
- İçduygu, A. & Sert, D., (2011). Project-Tied Labor Migration from Turkey to the MENA Region: Past, Present, and Future. *International Labor and Working-Class History*, 79(1), pp.62–80. <https://doi.org/10.1017/S0147547910000311>
- İçduygu, A. (2013). Turkey and international migration 2012–13. In *Report Prepared for The Annual Meeting of the OECD Expert Group on Migration*.
- İçduygu, A. (2015). Syrian refugees in Turkey: The long road ahead. *Washington, DC: Migration Policy Institute*.
- International Finance Corporation, Ifc.org. (2017). PPP Stories: Turkey Adana Hospital Complex. [online] Available at:
https://www.ifc.org/wps/wcm/connect/region_ext_content/ifc_external_corporate_site/europe+and+central+asia/resources/ppp+turkey+adana
[Accessed 9 Dec. 2017].
- IOM International Organisation for Migration, Key Migration Terms. (2017) International Organisation for Migration. [Online] Available at:
<https://www.iom.int/key-migration-terms> [Accessed 16 November 2017]
- Jorge, M. A. (1997). Developing capacity for coastal management in the absence of the government: a case study in the Dominican Republic. *Ocean & Coastal Management*, 36(1-3), pp. 47-72.

- Kahn, K., Collinson, M., Tollman, S., Wolff, B., Garenne, M., & Clark, S. (2003, June). Health consequences of migration: Evidence from South Africa's rural northeast (Agincourt). In *Conference on African Migration in Comparative Perspective*. pp. 4-7.
- Kaufmann, D., Kraay, A., & Zoido, P. (1999). Governance matters. *World Bank policy research working paper*, (2196).
- Kaygısız, İrfan, (2018). "The Syrian Refugee Crisis and its Effect on Public Services in Turkey" *Public Services International*. [online] Available at: <http://www.world-psi.org/en/psi-releases-report-syrian-refugee-crisis-and-its-effect-public-services-turkey> [Accessed 10 Jan. 2018].
- KELEŞ, Ruşen (2009), Decentralization and Politics [Yerinden Yönetim ve Siyaset], Cem Yayınevi, İstanbul.
- Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The action research planner: Doing critical participatory action research*. Springer Science & Business Media.
- Kippin, H. (2015). Collaborative Capacity in Public Service Delivery: Towards a Framework for Practice - Collaborate. [online] Collaborate. Available at: <http://wordpress.collaboratei.com/2015/05/collaborative-capacity-in-public-service-delivery-towards-a-framework-for-practice/> [Accessed 2 Jun. 2018].
- Kirişçi, K. (2014). *Syrian refugees and Turkey's challenges: Going beyond hospitality* Washington, DC: Brookings. pp. 1-46.
- Kirişçi, K., (2007). Turkey: A Country of Transition from Emigration to Immigration. *Mediterranean Politics*, 12(1), pp.91–97.
- Korkmaz, A. Ç. (2014). The Problems Caused To the Health and Nursing Services By The Asylum Seeker [Sığınmacıların sağlık ve hemşirelik hizmetlerine yarattığı sorunlar]. *Sağlık ve Hemşirelik Yönetimi Dergisi*, 1(1), 37-42.
- Leitch, C. M., Hill, F. M., & Harrison, R. T. (2010). The philosophy and practice of interpretivist research in entrepreneurship: Quality, validation, and trust. *Organizational Research Methods*, 13(1), pp. 67-84.

- Levent, F. (2011). Üstün yetenekli çocukların hakları. İstanbul: *Çocuk Vakfı Yayınları*.
- Lewis, W. A. (1954). Economic development with unlimited supplies of labour. *The Manchester school*, 22(2), pp. 139-191.
- Libal, K., & Harding, S. (2011). Humanitarian alliances: Local and international NGO partnerships and the Iraqi refugee crisis. *Journal of Immigrant & Refugee Studies*, 9(2), pp. 162-178.
- Lipson, J.G., (1994). Ethical issues in ethnography. Critical issues in qualitative research methods, pp.333-355.
- Ma'oz, M. (2014). The Arab Spring in Syria: Domestic and regional developments. *Dynamics of Asymmetric Conflict*, 7(1), pp. 49-57.
<https://doi.org/10.1080/17467586.2014.894249>
- Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. Sage publications.
- Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). Theories of international migration: A review and appraisal. *Population and development review*, pp. 431-466.
- McBrien, J. L. (2005). Educational needs and barriers for refugee students in the United States: A review of the literature. *Review of Educational Research*, 75(3), pp. 329-364.
- Mccarthy, A. T. (2017). Non-state actors and education as a humanitarian response: role of faith-based organizations in education for Syrian refugees in Turkey. *Journal of International Humanitarian Action*, 2(1), p. 13.
<https://doi.org/10.1186/s41018-017-0028-x>
- McClintock, C. C., Brannon, D., & Maynard-Moody, S. (1979). Applying the logic of sample surveys to qualitative case studies: The case cluster method. *Administrative Science Quarterly*, 24(4), pp. 612-629.
- Memisoglu, F. & Ilgit, A., (2017). Syrian Refugees in Turkey: Multifaceted Challenges, Diverse Players and Ambiguous Policies. *Mediterranean Politics*, 22(3), pp.317–338.

