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**Comparative Analysis of Migrant Integration through Education in
Serbia and Turkey**

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Introduction

Middle East has been under a turmoil for quite some time, weather there are bombs thrown on a country or internal groups are fighting among each other, it have not been safe there for years. As a result of these conflicts many cities have been destroyed and abandoned; so because of this as well as feeling threatened or unsafe, people from these countries started their journey to Europe. We can only imagine what a walk through some Syrian cities would look like; it would be a stroll through a ghost town. Most of the migrants wanted to reach Sweden or Germany because of their loose immigration policies as well as because of their history of being welcoming to migrants. It could be easily understood that the European lifestyle and quality of life is quite appealing. Thanks to the opportunities and freedoms Europe offers, migrants were knocking on its door since the early beginning of the crisis. The migrant crisis got to its peak in 2015 and Europe faced the unexpected number of migrants, million as its highest number at one point and because of that the problem of resettlement arose, it was not possible to find a home for everyone, as well, what we will discuss later, some governments were influenced by fear and hate speech, so they decided not to accept migrants. This is how transit countries such as Serbia and Turkey became a home to the significant number of migrants. Currently residing in these countries migrants are neither here nor there, but they have to continue their lives even being in this so called “limbo” and because of this, countries are trying to integrate them through different activities, weather that is sports, learning or cultural exchange of experiences. In this case the most beneficial way of integrating migrants, especially the young ones is through education to which I will dedicate more attention in this thesis.

Europe has been facing the biggest migrant crisis since the Second World War when people from the Middle East started to move toward Europe in 2011. Among these people many succeeded to come to Europe, but not all of them got to reach the country they were hoping to. One of the paths to get to the EU which was quite common, famous as Balkan route, included going from Turkey to Greece, Macedonia, Serbia and from there reaching either Hungary or Croatia;

unfortunately for migrants it got closed in March 2016¹. Because of this, number of migrants got stranded in these countries. That is what happened in Serbia and Turkey which will be the focus of this research.

Given the fact that millions of people fled their countries and decided to start life in other countries, there is an apparent need for integrating them in the societies so they could continue with their lives and become just citizens. Integration is done on different levels and through different mechanisms. In this case the accent would be on the integration through education; since education is a human right that everybody is entitled to, and process which never stops, but continues through our entire lives. Besides learning new things from everyday situations, education systems play the crucial role in our lives. The education system differs from one country to another as well as the ways for integrating people in the society. This master thesis is going to focus on the situation that regards integrating migrants in Serbia and Turkey. Moreover, it will compare the ways of integration through education of migrants in Serbia and Turkey by focusing on different projects and organizations responsible for it.

This topic is important since there are migrants stranded in both Serbia and Turkey, without determined status and whose aim is to seek asylum in other countries but still don't know how long they are going to stay in Serbia/Turkey. Even though they are not officially about to remain in these countries, governmental and non-governmental sector is enabling migrants access to the both formal and non-formal education.

My main focus would be on integration in the field of education, as it is very important to enable people enjoy their human rights. I would like to research the ways both countries are doing this integration. Another thing is that it should be shown how big the role of the government and NGOs is, if there is any, in this inclusion of the migrants.

The topic of this thesis is “comparative analysis of migrant integration through education in Serbia and Turkey”, with the research question that aims to reflect on the similarities and differences in the migrant integration regarding education between Turkey and Serbia.

¹ “Closing Borders, Shifting Routes: Summary of Regional Migration Trends Middle East – May 2016”; Danish Refugee Council publishing;31.05.2016; Available from: <https://reliefweb.int/report/world/closing-borders-shifting-routes-summary-regional-migration-trends-middle-east-may-2016> (Accessed 20.03.2018)

The research focuses on two countries, Serbia and Turkey, and educational integration of migrants in both of them.

This will be a research based on mixed methods, including data collection provided by the online resources, discourse and content analysis. Data collection will be used in order to gather all necessary pieces of information regarding similarities and differences in the migrant integration on the subject of educational integration between Turkey and Serbia. I will use online statistics from the data base of the organizations engaged in the activities for migrants.

Content analysis will be applied for analyzing official documents and textbooks, and discourse analysis in order to analyze reports and articles.

In the body of the thesis, first focus will be on Serbia and the explanation of the education system in it, as well as the organizations that are working on the education projects. The focus will be on the ways how both formal and non-formal education is implemented among migrants in Serbia. As well as emphasizing the importance of education on lives of migrant group. UNESCO Institute for Statistics (2011) considers that “education that is institutionalized, intentional and planned through public organizations and recognized private bodies and, in their totality, make up the formal education system of a country.”² According to the same document, non-formal education “is education that is institutionalized, intentional and planned by an education provider. It caters to people of all ages but does not necessarily apply a continuous pathway structure; it may be short in duration and/or low-intensity; and it is typically provided in the form of short courses, workshops or seminars.”³

After that the focus will move to the second country and we will see how the system functions in Turkey. In the end the results found by the research will be compared.

This research will have five chapters. In the first part I am going to introduce migrations and define difference between migrant, refugee and asylum seeker. After that I will give insight and an introduction about current migrant crisis which began in 2011. As addition to this I am going to write about Dublin regulation as an important document which is regulating the rights of

² Formal education (2012); “International Standard Classification of Education ISCED 2011”; UNESCO Institute for Statistics publishing; ISBN 978 92 9189-123-8, p.11

³ Non-formal education (2012), Ibidem, p.11

migrants and refugees. In this part I will also write about the importance of integrating people in the society and education of migrants.

In the second part I will talk about Serbian discourse when it comes to migrants, how did they get stranded in this country and what are the rights that law in this country enables them. Also, I am going to explain the educational system in Serbia and briefly describe organizations which are integrating migrants in Serbia, as well as writing about projects they have been done so far.

Third part is about Turkish way of integration. I will also explain educational system in Turkey. After that I will talk about different organizations and their effort when integrating migrants in a Turkish society.

Fourth part would be a comparison of everything that is done in these countries in order to educate and integrate migrants.

For the purpose of this research I chose to focus on Turkey and Serbia and migrants residing there. I chose these two countries because of the different approach to the integration through education. I am going to do this research by comparing the education laws in Turkey and Serbia and also organizations that are involved in assisting the governments. My plan is to through content analysis compare the actions that are done in both countries in terms of education. Education is going to be my main dimension which I am planning to observe through indicators such as formal and non-formal education; where formal indicate traditional education and non-formal denotes learning some practical skills, as sewing, drawing, using computers and learning other skills outside of the official education system where children based on curriculum previously adopted by the state.

Comparing actions done by not only different non-governmental organizations (SOS Dečija sela, Danish Refugee Council, UNICEF and others), but also government, since the role of these differs in both countries, I am going to research which organizations are active in which country and what are the things that they are doing in order to support formal and non-formal education of migrants in these countries.

1. Migration

1.1 Migration – necessity or choice?

Migrations are not a new phenomenon. People have moved and migrated since the earliest history, and they did that due to various reasons. Latest data shows that overall 244 million people live outside the country they were born, whether they moved willingly or they were forced to do it; and 65.3 million are displaced by the force; due to armed conflicts, persecutions or natural disasters.⁴

There does not exist a country without migrants. Reasons for people migrations have always been unfortunate and specific events. People moved either in a search for food, water, better living conditions, or because of armed conflicts, wars, persecutions or any other occasions when people's lives were threatened; many times were environmental disasters reasons why people fled. Of course, there is huge difference between free and forced migrations; first are willing while, second are not. Overall, it can be concluded that especially in modern times when there are borderless unions and entire world is easy accessible, people are moving all the time.⁵

Nowadays, most of the countries are very international and multicultural, especially if we look at Europe, in for example UK or France, we can meet people from different sides of the world living there. It looks as just moving to another country and starting a new life is an easy step, but before becoming a legal citizen of one country, migrants face many problems on their journey (different migration policies or visa issues). They can encounter a lot of obstacles on their way to a country and on a way becoming a legal resident of a country; they have to sort both legal and practical things in order to start a new life somewhere else. It is common to meet people who decide to flee alone only with their families; they got a better job offer or just decided that they need a change of environment. But if there is big natural catastrophe or any sort of conflict, people are forced to flee and they are fleeing in groups. Even the reasons for fleeing are more

⁴ Amnesty International; "Refugees, Asylum Seekers and Migrants"; Available from: <https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/> (Accessed 24.07.2017)

⁵ *An Age of Migration: Globalization and the Root Causes of Migration*; Available from: <https://www.weareoneamerica.org/root-causes-migration-fact-sheet> (Accessed: 13.02.2017)

justified it is difficult to flee in a group. Big groups of people are usually subjected to different forms of misuse and they are easy targets. Trafficking, forced labor and people smuggling are just some of the dangers that migrants can face on their way to new country or even once when they reach a desirable country.

United Nations and United Nations High Commissioner for Refugees states that: “Migration should be a choice, not a necessity.”⁶ - but in the situations when it becomes a necessity, they are trying to make migrants feel as accepted and protected as they can. “Governments should never force anyone to go back to a country where they are at risk of human rights violations. Instead, refugees should be offered a safe place to live and opportunities to work, a place to live and access to schooling and healthcare.”⁷

1.2 Migrant crisis

Migrant crisis began as an answer to the war outburst in Syria, where people affected by the war started their journey toward better future. The peak of the crisis was reached in 2015 when 1 million people came to Europe, and besides migrants from Syria, Europe faced abundance of migrants from other countries as well, such as Iraq and Afghanistan. Even though not all of migrants were threatened by war, they were not feeling safe in their home countries; most of them fled because they felt in danger due to the rise of Islamic state and the fact that there is a constant violence happening in their countries, such as Iraq and Afghanistan, so some of people living there felt threatened due to their political or religious views, or just the fact that they are not members of certain social group.