- Memisoglu, F., & Ilgit, A. (2017). Syrian refugees in Turkey: Multifaceted challenges, diverse players and ambiguous policies. *Mediterranean Politics*, 22(3), pp. 317-338.
<https://doi.org/10.1080/13629395.2016.1189479>
- Mengi, A. (1997). Developments in Public Administration, Local Governments and Turkey [Kamu Yönetimindeki Gelişmeler, Yerel Yönetimler ve Türkiye]. *Ankara Üniversitesi SBF Dergisi*, 52(01), pp. 505-515.
- Mercy Corps. (2018). Quick facts: What you need to know about the Syria crisis. [online] Available at: <https://www.mercycorps.org/blog/quick-facts-syria-crisis> [Accessed 17 Jan. 2018].
- Meyers, E. (2000). Theories of international immigration policy—A comparative analysis. *International migration review*, 34(4), pp. 1245-1282.
- Michael, S. (2002). The role of NGOs in human security. *Hauser Center for Nonprofit Organizations Working Paper*, (12).
- Ministry Interior of Turkey, Goc.gov.tr. (2014). *Temporary Protection Law and Regulation [Geçici Koruma Kanunu ve Yönetmeliği]*. [online] Available at: <https://www.goc.gov.tr/gecici-koruma-kanunu-ve-yonetmeliği> [Accessed 15 Jan. 2020].
- Ministry of Health, (2014). *Directive No. 29153 dated 22.10.2014 on the principles of Health Services to be given to those under Temporary Protection [Geçici Koruma Altına Alınanlara Verilecek Sağlık Hizmetlerine Dair Esaslar Hakkında 22.10.2014 tarihli ve 29153 sayılı Yönerge]*. [online] Available at: <https://www.saglik.gov.tr/TR,11288/gecici-koruma-altina-alinanlara-verilecek-saglik-hizmetlerine-dair-esaslar-hakkinda-22102014-tarihli-ve-29153-sayili-yonerge.html> [Accessed 15 Jan. 2020].
- Ministry of Health, (2017) Department of Statistics, Analysis and Reporting. [Online] Available at: <https://rapor.saglik.gov.tr/istatistik/rapor/index.php> [Accessed on 13 November 2017]

- Ministry of National Education, MoNE (2014). Education Services for Foreigners [Yabancılarla Yönelik Eğitim-Öğretim Hizmetleri]. [Online] Available at:
http://mevzuat.meb.gov.tr/html/yabyonegiogr_1/yabyonegiogr_1.html
[Accessed on 13 November 2018]
- Ministry of the Interior. (2020) Number Of Active Associations By Year [Yıllara Göre Faal Dernek Sayıları]. [Online] Available at:
<https://www.siviltoplum.gov.tr/yillara-gore-faal-dernek-sayilari>
[Accessed on 7 January 2020]
- Morawska, E. (1990). The sociology and historiography of immigration. *Immigration reconsidered: History, sociology, and politics*, pp. 187-238.
- Myers, N. (2005). Environmental Refugees: An Emergent Security Issue. *13th Economic Forum. Prague*, 23-27 May 2005.
- Neuman, W. (2011). *Social Research Methods: Qualitative and Quantitative Approaches (7th ed.)*. Boston: Allyn & Bacon.
- New Zealand Government, Reasons for Moving Within and Between Regions. (2017) [Online] Available at:
http://archive.stats.govt.nz/browse_for_stats/population/Migration/internalmigration/reasons-for-moving-within-between-regions.aspx. [Accessed 16 November 2017]
- Newman, E., & Van Selm, J. (2003). Refugees and forced displacement. *International Security, Human Vulnerability, and the State*, UNU Press, Tokyo Japan.
- OECD Reviews of Health Systems: Turkey 2008. *OECD READ edition*. (2017) OECD iLibrary. [Online] Available at: https://www.keepeek.com/Digital-Asset-Management/oecd/socialissues-migration-health/oecd-reviews-of-health-systems-turkey-2008_9789264051096 [Accessed on 13 November 2017]
- Olejárová, E. (2007). Labour Migration as a socio-economic phenomenon—Slovakia and the Czech Republic in a comparative perspective. *Department of International Relations and European Studies, Central European University*.

- Onwuegbuzie, A. J., & Leech, N. L. (2005). On becoming a pragmatic researcher: The importance of combining quantitative and qualitative research methodologies. *International journal of social research methodology*, 8(5), pp. 375-387.
- Orhan, O. and Senyücel Gündoğar, S., (2015). Effects of the Syrian refugees on Turkey. *ORSAM Report*, No. 195.
- O'Rourke, J. (2015). Education for Syrian refugees: The failure of second-generation human rights during extraordinary crises, *Albany Law Review*, 78(2), pp. 711-738.
- Özden, S. (2013). *Syrian refugees in Turkey*. Migration Policy Centre Research Reports 2013/05, Robert Schuman Centre for Advanced Studies, San Domenico di Fiesole (FI): European University Institute.
- Palabıyık, H. (2007). Voluntary Participation In Special Provincial Administration And Municipal Services [İl Özel İdaresi Ve Belediye Hizmetlerine Gönüllü Katılım]. *Yönetim Bilimleri Dergisi*, 5(1). pp. 47- 54
- Péteri, Gábor (1997). "Alternative service delivery." Edited by Juraj Nemec, University of Matej Bel, Slovakia and Glen Wright, School of Public Administration, Hungary.
- Pierre, J. (1999). Models of urban governance: The institutional dimension of urban politics. *Urban Affairs Review*, 34(3), pp. 372-396.
- PIKTES, (2016) Project on Supporting the Integration of Syrian Kids into the Turkish Education System. [online] Available at: <https://piktes.gov.tr/Home/IndexENG> [Accessed 20 Jan. 2020].
- Portes, A., & Walton, J. (1981). Unequal exchange and the urban informal sector. *Labor, Class, and the International System*, pp. 67-106.
- Productivity Commission (2012). Overcoming Indigenous Disadvantage: Key Indicators 2012. [online] Available at: <https://www.pc.gov.au/research/ongoing/overcoming-indigenous-disadvantage/2014> [Accessed 1 Jun. 2018].
- Public Sector Research Centre (2007). The Road Ahead for Public Service Delivery; Delivering on the Customer Promise. [online] Available at:

https://www.pwc.com/gx/en/psrc/pdf/the_road_ahead_for_public_service_delivery.pdf [Accessed 15 May 2018].

- Ratha, D., Mohapatra, S. and Scheja, E. (2011). Impact of Migration on Economic and Social Development: Review of Evidence and Emerging Issues. *Artha Vijnana: Journal of The Gokhale Institute of Politics and Economics*, 53(3), pp.205-235.
- Rechel, B., Mladovsky, P., Ingleby, D., Mackenbach, J. P., & McKee, M. (2013). Migration and health in an increasingly diverse Europe. *The Lancet*, 381(9873), pp. 1235-1245.
- Rees, C. J., & Hossain, F. (2010). Perspectives on decentralization and local governance in developing and transitional countries. *International Journal of Public Administration*, 33(12-13), pp. 581-587.
<https://doi.org/10.1080/01900692.2010.514459>
- Rhodes, R. A. W. (1996). The new governance: governing without government. *Political studies*, 44(4), pp. 652-667.
- Richmond, A. H. (1988). Sociological theories of international migration: the case of refugees. *Current Sociology*, 36(2), pp. 7-25.
- Rouhi, N., Gorji, H. A., & Maleki, M. (2019). Nongovernmental organizations coordination models in natural hazards: A systematic review. *Journal of education and health promotion*, 8(1), pp. 44-52.
- Roxas, K. C. (2011). Creating communities: Working with refugee students in classrooms. *Democracy and Education*, 19(2), pp. 1-8.
- Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. Sage.
- Rucht, D. (2011). Civil society and civility in twentieth-century theorising. *European Review of History—Revue européenne d'histoire*, 18(03), pp. 387-407.
- Sahloul, Z., Sankri-Tarbichi, A. G., & Kherallah, M. (2012). Evaluation report of health care services at the Syrian refugee camps in Turkey. *Avicenna Journal of Medicine*, 2(2), pp. 25–28. <http://doi.org/10.4103/2231-0770.99148>