Due to not feeling safe in countries such as Iraq, Afghanistan, Somalia, and Eritrea; as well as war in Syria, which at that moment entered its fifth year; beginning of 2015 marked an abundance of migrants fleeing their homes and trying to try their luck and find new homes in Europe. For example, since 2015, in a despair of war and bombs falling on their schools and

⁶ “United Nations Resolution adopted by the General Assembly on 19 September 2016”; 71/1. New York Declaration for Refugees and Migrants, p.9

⁷ Amnesty International; “Refugees, Asylum Seekers and Migrants”; Available at: <https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/> (Accessed 24.07.2017)

houses, nine million of Syrians left their homes.⁸ Besides worrying about their safety and security, the main obstacle for migrants when leaving country was the money they did not have; since of course they needed money for traveling and surviving on this long journey. Even though being in a difficult situation, some people saw an opportunity to gain profit and decided to use the helpless situation and earn easy money. The despair of people was shown in the fact that if they could not go legally, they tried illegal way; smuggled in cars, vans or on boats.⁹

During this crisis, there have been a lot of casualties, thousands of people died and lost their homes. So naturally, while fleeing to another country, things that people were paying attention to mostly are things related to their safety and survival; and because of that they would often neglect their basic human needs and accept the easiest solution. First instinct for the parents was to save their children from the horror of war and sound of bombs, they did not think in the long run. Moreover, in the heat of the conflict, there have been a lot of casualties, thousands of people died and lost their homes. Millions of people are restricted from having peaceful life; millions of people are restricted from having peaceful life; millions of children are deprived from having a carefree childhood and getting any sort of education. It is often said that “education is just another casualty of war” and most of the people have lost their hope for being educated.

Most of the refugees entered Europe through Greece, where from Turkey they went to Greek islands such as Kos, Samos, Lesbos. From there some went to Italy by boats, while others took the Balkan route through Macedonia and Serbia to Hungary or Croatia; there were also those who went through Montenegro and Bosnia and Hercegovina in order to reach Croatia and Slovenia.¹⁰ A lot of people were not lucky enough to reach their final destinations, and they died on their journey. In 2015, 3770 migrants died¹¹, in 2016, 4176¹² died or went missing and the

⁸ Sena, Marić; Snežana, Petjević; Jana, Stojanović; *Analiza: Azilanti u Srbiji i iz Srbije*; Asylum Protection Center Swiss Agency for Development and Cooperation SDC; 2013, p.11

⁹ Ibidem, p.9

¹⁰ Barbara, Tasch; Mike, Nudelmann; “This map shows the routes of Europe’s refugee nightmare – and how it’s getting worse”; *Business Insider*; 15.09.2015; Available from: <https://www.businessinsider.com/map-of-europe-refugee-crisis-2015-9>; (Accessed 10.08.2018)

¹¹ “Over 3770 Migrants Have Died Trying to Cross the Mediterranean to Europe in 2015”; International organization for Migration publishing; 31.12.2015; Available from: <https://www.iom.int/news/over-3770-migrants-have-died-trying-cross-mediterranean-europe-2015> (Accessed 05.09.2018)

¹² “Mediterranean death tolls soars, 2016 is deadliest year yet”; UNHCR publishing; 02.09.2016; Available from: <https://refugeesmigrants.un.org/un-refugee-agency-2016-deadliest-year-refugees-crossing-europe-central-mediterranean> (Accessed 05.09.2018)

same destiny happened to 2700 migrants in 2017¹³. Besides that the route they would have taken might be dangerous and facing the danger of drowning, or dying of illnesses or exhaustion, migrants were facing threats such as being tricked into paying a lot of money to smugglers or others who just want to take advantage of the situation migrants are in.

Since the closing of Balkan route¹⁴ in March 2016¹⁵, a lot of people (6400 during 2016¹⁶ in Serbia) stayed stranded in countries which were not their primary goal; and there are still a lot of people, many children among them, who are just stranded in transit countries, where they are waiting to see if there will be any possibilities for them to move forward.

Most of the countries that accepted a lot of refugees are from the similar cultural tradition as their home countries; such as Turkey (2 541 352), Lebanon (1 529 223) and Jordan (2 808 351).¹⁷ But, the problem is that the most of the migrants do not want to stay in these countries. They want to go to one of the European Union's country. So they spend their entire savings to arrive at Europe. Once they have somehow succeeded in reaching European soil, they just have to wait for the asylum. The European Union accepted a lot of refugees in the beginning, but some of the countries such as Czech Republic, Slovakia or Poland decided not to receive any migrants, they voted against the quotas for relocation of the migrants.¹⁸ The reason for this is that these countries have mostly homogenous society and the rise of islamophobia (Poland's Prime Minister said that his country has a right to refuse to accept migrants and Czech Prime Minister said that his country doesn't want any migrants¹⁹). Even though other Member States accepted certain amount of migrants, after a period of time they realized that there are a lot of migrants

¹³ "Europe Situation"; UNHCR publishing; 06.10.2017; Available at: <http://www.unhcr.org/europe-emergency.html> (Accessed 05.09.2018)

¹⁴ Balkan route included going from Turkey to Greece, Macedonia, Serbia and from there reaching either Hungary or Croatia.

¹⁵ "Closing Borders, Shifting Routes: Summary of Regional Migration Trends Middle East – May 2016"; Danish Refugee Council publishing; 31.05.2016; Available from: <https://reliefweb.int/report/world/closing-borders-shifting-routes-summary-regional-migration-trends-middle-east-may-2016> (Accessed 08.06.2018)

¹⁶ "Regionalni plan za reagovanje na izbegličku i migrantsku krizu za Evropu"; UNHCR publishing; Januar – decembar 2017

¹⁷ According to the World Bank data <http://data.worldbank.org/indicator/SM.POP.REFG>

¹⁸ James, Kanter; "E.U. Moves Against 3 Countries That Don't Take Refugees"; *The New York Times*; 13.06.2017; Available from: <https://www.nytimes.com/2017/06/13/world/europe/eu-refugees-czech-republic-hungary-poland.html> (Accessed 05.09.2018)

¹⁹ Voice of Europe; 14.12.2017; *Poland and Czech Republic will not take migrants or accept EU migration Policy*; Available from: <https://voiceofeurope.com/2017/12/poland-and-czech-republic-will-not-take-migrants-or-accept-eu-migration-policy/> (Accessed 05.09.2018)

and public opinion shifted, so people were not positive about migrants coming to their countries.²⁰

Considering the topic, there were double standards in the European Union. Most of Member States of the European Union agreed on accepting migrants, but they did not want them in their own country but in their neighbor's. This happened because of the bad representation of the migrants in the media and because of the rising number of terrorist attacks happening around the Europe such as terrorist attacks in France (Paris, November 2015, 89 people killed²¹ and Nice, July 2016, 86 people killed²²) and Belgium (Brussels, March 2016, 32 people killed²³). Because people who took part in these attacks were Muslim, the same as migrants, negative opinions became related to migrants and Europeans started seeing Muslims as a threat.²⁴ These attacks just helped in creating the negative image about migrants and blaming them for the attacks.

There are a lot of negative representations of the people coming to Europe even though the positive effects on the society can be pointed out. "Refugees are also often described as a burden for the countries hosting them. They are perceived as a drain on state budgets, a weight on the economy and an unfair competitor for national workers, bringing down wages. However, research looking at the long-term effects of refugees around the world has proved that this view is in many cases wrong. While a large influx of refugees is likely to have a significant socio-economic impact in the short term, if given the opportunity, refugees, including young people, tend to make substantial contributions to their new country – expanding consumer markets for local goods, bringing in new skills, generating employment and filling labor market niches."²⁵In

²⁰ Jacob, Poushter; *European opinions of the refugee crisis in 5 charts*; Pew Research Center; 16.09.2016; Available from: <http://www.pewresearch.org/fact-tank/2016/09/16/european-opinions-of-the-refugee-crisis-in-5-charts/> (Accessed 09.06.2018)

²¹ Josh, Halliday; Jonathan, Bucks; "Paris attacks: final victims named including man killed at home"; *The Guardian*; 18.11.2015; Available from: <https://www.theguardian.com/world/2015/nov/18/paris-attacks-final-victims-named-stephan-hache-killed-home> (Accessed 07.09.2018)

²² Angelique, Chrisafis; Sofia, Fischer; Mark, Rice-Oxley; "France stunned after truck attacker kills 84 on Bastille Day in Nice"; *The Guardian*; 15.07.2016 Available from: <https://www.theguardian.com/world/2016/jul/15/nice-attack-leaves-84-dead-and-france-in-shock> (Accessed 07.09.2018)

²³ Jennifer, Rankin; Jon, Hanley "Islamic State claims attacks at Brussels airport and metro station"; *The Guardian*; 22.03.2016; Available from: <https://www.theguardian.com/world/2016/mar/22/brussels-airport-explosions-heard> (Accessed 07.09.2018)

²⁴ Jacob, Poushter; *European opinions of the refugee crisis in 5 charts*; Pew Research Center; 16.09.2016; Available from: <http://www.pewresearch.org/fact-tank/2016/09/16/european-opinions-of-the-refugee-crisis-in-5-charts/> (Accessed 09.06.2018)

²⁵ "A New Deal for Every Forcibly Displaced Child"; The Save the Children Fund 2016 publishing; 2016; Available from:

addition to this, British law makers are arguing that the European Union was unprepared for this huge influx of the migrants²⁶; i.e. Schengen agreement was under pressure, the capacity of migrants that are possible to accommodate was not thought through and the rise of anti-immigrant opinion was not taken into consideration²⁷.

Immigration has been a problem for the European Union even before the migrant crisis happened. European countries had a problem agreeing on the quotas and public opinion about immigration was rather negative. So, the media criticized the European Union, and its response to the crisis²⁸. Leaders of the populist parties commented that its reaction was not sufficient and they even blamed the EU for the casualties that happened when migrants tried to reach Europe.²⁹

It was obvious that in the middle of migrant crisis, Europe was facing other problems, which are a growing racism, Islamophobia and xenophobia.³⁰ These happenings led to the strengthening of right-wing parties. Even in the most liberal countries, i.e. Nordic countries, things such as

https://www.savethechildren.es/sites/default/files/imce/docs/a_new_deal_for_every_forcibly_displaced_child.pdf;
p.10

Care, Danish Refugee Council, International Rescue Committee, Norwegian Refugee Council, Save the Children, and World Vision. (November 2015). *Right to a Future: Empowering refugees from Syria and host governments to face a long-term crisis* <http://savethechildren.ca/file/documents-library---publications-page/Right-to-a-Future---final-report.pdf> (accessed 26 March 2016)

²⁶ Euroactiv; *UK Law Makers Slam EU Response to Migrant Crisis*; 03.08.2016; Available from: <https://www.euroactiv.com/section/global-europe/news/uk-lawmakers-slam-eu-response-to-migrant-crisis/> (Accessed 07.06.2018)

²⁷ Ghimis, Andreia; *Why was EU not prepared for the refugee crisis and what to expect next?*; European Policy Center; 14.10.2015

²⁸ Most of people learn about this crisis and the situation in the Middle East from the local media or from the stories and comments they see on the social media. In the beginning, different countries reported differently about migrants, some were sympathetic, while others were not. For example, even though there is a growth of a right wing party in Sweden, (Swedish Democrats) Swedish media reported mostly positively about migrants, but on the other side, in the United Kingdom, there were mainly negative reports about them. Sweden received a big number of migrants and people were willing to help and utterly sympathetic, while people in the United Kingdom protested against the influx of new migrants. As we saw from the Western media, not a lot of them had to tell something about the benefits that the migrants were about to bring to the country. For the public eye migrants were marked as those who want to take advantage of a country and to enjoy the benefits they are going to get, draining the social welfare system. People felt like their jobs and housing are threatened. Migrants were not observed as educated people who are going to enrich their culture and to bring something new to the table. The media coverage has been often accused for this, but also the government's opinion. The fact is that word immigrant has had a bad connotation and most of the people who move to another country cannot get rid of the label of being an immigrant. This word was used in a condescending way most of the time. But on the other side many immigrants are being related to crime and law violations themselves, so this is the picture they created in the media.