- Sandford, M. (2016). Local government: alternative models of service delivery. *House of Commons Library Briefing Paper*, No: 05950.
- Sanyare, F. N. (2013). *Decentralised Local Governance and Community Development: Empirical Perspectives from Northern Ghana* (Doctoral dissertation, University of Manchester).
- Saunders, Mark N. K., Lewis, P., Thornhill, A., and Bristow, A., (2015). Understanding research philosophy and approaches to theory development. In: Saunders, Mark N. K.; Lewis, Philip and Thornhill, Adrian eds. *Research Methods for Business Students*. Harlow: Pearson Education, pp. 122–161.
- Seabright, P. (1996). Accountability and decentralisation in government: An incomplete contracts model. *European economic review*, 40(1), pp. 61-89.
- Sevinç, S. (2017). Nurses' experiences in a Turkish internal medicine clinic with Syrian refugees. *Journal of Transcultural Nursing*, 29(3), pp. 258-264.
- Seydi, A. R. (2014). Policies of Turkey Regarding the Solution of Educational Problems of Syrian Refugees [Türkiye'nin Suriyeli sığınmacıların eğitim sorununun çözümüne yönelik izlediği politikalar]. *Süleyman Demirel Üniversitesi Fen-Edebiyat Fakültesi Sosyal Bilimler Dergisi*, 2014(31), pp. 267-305.
- Sihhatproject.org., (2020). Project Activities [*Proje Faaliyetleri*]. [online] Available at: http://www.sihhatproject.org/proje-faaliyetleri_0-657 [Accessed 15 Jan. 2020].
- Silverman, D. (2013). *Doing qualitative research: A practical handbook*. SAGE publications limited.
- Şimşek, Z., Yentür Doni, N., Doğan, F., Hilali, N. G., & Yıldırım kaya, G. (2015). A lack of iron, B12 and folate in Syrian refugee women of reproductive age in a provincial centre. [Bir il merkezinde üreme çağındaki Suriyeli mülteci kadınlarda demir, B12 ve folat eksikliği]. *Ulusal Halk Sağlığı Kongresi, Kongre Bildiri Kitabı, Poster Bildiri*, (16), pp. 291-92.
- Sjaastad, L. A. (1962). The costs and returns of human migration. *Journal of political Economy*, 70(5, Part 2), pp. 80-93.

- Skleparis, D., & Armakolas, I. (2016). The refugee crisis and the role of ngos, civil society, and media in Greece. *Balkan Human Corridor: Essays on the Refugee and Migrant Crisis from Scholars and Opinion Leaders in Southeast Europe*, pp. 171-184.
- SPARK (2017). Spark - How we work. [online] Available at: <http://www.sparkonline.org/about-us/how-we-work/> [Accessed 2 Dec. 2017].
- Stark, O., & Bloom, D. E. (1985). The new economics of labor migration. *The American Economic review*, 75(2), pp. 173-178.
- Stark, O., & Levhari, D. (1982). On migration and risk in LDCs. *Economic development and cultural change*, 31(1), pp. 191-196.
- Stoker, G. (1998). Governance as theory: five propositions. *International social science journal*, 50(155), pp. 17-28.
- Stringer, E. T. (2013). *Action research*. Sage publications.
- Suppe, F. (1989). *The semantic conception of theories and scientific realism*. University of Illinois Press.
- Sward, J., & Rao, N. (2009). Migration and educational linkages: Lessons from India and Bangladesh. *Development Research Centre on Migration, Globalisation and Poverty, Briefing*, (16).
- Taco Brandsen & Victor Pestoff (2006) Co-production, the third sector and the delivery of public services, *Public Management Review*, 8 (4), pp. 493-501, <https://doi.org/10.1080/14719030601022874>
- Tallberg, J., Dellmuth, L. M., Agné, H., & Duit, A. (2018). NGO influence in international organizations: Information, access and exchange. *British Journal of Political Science*, 48(1), pp. 213-238.
- Tekin, P. S., & Çelik, Y. (2010). Analysing public-private partnership policy as a financing method in Turkey health sector with political mapping. In *7th Biennial Conference in Organisational Behaviour in Health Care, Mind the Gap: Policy and Practice in the Reform of Health Care* (Vol. 62).