²⁹ *Communication from the commission to the European parliament, the council, the European economic and social committee and the committee of the regions*; European Commission publication; 7.06.2016, Strasbourg, COM (2016) 377 final; p.1

³⁰ *Ibidem*; p.2

Islamophobia became noticeable. This was not only due to the overflow of migrants, but also because of the previously mentioned terrorist attacks happening in countries with big number of immigrants. All the attacks were performed by Muslim people and they took the responsibility for them.

There are also those people who are in a sort of way justifying the crisis and hatred toward the European Union and western countries. Many are blaming the West for the current situation in the Middle East.³¹ It is usually said that if they did not get involved in the conflict, there would not be so many migrants.

1.2.1 Terminology used for people in concern

Before continuing about migrants, we should take a look at different words used to describe and name person that came to live in another country. Depending on the situation they are in, there are different terms used. They can often be confused because there is usually only a slight difference that makes them distinctive.

First of all, let's start with a term that represents those whose lives are in danger. "Refugee" is a person who has been forced to leave their country or home, because there is a war or for political, religious or social reasons.³² Another word that has similar definition is "asylum seeker". According to the Oxford Dictionary, "asylum seeker" is a person who has been forced to leave their own country because they are in danger; and who arrives in another country asking to be allowed to stay there. There are also other names for people who do not live in countries they were born. There is "immigrant" - a person who has come to live permanently in a country that is not their own; then we have "migrant" – a person who moves from one place to another,

³¹ Anne, Aly; *Is the West to blame for trouble in the Middle East?* 6.10.2014; Available from: <https://www.northernstar.com.au/news/west-blame-middle-east-troubles/2409688/> (Accessed 22.06.2018)

³² AS Hornby; Oxford Advanced Learner's Dictionary of Current English; Seventh edition; Oxford University Press

especially in order to find work; and “emigrant” – a person who leaves their country as to live in another.³³

In the current situation, it is of high importance to clarify the label that we will give to people in Serbia and Turkey and to call them by the right name. Due to special name protects them by the International Law in a different way. “A recent report from the UNHCR found that the majority of those making the sea crossing to Europe would qualify as refugees because they are ‘fleeing from war, conflict or persecution at home, as well as deteriorating conditions in many refugee-hosting countries’.”³⁴ But not all of them have this status or are recognized as.

For the purpose of this paper, the term “migrant” will be used because in Serbia a small number of migrants were granted a status of a refugee while Turkey does not recognize people from Syria, Iraq and Afghanistan as refugees, so their status is determined as people under temporary protection (Syrians) or people under international protection (all others)³⁵, while in official documents they are referred as migrants, which is a common term for all of them.

In addition, many of them do not want to stay in Serbia so they do not want to apply for asylum here. They are just waiting to see what will happen to them. Furthermore, Serbia, itself being in bad economic situation, does not have enough resources to accommodate and give jobs to so many people.³⁶

1.3 Dublin regulation

Europe is overflowing with people who fled the war. Europeans are having difficulties getting used to new situation and many times they are being misunderstood. “In some countries, they call them “invisible persons”, in others – “ghosts”. Throughout Europe there are many migrants,

³³ Ibidem

³⁴ Press Coverage of the Refugee and Migrant Crisis in the EU: A Content Analysis of Five European Countries; p.38

³⁵ Library of Congress; *Refugee Law and Policy: Turkey*; Available at: <https://www.loc.gov/law/help/refugee-law/turkey.php> (Accessed 05.03.2018)

³⁶ The World Bank in Serbia, Data available on: <http://www.worldbank.org/en/country/serbia/overview>; and Index of Economic Freedom, Data available on: <https://www.heritage.org/index/country/serbia> ; (Accessed 11.08.2018)

primarily rejected asylum seekers, who live in a state of protracted legal and social limbo without any long-term prospects. The authorities refuse to regularize them or to grant them any kind of legal status, but often, they cannot go back to their countries of origin for various reasons, most often, fear of persecution.”³⁷ Because of these things happening and migrants being treated badly, there are laws that are supposed to protect their rights and dignity.

Not only that International humanitarian law protects migrants, refugees and asylum seekers, based on the human rights laws established in Member States of the European Union, migrants are protected by the EU laws (such as: EU blue card³⁸, Single Permit Directive³⁹) as well. Nevertheless this is what we see on the paper; many times in practice it is completely different. It differs from country to country how migrants are being treated. “Dublin Regulation” is the law that protects the rights of the refugees and asylum seekers in the EU.⁴⁰ But since it failed to protect them, many scholars were criticizing this regulation and referring to its flaws.⁴¹ This regulation is brought in order to be possible to easily determine which of the Member States in the European Union should be responsible for examining applications made by asylum seekers. Usually it is the first European Union country that asylum seeker entered. This regulation was also accepted, in order to all the applications would get fair examinations. “Dublin system pledged to “guarantee” asylum applicants that their applications will be examined by one of the Member States.”⁴²

Dublin regulation has some good points since it points out the importance of the integration and things that are important for the integration of migrants, refugees/asylum seekers. The regulation

³⁷ Nils, Muižnieks; *Human Rights Comment: Migrants in limbo in Europe have the right to live in dignity*; Council of Europe; 15.11.2016; Available from: <https://www.coe.int/en/web/commissioner/-/migrants-in-limbo-in-europe-have-the-right-to-live-in-dignity> (Accessed 21.07.2017)

³⁸ Council Directive 2009/50/EC of 25 May 2009 on the conditions of entry and residence of third-country nationals for the purposes of highly qualified employment.

³⁹ Directive 2011/98/EU of the European Parliament and of the Council of 13 December 2011 on a single application procedure for a single permit for third-country nationals to reside and work in the territory of a Member State and on a common set of rights for third-country workers legally residing in a Member State

⁴⁰ In this case I used term “asylum seeker” as referring to migrants who seek asylum in third country

⁴¹ Jason, Mitchell; “The Dublin Regulation and Systematic Flaws”; San Diego International Journal, Volume 18; Spring 2017; Article 5

⁴² European Union, *Convention Determining the State Responsible for Examining Applications for Asylum lodged in one of the Member States of the European Communities (“Dublin Convention”)*, 15 June 1990, Official Journal C 254, 19/08/1997 p. 0001 - 0012

emphasize that: “extended family ties, the presence of communities of similar origin, language skills and familiarity with cultures and educational systems can ease integration.”⁴³

Problem with the Dublin Regulation was that it could not completely protect migrants. They were often separated from their families, thrown into detention or just not treated equally or with dignity. This regulation was not properly applied in all the countries and through an evaluation⁴⁴ it was shown that both asylum seekers and some Member States were treated in an unfair way.

“During determination procedures under the Regulation, asylum seekers wait in limbo, often separated from their families and in detention, pending transfer to the state deemed responsible for their claim. In some cases, their claims are never heard. Demonstrated failures to respect the rights of persons transferred under the Regulation have been so severe, that both UNHCR and ECRE have appealed governments to stop asylum applicants from being returned to certain countries.”⁴⁵

Dublin Regulation points out the importance of the integration and things that are important for the integration of migrants, refugees/asylum seekers. The regulation emphasize that: “extended family ties, the presence of communities of similar origin, language skills and familiarity with cultures and educational systems can ease integration.”⁴⁶

Even though laws not always succeed to protect the rights of vulnerable groups, the non-governmental and humanitarian organizations are trying to do their best to assist the government the best way possible in order to deal with migrant influx.

⁴³ Ibidem

⁴⁴ “Evaluation of the Implementation of the Dublin III Regulation”; European Commission publication; DG Migration and Home Affairs; Final Report; B-1049 Brussels

⁴⁵ European Union, *Convention Determining the State Responsible for Examining Applications for Asylum lodged in one of the Member States of the European Communities ("Dublin Convention")*, 15 June 1990, Official Journal C 254, 19/08/1997 p. 0001 - 0012

⁴⁶ Ibidem

1.4 The importance of integrating people in the society

People are social beings and their role in the society is crucial, and it is not desirable for people to feel as they do not belong to the certain society. That is one of the reasons why integration is important. Integration is one of the key terms in social sciences.⁴⁷ Furthermore, according to the definition, social integration is: “The bringing of people of different racial or ethnic groups into unrestricted and equal association, as in society or organization; desegregation.”⁴⁸

As such, integration enables people enjoying their lives and freedoms in a full swing. Without being integrated in a society people’s lives are usually dull and difficult to handle since humans are social beings and mutual interaction contributes a lot to the quality of life. In modern societies focus is especially on the integration of vulnerable groups and minorities; since it takes more effort and it has to be approached in a more sensitive way when integrating these groups. As we can see: “social integration indicates principles by which individuals (actors, agents, or subjects) are bound to each other in the social space and it refers to relations among the actors.”⁴⁹

Socialization is a very important aspect of humans’ lives as well; as it can be seen from Vida Beresnevièiûtë’s paper: “being a member of one group increases the trust in other group and creates possibilities for hostility towards other groups.”⁵⁰

“In the broadest sense, the term integration is used to define developments that determine connections of related diverse elements into the social whole, system, community, or other unit.”⁵¹

However what can be seen from the expert group meeting “Promoting Social Integration”, it is noticeable that it depends on a country and culture of it which group would be excluded for

⁴⁷ Vida, Beresnevièiûtë; *Dimensions of Social Integration: Appraisal of Theoretical Approaches*; Institute for social sciences Vilnius, Ethnicity studies, 2003; ISBN 9955 – 12 – 044 – 4; p.96

⁴⁸ Free dictionary; <https://www.thefreedictionary.com/integration>

⁴⁹ Vida, Beresnevièiûtë; *Dimensions of Social Integration: Appraisal of Theoretical Approaches*; Institute for social sciences Vilnius, Ethnicity studies, 2003; ISBN 9955 – 12 – 044 – 4; p.97

⁵⁰ Ibidem; p.106

⁵¹ Ibidem; p.97

example: women, people living in poverty, persons with disabilities, children, youth and older persons are usually subjected to social exclusion. Social tensions and excluding people based on institutional biases due to people's religious, ethnic or cultural background threatens social cohesion; and this is what most of the times happens to migrants.⁵² In addition to this, this thesis will show how integration through education is being performed in Serbia and Turkey.

When talking about migrant integration in the society migrants should have access to education in order to enjoy their rights. As pointed out by Black⁵³ it can be seen that “integrated schools improve critical thinking. In diverse environments, students are faced with new and varied perspectives and forced to think through their own or new positions more carefully, which improves their critical-thinking skills.” Furthermore it is said that “integrated schools better prepare students to navigate the multicultural world and global economy they will face upon graduation.”⁵⁴

1.5 Education as a concept

“Education is the most powerful weapon which you can use to change the world.” - Nelson Mandela⁵⁵

Education is a process of teaching, training and learning; especially in schools or colleges, to improve knowledge and develop skills. It can also be a particular kind of teaching and training.⁵⁶

⁵² Expert Group Meeting “Promoting Social Integration” Convened in preparation for the 47th session of the Commission for Social Development 8-10 July 2008, Helsinki, Finland; United Nations Department of Economic and Social Affairs; Division for Social Policy and Development In collaboration with the Government of Finland; p.5

⁵³ Dereck, Black; “Why integration matters in schools”; *Education Week*; 13.05.2014, Available from: https://www.edweek.org/ew/articles/2014/05/14/31black_ep.h33.html (Accessed 23.06.2018)

⁵⁴ Ibidem

⁵⁵ Nelson Mandela speech, Madison Park High School; Boston; 23.06.1990; reported in various forms

⁵⁶ AS Hornby; Oxford Advanced Learner's Dictionary of Current English; Seventh edition; Oxford University Press

There are two different types of formal education:

1. “Vocational education is defined as education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades;”
2. “General education is defined as education programmes that are designed to develop learners’ general knowledge, skills and competencies, as well as literacy and numeracy skills, often to prepare participants for more advanced education programmes at the same or a higher ISCED level and to lay the foundation for lifelong learning.”⁵⁷

Education is a basic human right, and in most countries it is something that all people are entitled to; for example, primary education is usually obligatory and free for all children in every country. Furthermore, educating children is working toward better and more successful future for everybody, not only for children, but for the entire nation. Countries where most of people are educated tend to be wealthier and more peaceful.⁵⁸ There are a lot of benefits from it; as said in Save the Children report: “Quality education also plays a critical role in peacebuilding and conflict resolution.”⁵⁹ This would mean that if children have the access to quality education, they will be more open-minded, adjustable to changes and tend to look for solutions and strive toward peace rather than choosing violent options.

Education is something that makes difference between rich and poor countries; education in rich countries tends to improve while worsen in those countries that are poor⁶⁰, mostly because of rich countries invest more money in education while poor don’t, and the fact that education is becoming more expensive does not suit those who have less money and cannot afford it. It does not mean that if person is educated will be rich, but it will help in having a decent life. Countries where more people are educated are usually richer and better for life than those countries with low number of educated people. Educated and skilled people can do better jobs and contribute to the development of their countries. Higher the education, better skills person has and better and

⁵⁷ Formal education (2012); *International Standard Classification of Education ISCED 2011*; UNESCO Institute for Statistics; ISBN 978 92 9189-123-8, p.14

⁵⁸ Christian, Popescu; Diaconu L.; *The relationship between the level of education and the development state of a country*; University Alexandru Ioan Cuza; 2009; p.475 - 480

⁵⁹ Save the Children publishing; 2016; “A New Deal for Every Forcibly Displaced Child” p.5

⁶⁰ Eduardo, Porter; “Education Gap Between Rich and Poor Is Growing Wider”; *The New York Times*; 22.09.2015, Available at: <https://www.nytimes.com/2015/09/23/business/economy/education-gap-between-rich-and-poor-is-growing-wider.html> (Accessed 07.08.2018)

higher paying job opportunities can find. It is not only jobs that are affected by education, but educated people tend to have better lifestyle too. Most of the times they have healthier living habits, they eat better food and their children have better upbringing if parents are more educated.⁶¹

Children can be very influenced by their teachers; besides their parents, they are those who are shaping their personalities. Even though it looks like studying is a passive process where children are sponges which only absorb information, it is not the fact. “Learning is an active process and implies the participation of the former as subjects, promoting their development. When listening to a story, when singing a song, when participating in a game or learning what an object is used for, children live a singular experience that always involve learning and affection.”⁶²

There are as well other perceptions of education; one of it is a critique on which this thesis would be based, given by Paulo Freire in his book “Psychology of the Oppressed”. In this book he defines education using the so called “banking concept of education” in which students are empty boxes in which educators store the information and knowledge. i.e. “Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat.”⁶³ In this case the teacher is the narrator and students are there only to memorize information, not thinking with their heads; which is opposite from the ideal which would be that both students and teachers learn from each other and influence each other. According to this understanding of education it is a one way process which affects only one side, students in this case. However, the fact is that through education both students and teachers affect each other. And this is how education should be understood, as mutual learning which never stops. In addition to this, investing in education is necessary for human development and growth.⁶⁴

⁶¹ *More education leads to healthier lifestyle*; 03.02.2014; Available from: <http://theconversation.com/more-education-leads-to-a-healthier-lifestyle-22540> (Accessed 21.06.2018)

⁶² Michelle de Freitas Bissoli; “Development of Children’s Personality: The Role of Early Childhood Education”; October/December 2014; Available from: http://www.scielo.br/scielo.php?pid=S1413-73722014000400587&script=sci_arttext&tlng=en#B24 (Accessed 20.11.2017)

⁶³ Paulo, Freire; *Psychology of the Oppressed*, 1972, New York: Herder and Herder, p.21

⁶⁴ Policy for Sida’s Development Cooperation in Education Sector; *Education for All: a Human Right and Basic Need*; p.11

Freire also points out the education as the practice of freedom which does not recognize man as an abstract and independent individual who is not attached to the world, and at the same time do not recognize the existence of the world without people. This understanding of the education opposes to education as the practice of domination where the “object” in this case student do not have the right to think with her/his own head.⁶⁵

Freire notices that “banking education treats students as objects of assistance”⁶⁶; and what they need is a “problem-posing education”. This sort of education would make students critical thinkers. “Problem-posing education bases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the vocation of persons as beings who are authentic only when engaged in inquiry and creative transformation.”⁶⁷

In addition to Freire’s critique, it should be added that education is considered to be the strongest tool of integration.⁶⁸ This is considered since it is very beneficial for children to spend time with their peers, to make friends and to take part not only in school activities but in social activities too. Having extracurricular activities, going to cultural events and learning how to organize their time after school is as important as studying and having good grades. Education is also a tool for integrating in the global world, by using new technologies and being used to teamwork. And for this we need education that never stops.⁶⁹

From SIDA document “Education as a basic human need” once more we see that education is crucial for sustainable social and economic development. It opens the possibilities that would be closed without education. Besides giving the opportunity to lead productive life, it enables people to participate fully in as much in civic as in political affairs. Once again it is emphasized that education is crucial for the poverty reduction. In this case education is observed as a “empowering tool that cannot be restricted to the power-holding classes.”⁷⁰

⁶⁵ Paulo, Fereire; *Psychology of the Oppressed*, 1972, New York: Herder and Herder, p.27

⁶⁶ Ibidem; p.29

⁶⁷ Ibidem; p.29

⁶⁸ *Communication from the Commission to the European Parliament, the Council of the European Economy and Social Committee and the Committee of the Regions; Action Plan on the integration of third country nationals*; 7.06.2016; Available from: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52016DC0377> ; European Commission publication, Strasbourg; COM(2016) 377 final

⁶⁹ Policy for Sida’s Development Cooperation in Education Sector; *Education for All: a Human Right and Basic Need*; p.12

⁷⁰ Ibidem; p.11

They point out four pillars of education, defined by the UNESCO's Delors Commission on the Education for the Twenty-First Century; those are: learning to learn, learning to live together, learning to do and learning to be. And besides this, education is mentioned as form of tool for the integrating into the world. Education's role is to give a contribution to both "global and local cultural identity of different societies and to maintain cultural diversity in response to the tendency of cultural uniformity throughout the world."⁷¹

Many children do not have access to proper education or they do not have resources to go to school. The same is happening to children who have been affected by migrant crisis. They are forced to grow up much faster than they would in different circumstances, facing the everyday reality; they are missing the biggest part of their childhood. One of the most significant things that they are deprived of is education. Thousands of children are not in schools, even they are supposed to be, but due to current situation they do not have the opportunity to do that.⁷²

Due to the seriousness of situation, education should be a number one priority when it comes to these children. But donors and organizations that are responsible for money distribution usually think that other things are priorities. "Funding and prioritization are key reasons why education provision is currently so limited. Overall less than 2% of all humanitarian funding goes to education."⁷³

In "The Save the Children" report, there is an explanation why education is not a priority when it comes to extreme situation such as migrant crisis: "there are further reasons why adequate quality education is not available for refugees or other displaced children. Often there is a lack of political will that can obstruct the education of certain groups. Of the 25 UN High Commissioner for Refugees (UNHCR) priority countries only 16 (64%) allow refugees full access to their education systems at primary and secondary level, the rest placing limits on their access. When the public system cannot accommodate the needs of refugees and displaced populations, it is vital that donors and member states support the expansion of national provision. But it is also

⁷¹ Ibidem; p.34

⁷² UNHCR staff; *Over 3.5 million refugee children miss out on school, report finds*; 12.09.2017; Available from: <http://www.unhcr.org/news/latest/2017/9/59b65d3b4/35-million-refugee-children-miss-school-report-finds.html> (Accessed 25.03.2018)

⁷³ The Save the Children Fund 2016; "A New Deal for Every Forcibly Displaced Child"; Save the Children publishing; p.5

vital that host countries, donors and humanitarian agencies work together to provide alternatives including quality non formal educational provision that is accredited or leads into an accredited system. This is an important step to ensuring that the most marginalized children can continue to learn and have that learning recognized.”⁷⁴

Money is not the only obstacle; there are further reasons why education is not a priority. It is said that even in places where children have access to education other problems they confront enables them to get proper education. For example “classrooms are overcrowded and under-resourced, the curriculum and language of instruction are often unfamiliar, with teachers who may be inexperienced, under-qualified, and stressed. Furthermore, a lack of gender-sensitive analysis of the needs and barriers facing boys and girls means that issues such as gendered expectations and protection concerns are not systematically addressed. There is an urgent need to ensure that educational provision is inclusive and conflict-sensitive, supports students’ psychosocial needs, is relevant to their evolving needs, and leads to genuine learning outcomes recognized through certification.”⁷⁵

In order to remind authorities, it is also stated under article 22 of the Convention on the Rights of the Child underlines that those countries where refugee children are placed at the certain moment have not only moral but also legal obligation to enable them right to education.⁷⁶

This is something that all countries should respect, since the rights of the child have to be protected the same way as the rights of every other human. As already mentioned education is beneficial in many ways and it is an integral part of a normal childhood. It is essential for better future.