- The Disaster and Emergency Management Authority (AFAD), (2017). *The Latest Situation in Housing Centres*. [online] Afad.gov.tr. Available at: <https://www.afad.gov.tr/barinma-merkezlerinde-son-durum> [Accessed 01 Jan. 2020].
- The Government of Turkey Goc.gov.tr. (2017). Directorate General of Immigration Administration of The Ministry of Interior. [online] Available at: <http://www.goc.gov.tr/icerik6/duzensiz-goc-363-378-4710-icerik> [Accessed 26 Oct. 2017].
- The Government of Turkey Goc.gov.tr. (2017). Ministry of Interior Directorate General of Migration Management. [online] Available at: <http://www.goc.gov.tr/icerik/historyof-migration-915-1026> [Accessed 16 Oct. 2017].
- The Government of Turkey, (2014). Directorate General for Migration Management, Temporary Protection Regulation. [online] Available at: <http://www.goc.gov.tr/files/files/20141022-15-1.pdf> [Accessed 26 Jan. 2018].
- The Government of Turkey, Tuik.gov.tr. (2017) Turkish Statistical Institute (TUIK) [online] Available at: <http://www.tuik.gov.tr/UstMenu.do?metod=temelist> [Accessed 20 Oct. 2017].
- The World Bank (2018). Education is Fundamental to Development and Growth. [online] Available at: <https://blogs.worldbank.org/education/education-is-fundamental-to-development-and-growth> [Accessed 1 Apr. 2018].
- Theodor Tudoroiu (2013) The Arab Spring: last episode of the Cold War, *Contemporary Politics*, 19(3), pp. 304-320, <https://doi.org/10.1080/13569775.2013.804153>
- Tizard, J. (2012). The challenges and opportunities in contemporary public sector leadership. *International Journal of Leadership in Public Services*. 8 (4), pp. 182-190. <https://doi.org/10.1108/17479881211323571>
- Topçu, S., & Beşer, A. (2006). Migration and Health [Göç ve sağlık]. *CÜ Hemşirelik Yüksekokulu Dergisi*, 10(3), pp. 37-42.
- Topsakal, C., Merey, Z., ve Keçe, M. (2013). A Qualitative Study on Education Rights and Problems of Immigrant Families' Children [Göçle gelen ailelerin çocuklarının eğitim-

öğrenim hakkı ve sorunları üzerine nitel bir çalışma]. *Uluslararası Sosyal Araştırmalar Dergisi*, 6(27), pp. 539-554.

Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative inquiry*, 16(10), pp. 837-851.

Turkey - Health Service, (2017) Expatfocus.com. [Online] Available at: <http://www.expatsfocus.com/expatriate-turkey-healthcare-medical> [Accessed on 13 November 2017]

TurkStat (TUIK) (2017), Health Expenditure Statistics, *Turkish Statistical Institute (TUIK)* Tuik.gov.tr. [Online] Available at: <http://www.tuik.gov.tr/UstMenu.do?metod=temelist> [Accessed on 13 November 2017]

UN Office for the Coordination of Humanitarian Affairs (2018), Humanitarian Needs Overview: Syrian Arab Republic. [online] Available at: <https://hno-syria.org/#sector-needs> [Accessed 17 Jan. 2018].

UN, DESA, OECD, (2013). World Migration in Figures. A Joint Contribution by UN-DESA and the OECD to the United Nations High-Level Dialogue on Migration and Development. [online] Available at: <https://www.oecd.org/els/mig/World-Migration-in-Figures.pdf> [Accessed 20 Oct. 2017].

UNDP (2009), Human Development Report: Overcoming barriers ‘Human mobility and development’. New York: UNDP.