Additionally, the “Save the Children” report states benefits that children can get from the education, and the importance of going to school. The importance for the quality education is recognized by parents and children in crisis. They are aware that it can help them in future learning by providing them with skills and knowledge which they can use after the crisis is over. Besides it is a safe place for children it decreases the risk for children to be exploited, abused,

⁷⁴ Ibidem; p.6

⁷⁵ Ibidem; p.4

⁷⁶ UN General Assembly, *Convention on the Rights of the Child*, 20 November 1989, United Nations, Treaty Series, vol. 1577, p. 6

violated or recruited into armed groups; it also protects them from child labor and child marriage. Schools can be a place where they start healing after the trauma they had suffered and psychological support provided in schools can help a lot here. “There is compelling evidence that putting education at the center of humanitarian response can have a catalytic effect on strengthening humanitarian effectiveness, reducing children’s vulnerabilities and managing risks to their protection and development during crises as well as ensuring their learning is disrupted as little as possible.”⁷⁷

⁷⁷ The Save the Children Fund 2016; “A New Deal for Every Forcibly Displaced Child”; Save the Children publishing; p.5

2. Serbian discourse

2.1 How did people get stranded in Serbia?

The biggest number of migrants relevant to this topic is either in the countries bordering their home country or in the countries in southern Europe. The fact is that most of these migrants' first stop and their initial destination is the country in the south or in the east of Europe. This is of course due to the proximity of the country of origin; both south and east are perfect entrances into Europe.⁷⁸

In the beginning of migrant crisis, European Union was accepting a lot of migrants, there were trains going couple of times per day. But due to sequence of different reasons⁷⁹ around European countries the situation started changing and the attitude toward migrants begun to change, in addition to this the number of people being accepted by European countries decreased. This is the main reason why so many people got stranded in both Serbia and Turkey.⁸⁰ They are not allowed to go to any EU country and they are waiting to see what if they would get a resettlement or not.

Based on UNHCR report from 2015, "In 2014, the 28 Member States of the EU gave 95 per cent of Syrians protection in the first instance, the highest percentage of any nationality, according to Eurostat. The second and third highest countries of origin were Eritrea and Afghanistan, accounting for 12 per cent and 11 per cent of maritime arrivals respectively. In 2014, the 28 EU countries gave 89 per cent of asylum-seekers from Eritrea protection, and 63 per cent from Afghanistan. Arrivals from other top countries of origin, including Somalia, Iraq and Sudan, may also be in need of international protection."⁸¹

⁷⁸ Wesley, Dockery; *The Balkan route - explained*; 05.08.2017; Available from: <http://www.infomigrants.net/en/post/2546/the-balkan-route-explained> (Accessed 25.06.2018)

⁷⁹ Demographics, safety reasons, not being able to assimilate all the people.

⁸⁰ Julija, Sardelic; *The Western Balkan Route: A new form of forced migration governance in Europe?*; 31.08.2017; Available from: <https://www.greeneuropeanjournal.eu/the-western-balkan-route-a-new-form-of-forced-migration-governance-in-europe/> (Accessed 25.06.2018)

⁸¹ Press Coverage of the Refugee and Migrant Crisis in the EU: A Content Analysis of Five European Countries; p.37

Since the nonrefoulement act protects migrants and it has to be respected migrants are required to stay where they are which in this case Serbia is. The nonrefoulement act states that the 1951 Refugee Convention prohibits the return of refugees "in any manner whatsoever" to places where their life or freedom would be threatened.⁸² And this refers not only to returns that would be to direct country they fled from, but also the indirect return. This principle is a part of International Custom Law and because of that it is compulsory for all the countries, no matter if they did or did not sign the Convention from 1951.⁸³

2.2 Education in Serbia

Education system in Serbia is quite similar to the education systems of other European countries. Primary education is compulsory and it lasts for eight years, it is also free for all the children. Children start to go to school when they are 7 years old. Primary education is divided in two cycles; first cycle is from first grade to fourth grade, while second cycle is from fifth to the eight grade; so each cycle lasts four years. Before starting primary education, there is a mandatory preparatory educational period which lasts one year.⁸⁴

When it comes to secondary education, there are high schools. Secondary high schools can be both general and vocational (practical and theoretical). Vocational education enables and prepares children to enter directly in the world of work but also to proceed with further education, if they want to do it.

According to the Serbian Law on Education Article 4, 5 and 9 the right to primary education has every person and it is free of charge for everybody. Public schools are supposed to offer primary education of good quality. Besides education, books, school material, food and transportation are

⁸² Convention Relating to the Status of Refugees (Refugee Convention), 189 U.N.T.S. 150, entered into force April 22, 1954, Art. 1.A.2.

⁸³ Kate, Jastram; Merilin, Ahiron; *Zaštita izbeeglica – vodič kroz međunarodno izbegličko pravo*; Beograd:UNHCR, 2003; p.147

⁸⁴ Serbian class (education) system, Available from: <https://www.classbase.com/countries/Serbia/Education-System> (Accessed 11.08.2018)

also on a disposal to all students, free of charge as well; this is especially important for migrant children since they often cannot afford school supplies or transport to schools; accommodation should also be provided if necessary.

In addition to compulsory primary education, preschool education program is a part of it as well.⁸⁵

Significant for every child is a fact that the most important task of school is to provide a education of high quality and that should be available to every child and under equal conditions not taking in the consideration the location of the school. This is especially important for migrant children since they might not feel as equal as the local children. This is part in which educators and all the others who are employed in schools have a major role to play; together with preventing violence and fighting against any sort of discrimination.⁸⁶

According to the Serbian Law on Education, children with special needs should attend the same schools as other children, but they are supposed to have a curriculum adapted for them; they have the same rights and opportunities as other children in order to develop their abilities and talents in schools which focus on their abilities. Those schools are usually combined with regular schools. These children have free transportation to and back from school, which is organized by the government. Free transportation is also available to children who live further than four kilometers away from school.

The language of instructions in Serbian schools is Serbian, but it is possible to have lectures in the language of a minority, and it also depends on children, since they have to decide on that once they start school. But since migrant children are not official minority, and their language is not a language of minorities, they have to take lessons of Serbian language so they can follow the classes.

⁸⁵ Republic of Serbia Ministry of Education, Science and Technological Development, *The Law on Primary Education*; "RS Official Gazette", no.55/2013; Article 5; p.1

⁸⁶ *Ibidem*; p.2

Furthermore, when we read the Law, we can see what are the objectives and outcomes of primary education; it is in articles 21 and 22. These objectives are very important and beneficial for all the children that are being educated in Serbia. Every child should have full emotional, moral, intellectual, social and physical development; they are supposed to obtain good quality knowledge and skills so they would be able to continue their further education as well as develop their own critical thinking and judgment so they would be able to prosper in both family and community life. Besides these children are learning how to develop creativity and express themselves both through art and language. They also learn problem solving and the usage of modern technology which would be very beneficial in their further life. In a sort of way the objectives of the education system in Serbia should prepare children for life-long learning and developing themselves; accepting differences, making decisions, leading healthy life, being self-initiative and making right choices through life at the same time having a sense of solidarity and being able to cooperate with others. Some of the objectives are not concerning only people, the nurturing of the nature and the environment is also emphasized through education. All the objectives are important for every child and they are helping in building a responsible citizen who is going to contribute to the society respecting human rights and values of justice, freedom and honesty.⁸⁷

What should be especially emphasized in the case like this when there are vulnerable groups involved, it is that one of the objectives is a “development and respect of racial, national, cultural, linguistic, religious, gender and age equality and tolerance.”⁸⁸

Some of the outcomes after completing primary school are that children will be able to share and apply gained knowledge, be literate and know how to communicate in Serbian language, be able to display critical thinking, being responsible towards the environment and other people, learn how to solve problems and how to behave in difficult and challenging situations.

Furthermore, important is that they are going to be able to recognize and acknowledge “human and children’s rights, and be able to actively participate in exercise of these right”⁸⁹ as well as

⁸⁷ Ibidem; p.4

⁸⁸ Ibidem; p.4

“know and respect tradition, identity and culture of other communities and be able to cooperate with the members of these communities”⁹⁰, taking part in team work, being a righteous member of any organization or society.⁹¹

2.2.1 How Serbia treats migrants

Migrant crisis has affected the lives of many, those who became migrants and those who got in touch with them during their migration. People in Serbia had the opportunity to listen to the stories and to meet many of the migrants while they were passing through it. Many people have gone to other countries but there are those who got stranded in Serbia. Number of these people who are stranded in Serbia is considerable, however, if compared to Turkey, it is not as big; but let's bear in mind the size of Serbia and the resources it has. In addition to this, data from the UNHCR archive are available and there is visible information about how many migrants, refugees and asylum seekers⁹² have been in Serbia in 2017. And according to the UNHCR report from 2017, there were 7700 migrants, refugees and asylum seekers in Serbia.

Another thing that is important to mention when reflecting on this situation in Serbia is that the Serbian Law on Foreigners does not apply on people who asked for asylum in Serbia, or who are protected by the International Law. In this case, there is a Law on Refugees which can be applied on migrants. Due to inexistence of the special Migrant Law, the Law on Refugees is being used in this thesis.