UNHCR, (2017a). UNHCR Syria Regional Refugee Response. [Online] Available at: <https://data2.unhcr.org/en/situations/syria?page=1&view=grid&Language%255B%255D=1&Country%255B%255D=224&Type%255B%255D=6>. [Accessed 10 November 2017]

UNHCR, Humanitarian Needs Overview (2017b). Syrian Arab Republic Humanitarian Needs Overview 2017. [Online] Available at: <https://hno-syria.org/> [Accessed 20 November 2017]

- UNHCR. (2020). Situation Syria Regional Refugee Response. [online] Available at: <https://data2.unhcr.org/en/situations/syria> [Accessed 1 May 2020].
- UNHCR. (2015). Frequently asked questions for Syrian refugees in Turkey. [online] Available at: http://www.unhcr.org/turkey/uploads/root/s%C4%B1k_sorulan_sorular.pdf [Accessed 1 May 2019].
- UNICEF, (2018). Over 40 per cent of Syrian refugee children in Turkey missing out on education, despite massive increase in enrolment rates - UNICEF. [online] Available at: https://www.unicef.org/media/media_94417.html [Accessed 16 Apr. 2018].
- United Nations Department of Economic and Social Affairs (2015), United Nations Public Service Awards Winners (2018). [online] Available at: <https://publicadministration.un.org/en/2015unpsa> [Accessed 10 Feb. 2018].
- United Nations Statistics Division. (2003), *Handbook on Non-Profit Institutions in the System of National Accounts*, United Nations, New York, Available at: https://unstats.un.org/unsd/publication/seriesf/seriesf_91e.pdf [Accessed 3 January 2018].
- United Nations, Department of Economic and Social Affairs, Population Division (2016). *International Migration Report 2015: Highlights* (ST/ESA/SER.A/375)
- United Nations. (2019), International migrant stocks. Available at: <https://migrationdataportal.org/themes/international-migrant-stocks> [Accessed 3 January 2020].
- Villasana, D. (2016). Picturing health: challenges for Syrian refugees in Turkey. *The Lancet*, 388(10056), pp. 2096-2103.
- Vveinhardt, J. (2018). Philosophy and Paradigm of Scientific Research. *Chapters*.
- Wadsworth, J., Dhingra, S., Ottaviano, G., & Van Reenen, J. (2016). Brexit and the Impact of Immigration on the UK. *Centre for Economic Performance*. LSE, pp. 34-53.

- Watenpaugh, K. D., Fricke, A. L., & King, J. R. (2014). We will stop here and go no further: Syrian University students and scholars in Turkey. *Institute of International Education*.
- WHO, (2018). Migration and health: key issues. [online] Available at: <http://www.euro.who.int/en/health-topics/health-determinants/migration-and-health/migration-and-health-in-the-european-region/migration-and-health-key-issues> [Accessed 15 Jan. 2018]
- Witcher, C. S. G. (2010). Being an “Insider”: Implications for enhancing the rigor of analysis. *International Journal of Qualitative Methods*, 9(2), pp. 122-132.
- Wong, L. P. (2008). Data analysis in qualitative research: A brief guide to using NVivo. *Malaysian family physician: the official journal of the Academy of Family Physicians of Malaysia*, 3(1), p. 14-20.
- World Bank, Databank.worldbank.org. (2018). World Development Indicators. DataBank. [online] Available at: <http://databank.worldbank.org/data/reports.aspx?source=2&country=SYR#> [Accessed 15 Jan. 2018].
- World Bank. (1982). Sub-Saharan Africa: From Crisis to Sustainable Development, (Washington D.C., 1989), pp. 60.
- World Economic Forum, (2018). Why education is the key to development. [online] Available at: <https://www.weforum.org/agenda/2015/07/why-education-is-the-key-to-development/> [Accessed 1 Apr. 2018].
- World Health Organisation (2006). The World Health Report 2006: Working Together for Health. *World Health Organisation*.
- World Health Organization, (2018). Health emergency response to the crisis in the Syrian Arab Republic Annual Report 2018, *WHO*.
- Yavcan, B., & El-Ghali, H. A. (2017). Higher Education and Syrian Refugee Students: The Case of Turkey. *Issam Fares Institute for Public Policy and International Affairs*. Beirut.

Yin, R. (2010). Qualitative research from start to finish. New York: Guilford Press.

Yin, R. K. (2015). Qualitative research from start to finish. Guilford Publications.

Žukauskas, P., Vveinhardt, J. and Andriukaitienė, R., (2018). 'Philosophy and paradigm of scientific research', in *Management Culture and Corporate Social Responsibility*, Žukauskas, P., Vveinhardt, J. and Andriukaitienė, R., (eds), London, pp.121-140.