Among these 7700 migrants around 1000 were children but, but reality is that Serbia does not have permanent number of migrant children, this number varies all the time so sometimes it might be difficult to follow data about these children. Even though these children are only stranded here it is a fact that all of them should go to school and had a proper education, and which most of children in Serbia do. The first group of migrant children in Serbia that started

⁸⁹ Ibidem; p.5

⁹⁰ Ibidem; p.5

⁹¹ Ibidem; p.5

⁹² In most of the official documents different terms are used when referring to migrants. Since these are information from the official document, I left the terms in the thesis stay as they are, but both terms, “refugees” and “asylum seekers” refer to “migrants”.

attending school was in 2013; in Bogovađa. As the time went by, the number of migrant children enrolled in school continued to rise and until May 2017, 101 migrant children have been attending schools in many different municipalities.⁹³ The number started rising and it was said that 645 children were supposed to start school in September 2017, but in reality only around 500 enrolled schools.⁹⁴

Nowadays, there are much more children who are included in the education system and who are attending the classes. From the UNHCR report from November 2017 we see that there are 503 students in 45 schools in Republic of Serbia, while 83 students attend classes that are organized in collective centers. Classes in collective centers are organized because some of the children, actually their parents, are aware that they will not stay in Serbia for a longer period so it might be complicated due to administration to enroll them in public schools. As before mentioned money is a problem for realizing projects and financing educations. Consequently, donations are more than welcomed, for example schools which migrant children are attending have been provided with UNICEF grants.⁹⁵

What is important to know about the education migrant children receive in schools is that “instruction has been realized based on the model comprising of 2 school classes (in different school subjects) and 2 workshop classes (language workshops and workshops on other topics) or alternatively 2 elective courses selected by the student in cases where they could speak English or Serbian language.”⁹⁶ Classes that migrant children usually attend are mathematics, languages, geography or biology; they are as well included and empowered to attend extracurricular activities like sports and art classes⁹⁷; they also go on field trips, for example, they visited

⁹³ *Education for Migrant Students in the Republic of Serbia*, Ministry of Education, Science and Technological Development; November 2017, Available from: <http://www.mpn.gov.rs/wp-content/uploads/2017/11/za-sajt-Obrazovanje-ucenika-migranata-u-RS-novembar-2017-eng.pdf>; p.2; (Accessed 11.08.2018)

⁹³ Ibidem

⁹⁴ Neda, Kurjački; *Školska godina u Srbiji počela i za decu izbeglice*; N1; 04.09.2017; Available at: <http://rs.n1info.com/a315602/Vesti/Vesti/Deca-migranti-krenuli-u-srpske-skole.html> (Accessed 10.06.2018)

⁹⁵ Ibidem

⁹⁶ *Education for Migrant Students in the Republic of Serbia*, Ministry of Education, Science and Technological Development; November 2017, Available from: <http://www.mpn.gov.rs/wp-content/uploads/2017/11/za-sajt-Obrazovanje-ucenika-migranata-u-RS-novembar-2017-eng.pdf>; p.2; (Accessed 11.08.2018)

⁹⁷ Ibidem

Planetarium which was organized by the Asylum Protection Center⁹⁸; they had organized concert visit as well.⁹⁹

Furthermore, in addition to the formal education children received in schools, during 2017 Refugee Aid Miksalište had organized language workshops for migrants where they were taught Serbian language and where they also discussed the similarities and differences between migrant languages and Serbian language. This kind of interactive workshop was very interesting for them and it was a surprise for both educators and migrants to recognize some of the words from migrant languages in Serbian. Besides Serbian, migrants were taught English language as well. Another very useful workshop that was realized by Refugee Aid Miksalište is a workshop on how to write a proper CV; this is one of the skills that will be very useful for migrants in their search for job. Moreover, besides learning new languages migrants were encouraged to develop their artistic skills, so there were different activities in which they were involved, such as rug and bracelets making.

Since culture of migrants is very different from Serbian culture, multicultural workshops where migrants exchanged information and customs from their home country with local people were often organized. This was a good practice and both groups had positive reaction to this since giving migrants opportunity to present the culture they come from as well as to learn more about Serbian culture was very important to them.

Other organizations had also organized workshops for migrants; one of them is Asylum Protection Center (APC) which had organized cultural workshop “Idealna škola” in order to see the level of integration of migrant children. During this workshop children discussed and compared their growing up and education in their home country and Serbia.¹⁰⁰

⁹⁸ Asylum Protection Center; *Integracijski događaj – poseta Planetarijum I Opservatoriji*; Available from: <http://www.apc-cza.org/en/8-vesti/1205-integracijski-dogadaj-poseta-planetarijumu-i-opservatoriji.html> (Accessed 01.09.2018)

⁹⁹ Asylum Protection Center; *Izlet i interakcija u lokalnoj sredini sa ženama i decom tražiocima azilaza Svetski dan muzike*; Available from: <http://www.apc-cza.org/en/8-vesti/1185-izlet-sa-zenama-i-decom-za-svetski-dan-muzike.html> (Accessed 01.09.2018)

¹⁰⁰ Asylum Protection Center; *Kulturološka radionica “Idealna škola” sa decom iz CA Sjenica*; Available from: <http://www.apc-cza.org/en/8-vesti/1269-kulturoloska-radionica-idealna-skola-sa-decom-iz-ca-sjenica.html> (Accessed 01.09.2018)

APC had also organized parents' meetings, where parents of migrant children pointed out that they are aware of the importance of their children going to school, but they were not so much happy with the fact that they are attending only two classes.¹⁰¹ There were also some creative workshops for children in which they had the opportunity to engage in dance and different acrobatic activities.¹⁰²

All these activities are very beneficial for migrant children as already discussed, education does not orient only on learning new things and gaining new skills, as shown in the latest report on migrant education: "the objectives of education and upbringing specified in Article 8 include, inter alia, development of the sense of solidarity, understanding and constructive cooperation with others and fostering comradeship and friendship; development of competencies for understanding and respect of the rights of the child, human rights, civil freedoms and capabilities for life in a democratically regulated and just society; development of and respect for the racial, national, cultural, linguistic, religious, gender, sexual and age equality, tolerance and respect for diversity, etc."¹⁰³ Article 23 of this document regulates the rights to education of migrants and other stateless people. ("In May 2017, the Minister passed the Professional Instruction for Inclusion of Refugee/Asylum Seeking Students in the System of Education and Upbringing, which was forwarded to all the schools and which is available on the website of the Ministry of Education, Science and Technological Development.")¹⁰⁴

Not only that Serbian government provides formal education to migrant children, they are also educating teachers and educators on this topic and how to include migrant children in the informal education. In addition to this, there were some workshops in Serbia that focused on including migrant children in informal education. One such workshop on educating teachers how to integrate migrants and how to handle the specific situation was organized in July 2017 by

¹⁰¹ Asylum Protection Center; *Razgovori sa roditeljima čija deca pohađaju škole*; Available from: <http://www.apc-cza.org/en/8-vesti/1241-roditeljski-sastanak.html> (Accessed 01.09.2018)

¹⁰² Asylum Protection Center; *Umetničko kreativne aktivnosti u Krnjači*; Available from: <http://www.apc-cza.org/en/8-vesti/1202-umetnicko-kreativne-aktivnosti-u-krnjači.html> (Accessed 01.09.2018)

¹⁰³ The Law on Foundations of Educational System; "Official Gazette of the RS", No. 88/17; Article 3

¹⁰⁴ *Education for Migrant Students in the Republic of Serbia*; Ministry of Education, Science and Technological Development; November 2017; Available from: <http://www.mpn.gov.rs/wp-content/uploads/2017/11/za-sajt-Obrazovanje-ucenika-migranata-u-RS-novembar-2017-eng.pdf>; (Accessed 11.08.2018)

UNICEF, Centre for Education Policy and Ministry of Education, Science, and Technological Development. This workshop was held in order to show support to the students but also to point out the challenges they face when enrolling schools in Serbia. Teachers were also trained on how to include migrants in education system there. Besides that, providing schools with suitable equipment was also discussed as well as preparation of schools for inclusion of migrants.¹⁰⁵ This workshop was a good sign that the effort is put into educating teachers more about the current situation and providing them with skills needed to include children with different background into the system.

Organizations such as UNICEF, Save the Children, Asylum Protection Centre and authorities are trying to assist children the best they can. They are also preparing migrant children for schools and adapting them to the school system in Serbia. As a form of preparation for students who are about to enroll in schools support plan is provided for all migrant children; and that support plan includes:

- “A program for adaptation and overcoming of stress;
- A program of intensive language course for the language spoken in the new community, in order to allow that language learning progresses in accordance with the methodology for accelerated mastering of the curriculum for the Serbian language as a foreign language in supplemental classes, but also through participation in regular classes and extracurricular activities organized by the school;
- Individual tailoring of curricular activities through adaptation of classes’ timetable, didactical materials, methods and manner of work;
- Inclusion in extracurricular activities with peer support.”¹⁰⁶

Besides the support plan, children are provided with school material and equipment, parents receive brochures so they can be informed about the schools; these brochures are printed out in:

¹⁰⁵ Tim za socijalno uključivanje i smanjenje ssiromaštva; *Održana radionica „Uključivanje u formalno obrazovanje dece izbeglica/migranata”*; 14.07.2017; Available from: <http://socijalnoukljucivanje.gov.rs/rs/odrzana-radionica-ukljucivanje-u-formalno-obrazovanje-dece-izbeglicamigranata/> (Accessed 01.09.2018)

¹⁰⁶ *Education for Migrant Students in the Republic of Serbia*, Ministry of Education, Science, and Technological Development; November 2017, Available from: <http://www.mpn.gov.rs/wp-content/uploads/2017/11/za-sajt-Obrazovanje-ucenika-migranata-u-RS-novembar-2017-eng.pdf>; (Accessed 11.08.2018)

Farsi, Urdu, Arabian, Pashtu and English. Furthermore, trainings for teachers are also organized.¹⁰⁷

These are the efforts that have been done in order to integrate migrant children through education and of course, there were some challenges in the realization of the projects. Those challenges represented obstacles for both educators and migrant children. For example one of the challenges that migrant children faced regarding education was that they usually do not possess any document that would witness about their previous education and because of that it is difficult to enroll them in the proper grade, or place them in the suitable group with their peers. Due to this many children are left without education on their way through transit countries. They of course undergo assessment where their level of studies is determined.¹⁰⁸

There were obstacles of different nature as well. First of all, language barrier is very serious challenge for these children, and even though many migrant children are taking Serbian lessons their Serbian is not good enough, and they are often using English in order to communicate, but this is also a bit of a difficulty since not all teachers are comfortable using English. Also, when it comes to English language, the reality is that not so many migrants can speak it and understand it properly. Furthermore, curriculum should be well adjusted to migrant children and they should have more classes of Serbian in order to be able to adapt better to the environment. There should be also organized extra lessons for Serbian children where they would be introduced to the cultures of migrant children so they can become familiar with it and accept it.

Financial problem exists as well. Even though there are grants which are available for migrant children, it is evident that there is big economical gap among Serbian and migrant children. Besides these obstacles that children can overcome easier, there is one that needs a lot of effort to be put in overcoming it. Many migrant children had suffered a lot and are traumatized from everything that happened to them. Trauma should be taken in the consideration from the beginning. Most of us are not even aware of what those children had suffered and went through, many times police and authorities abused them and treated them in an undignified manner, so

¹⁰⁷ Ibidem

¹⁰⁸ *Education for Migrant Students in the Republic of Serbia*, Ministry of Education, Science and Technological Development; November 2017, Retrieved from: <http://www.mpn.gov.rs/wp-content/uploads/2017/11/za-sajt-Obrazovanje-ucenika-migranata-u-RS-novembar-2017-eng.pdf>; (Accessed 11.08.2018)

because of that it is even more difficult for them to adapt or just accept their new environment. Probably most of them do not even care about the education or do not see point of it, so psychological counseling is a priority and luckily many NGOs are doing it.

Talking about Serbian teachers and educators, besides training them on integrating children, they also need to be more informed about the sensitivity and cultural differences of cultures that migrant children come from. I would say that educating teachers and educators is as big of a challenge as educating migrant children. Moreover, the quality of teachers should be taken in consideration and only those that are trained and up to the task should be hired and responsible for the classes.

Besides all this, there is a cultural obstacle; it is important to bear in mind that people in Serbia are mostly Orthodox Christians, while migrants are mostly Muslim, so children may be discriminated on a certain level and therefore feel uncomfortable or undesirable in schools. What happened was that some parents from the villages around Šid protested because they were not so jubilant about having migrant children in their children's classrooms¹⁰⁹, while in the southern part of Serbia it was not a problem. In this case conversation with parents where explaining them situation and assuring them that migrant children do not represent a threat to their children is more than necessary; because children are usually accepting and more open, so I believe that the emphasize should be put on educating parents and convincing them that there nothing bad would happen when migrant children go in the same classroom as their children.

2.3 Non-Governmental Organizations responsible for migrants in the Republic of Serbia

Integrating refugees through formal education in Serbia has been done mostly by the Government and Ministry of Education, Science and Technological Development. There is a

¹⁰⁹ N1; 11,09,2017; *Roditelji U Šidu protiv dece migranata u školama*; Available from: <http://rs.n1info.com/a317284/Vesti/Vesti/Roditelji-u-Sidu-protiv-dece-migranata-u-skolama.html> (Accessed 01.09.2018)

significant number (around 500) of children going to public schools. But Ministry itself could not do it alone; NGOs helped a lot in preparing children through giving them psychological support and talking with parents and explaining them the importance of their children attending schools. NGOs were also there to assist in the implementation of non-formal education, through workshops and field trips, as a way of integrating and educating these children.

There have been a lot of Non-Governmental Organizations dealing with and helping refugees, but not all of them were focusing on children and their integration through education. Let's take a look at the main organizations that are responsible for providing education for migrants in Serbia.

In the situation such as this migrant crisis when people lost everything and when their basic human needs are threatened, one of the most important things is to protect and secure people's human rights. That is why most of the NGOs are dealing with this and that the most significant for them is to monitor how these people are being treated and to familiarize them with their rights.

- The most important international organizations are United Nation High Commissionaire for Refugees – UNHCR and the United Nation's children fund. They have its offices in every country that is a member of United Nations. And it is common for both Serbia and Turkey. UNHCR is assigned to help migrants, refugees and asylum seekers when they are in a difficult situation and it is also assigned to help them find solutions for the situation they are in. They are authorized by the United Nations. One of the tasks of UNHCR is to monitor if the governments are respecting the International Law and if they are treating migrants, refugees/asylum seekers the right way.

Other tasks that UNHCR has are: joining separated family members, moving refugee camps from the border areas, including women in food distribution, giving migrants information about the situation in their home countries documenting the needs of asylum seekers for their resettlement, visiting detention centers and advising governments about the laws on refugees, politics and refugee protection.¹¹⁰ This is all important when it

¹¹⁰ Kate, Jastram; Merilin, Ahiron; *Zaštita izbeeglica – vodič kroz međunarodno izbegličko pravo*; Beograd:UNHCR, 2003; p.27

comes to education and affects the quality of education as well as if children would agree on receiving proper education, because in order to provide good education and to include children in the education system, migrants have to feel safe and secure, as well as their human rights should be respected.

UNICEF is protecting children's rights and focusing on early childhood development, education, child protection and child rights monitoring.¹¹¹ It often works together with UNHCR and as a response to migrant crisis they opened youth centers, where they organize non-formal education activities for children. These activities help children to enroll in schools in Serbia and prepare them for lifelong learning.¹¹² They have been working with Ministry of Education, Science and Technological Development and Commissariat for Refugees and Migrations on inclusion of children in formal education system. In addition to this they organized tests and assessment of children's education level, because many of them are lacking school certificates. Together with its partners, UNICEF developed the support plan for children that considered organized preparatory classes for migrant children which lasted between two weeks and two months course in Serbian language and the involvement of migrant children in extracurricular activities. Moreover in May 2017, they organized training on inclusive education for educators and teachers who live in in close proximity to the accommodation centers.¹¹³

- Danish Refugee Centre (DRC) is another big NGO that works with migrants in these two countries. "The activities of DRC are divided in ten sections: Shelter and Non-food items, Food Security, Protection, Income Generation, Coordination and Operational Services, Community Infrastructure and Services, Humanitarian Mine Action, Armed Violence Reduction, Water, Sanitation and Hygiene and Education."¹¹⁴ When it comes to education, they are providing grants and fee support, school feeding programmes, but also teacher training and support and very importantly they are providing school materials provision and construction or rehabilitation of school structure.

¹¹¹ UNICEF; Available from: <https://www.unicef.org/serbia/en/what-we-do>

¹¹² UNICEF; Available from: <https://www.unicef.org/serbia/en/refugee-and-migrant-crisis>

¹¹³ *Migrant children in Serbia and the right to education*; Available from: <http://azil.rs/en/migrant-children-in-serbia-and-the-right-to-education/> (Accessed 10.09.2018)

¹¹⁴ DRC; *What we do*; Available from: <https://drc.dk/what-we-do>

In Serbia, DRC works on “protection and advocacy on behalf of persons of concern and assistance towards achieving sustainable durable solutions, for example integration; they work on emergency relief operations; technical assistance to central, local institutions and civil society; long-term rehabilitation/reconstruction and housing projects; social inclusion; information dissemination and legal aid.”¹¹⁵ The main office is in Belgrade, field offices are in Kragujevac and Kraljevo and they work at reception and transit centers in Preševo, Dimitrovgrad and Šid.

So far, related to migrant children, they had a project “Child Friendly Spaces” where they provided psychological support of children which is needed if they are about to be included in formal education. They also had a project “Supporting Serbian Formal Education – funded by Embassy of the United States of America to the Republic of Serbia” with which they wanted to develop education programme for Serbian as non-native language; raise awareness and sensitization of teachers’ module, as well as piloting educational modules in respective educational institutions.¹¹⁶

- International Rescue Committee (IRC) is an organization which provides assistance to people when conflicts or disasters happen. They assist people in crisis and to start over; it is ultimate aid group. In Serbia IRC protects migrants, refugees/asylum seekers from violence and assists Serbian police helping them by enabling accommodation for these vulnerable groups. It is partner with seven other organizations and besides clothes, food and medical assistance, it helps in educating migrant children by creating spaces for arts and crafts workshops for refugees. It also “runs two internet cafés that serve as refugee information centers assisting some 150 people daily; supports mobile teams of aid workers to identify vulnerable refugees (survivors of violence, unaccompanied children, and people with serious medical needs) and refers them to specialized assistance; provides one-on-one and group psychological support to children, women and other vulnerable refugees.”¹¹⁷

¹¹⁵ DRC about Serbia; Available from: <https://drc.ngo/where-we-work/europe-and-caucasus/serbia-macedonia> (Accessed 10.08.2018)

¹¹⁶ DRC - projects; Available from: <https://www.drc.org.rs/project/> (Accessed 10.08.2018)

¹¹⁷ International Rescue Center, What do we do in Serbia; Available from: <https://www.rescue.org/country/serbia#what-are-the-main-humanitarian-challenges-in-serbia> (Accessed 10.08.2018)

These internet cafes are very helpful to migrant children, since they grant them the access to information which are needed for education.

- Refugee Aid Serbia is another NGO which was founded when the refugee crisis began and it is stationed in Belgrade. This is a distribution center for assistance to refugees. They are basically providing people stranded in Serbia with supplies that can satisfy their basic needs, like food, clothes, blankets, hygiene products, etc. This organization is also running an educational program “Workshop”, together with NGO North Star. They teach migrants English, math, science and geography. They also organize creative workshops for arts and crafts. This NGO was involved in many projects that helped migrants feel welcomed and not to think about the atrocities they witnessed.¹¹⁸ For example, there were workshops where children learned Serbian language and got the opportunity to exchange stories about their cultural heritage with Serbian children. They were taken to Observatory which children liked and which caused a really positive feedback.
- Asylum Protection Centre (APC) besides legal also provides psychological help to the migrants, refugees and asylum seekers. They are trying to integrate them so, some of their projects are working on empowerment of migrants and persons that are already granted asylum, so they can bring something to community and be socially included.¹¹⁹ APC is also organizing many creative and language workshops.¹²⁰

They are involved in many projects and they work on intercultural exchange between migrants and local people. The biggest project was project L.O.V.E. (Law, Order, Values) which was fighting against discrimination and through various workshops was integrating migrants among locals.¹²¹

¹¹⁸ Refugee Aid Serbia; Available from: <https://refugeeaidserbia.org/about/>

¹¹⁹ Asylum Protection Center, Available from: <http://www.apc-cza.org>

¹²⁰ Asylum Protection Centre; Available from: <http://azilsrbija.rs/radionice/> (Accessed 06.09.2018)

¹²¹ Asylum Protection Centre; *LOVE (Law, Order, Values) to migrants/asylum seekers/persons granted asylum in enjoying rights without discrimination*; Available at: <http://www.apc-cza.org/en/8-vesti/1264-love-law-order-values-to-migrants-asylum-seekers-persons-granted-asylum-in-enjoying-rights-without-discrimination.html> (Accessed 06.09.2018)

- Centre for Education Policy is the organization that had projects which goal was to support children that are enrolling secondary education. The name of the project is “Together in transition – Support to Children from Vulnerable Groups in Transition to Secondary Education”; and it started in January 2017. The aim is to prepare students for graduation exam and to help them with professional orientation. For this project they are planning to organize seminars and meetings, which will be available to teachers, students and their parents. For the purpose of this project 10 primary schools are being selected and they will receive money in order to implement this project.¹²²
- Initiative for Development and Cooperation is working towards social and economic development in Serbia. They are behind the program “Equal Rights for Everyone” which is about exercising, promoting and protecting human rights of the vulnerable social groups.¹²³ One of the projects they had realized was “Economic development Program” which had the aim to develop formal and non-formal education, as well as economic empowerment of vulnerable social groups. IDC’s been training migrants to gain some business skills by organizing educations and seminars.¹²⁴

¹²² Centre for Education Policy; Long term projects; Available from: <http://www.cep.edu.rs/longtermprojects> (Accessed 06.09.2018)

¹²³ Initiative for Development and Cooperation; Available from: <http://idcserbia.org/en/programi/equal-rights-for-everyone/> (Accessed 05.09.2017)

¹²⁴ Initiative for Development and Cooperation; Available from: <http://idcserbia.org/en/programi/economic-development/> (Accessed 05.09.2017)

3. Turkish discourse

3.1 How did people get stranded in Turkey

Thanks to its geographical position, i.e. being close to the countries that produce the most migrants, and its long history of receiving migrants, Turkey was the first point for migrants where they could feel safe. Actually, together with Pakistan and Uganda, Turkey is among the top three migrant hosting countries, hosting a total of 6.3 million refugees.¹²⁵ In 2017 Turkey hosted more than 3 500 000 migrants from which 70% were women and children 3 200 000 from Syria, 145 000 from Afghanistan and 140 000 from Iraq; and 2 700 000 of migrants were under Temporary Protection¹²⁶. Besides being on migrants way to Europe, it is important to mention that Turkey has received a lot of assistance from the European Union in order to take care of migrants and to keep them there as well.¹²⁷

In addition to financial assistance, the agreement on stopping the influx of migrants in Europe was signed between Turkey and European Commission on 18 March 2016. In sum the deal stated that all migrants whose applications for asylum were rejected, or invalid were about to be returned to Turkey.¹²⁸ In return Turkey was supposed to get visa liberalization and for each migrant returned to Turkey one migrant that is already in Turkey would be resettled in the EU. Three billion euros was the sum that was assigned to Turkey in order to deal with migrants who are returned from Europe.¹²⁹

Although Turkey is hosting big number of migrants and received a lot of money from the EU, it was often criticized because of the way it has treated migrants through this crisis. The lack of translators, inaccessibility to legal help and medical care are some of the problems migrants are

¹²⁵ *Time to act; Save the children* publication (A costed plan to deliver quality education to every last refugee child); 2017; p.4

¹²⁶ UNHCR Fact Sheet October 2017; Available from: <https://reliefweb.int/report/turkey/unhcr-turkey-factsheet-october-2017>

¹²⁷ *The EU Facility for Refugees in Turkey*; European Commission; June 2018

¹²⁸ European Council; *EU-Turkey Statement*; Available from: <http://www.consilium.europa.eu/en/press/press-releases/2016/03/18/eu-turkey-statement/> (Accessed 09.08.2018)

¹²⁹ *Ibidem*; Point 2 and 5 (Accessed 09.08.2018)

facing in Turkey. Besides that, it was recorded that Turkish accommodation centers are not in the best condition and that people are being mistreated there, but also not receiving proper care. Nowadays, this situation is improving and the assigned money is used for taking better care of people and helping their integration as well.¹³⁰

Regarding the status of migrants and the name they should be addressed by situation is similar to the one in Serbia. As previously mentioned, Turkey does not recognize people from Syria, Iraq and Afghanistan as refugees, so their status is determined as people under temporary protection (Syrians) or people under international protection (all others)¹³¹ in this case they are referred to as migrants. Those migrants who have a determined status also have the opportunity to work if they want to while those whose status is undetermined do not have this choice.

By Article 61 in Turkish Law on Foreigners, refugee is “A person who as a result of events occurring in European countries and owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his citizenship and is unable or, owing to such fear, is unwilling to avail himself or herself of the protection of that country; or who, not having a nationality and being outside the country of his former residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it, shall be granted refugee status upon completion of the refugee status determination process.”¹³² From this we see that a status of refugee can be given only to a person from Europe.

Offering a job to migrants is one way of integrating them in the society but it is also an easing factor if the aim is to integrate migrants through education because if parents have jobs and they earn money it would be much easier for them to send children to schools; and both, Serbia and Turkey, are doing their best to assist migrants and make them feel integrated and useful to the society, but with limited resources it is not as easy as it seems. Also, since these countries are quite different, the approach to integration in these two countries has been different. On the one

¹³⁰ Rafael, Jimenez; *Stuck in a Revolving door; Iraqis and Other Asylum Seekers and Migrants at the Greece/Turkey Entrance to the European Union*; Available from: <https://www.hrw.org/report/2008/11/26/stuck-revolving-door/iraqis-and-other-asylum-seekers-and-migrants-greece/turkey> (Accessed 20.07.2017)

¹³¹ Library of Congress; *Refugee Law and Policy: Turkey*; Available at: <https://www.loc.gov/law/help/refugee-law/turkey.php>

¹³² *Law on Foreigners and International Protection*; Law Number 6458; Official Gazette; 2013; Republic of Turkey Ministry of Interior Directorate General of Migration Management; p.64

hand, Turkey might be a soothing circumstance due to the similarity of religious culture, but on the other hand, there is a big historical and societal difference and Turkey is still not migrants' choice, but their only option at the moment. Despite this fact that Turkey is not migrants' choice, it is often discussed that they would probably benefit the most if they would start to integrate in a country that they have any connections to from the beginning; for example, through language, or family, culture, etc. So, even though not staying indefinitely in Turkey, most of experts agree that integration is a priority, since these people are stranded in these countries without a defined period and life has to continue. As well as, people who are integrated are more productive and they tend to abide by the rules of a country they live in.¹³³

3.2 Education system in Turkey

Similar to every other country, Turkish education is also organized into primary school, secondary school and university education. All the children have the right to attend schools and this right is protected by the law. Education has the same role in children's lives in Turkey, like anywhere else. They learn the skills necessary for the everyday life. What is different from, for example, European countries is the fact that Turkey has compulsory religious and moral education, and that is stated in the Turkish Constitution; European countries do not have this as obligatory.¹³⁴

Turkish education is based on eight years of compulsory education which is free; it starts when a child is six years old. Children age 6 – 14 are obliged to go to primary schools. Primary schools should provide children with basic skills so they can become good and model citizens, useful to the society. Moreover, primary education should prepare children for higher levels of education, and also for life and all the challenges they face through their lives. Primary education is in accordance with Turkish morality and tradition. Primary school lasts for eight years. As it is obligatory for all children, government provides children who live in remote areas with busses

¹³³ OECD (2018); *Working Together for Local Integration of Migrants and Refugees*; OECD publishing; Paris; Available from: <https://reliefweb.int/report/world/working-together-local-integration-migrants-and-refugees> (Accessed 07.09.2018)

¹³⁴ Library of Congress; *Constitutional Right to an Education: Turkey*; Article 42; Available from: <https://www.loc.gov/law/help/constitutional-right-to-an-education/turkey.php> (Accessed 07.09.2018)

and they also have available buses to take them to and back from school. There are boarding schools for children that live very far and special schools for children with special needs.

“The right to education has been secured by the Constitution of the Republic of Turkey, and Turkish education has been organized on the basis of the Law on the Organisation and Duties of the MONE, the Basic Law of National Education, the other Laws regulating the education system, and Development Plans, Government Programmes, Decisions of National Education Councils, which are regarded as basic policy documents, and the other legislation regulating the principles related with the type, level and function of education.”¹³⁵

Turkish education system follows some basic principles and those principles include that educational institutions are open to all regardless of race, sex, or religion; so everybody has the right to basic education; individuals are directed towards programmes or schools depending on their interests, talents, and abilities; they all have equal opportunities; they learn about democracy and conform to Atatürk’s reforms and principles, and Atatürk’s Nationalism; education fulfills individual and societal needs; school cooperates with family, and nourishes scientific approach; Turkish education system emphasizes the importance of continuity that it is essential that the general and vocational education of individuals lasts for a lifetime; as well as that education can be found everywhere.¹³⁶

After primary schools children can decide whether they want to continue to educate themselves and they can prolong to secondary school. Secondary schools can be General High Schools, Vocational High Schools and High Schools Applying Examination.¹³⁷

Once students finish High School, they can start Tertiary Education. This level of education can be formal, open, external and mass education and all Institutes of Tertiary Education classify as Universities and Advanced Technology Institutes.¹³⁸

¹³⁵*Reviews of National Policies for Education*; Basic Education in Turkey, Background report; Republic of Turkey, Ministry of National Education, 2005, p.16

¹³⁶*Reviews of National Policies for Education*; Basic Education in Turkey, Background report; Republic of Turkey, Ministry of National Education, 2005, p.17

¹³⁷ Children need to pass exam before enrolling it, while the enrollment in others does not need examination.

¹³⁸ European Commission; *Organization of the education system in Turkey 2009/2010* ; European Commission publishing

3.2.1 How Turkey treats migrants

Turkey has always had open door policy and has received a lot of migrants during the years; even in this migrant crisis it was a country that did not want to close the door to anyone. That is the reason why it hosts the biggest number of migrants, refugees and asylum seekers at the moment. Turkey has 15 migrant camps and the biggest are in Şanlıurfa, Gaziantep, Kilis, Mardin, Islahiye, Hatay and Istanbul.

“Turkey hosts more refugees and asylum seekers than any other country in the world, including 2.8 million Syrians and about 290,000 people from other countries, mostly Iraq, Afghanistan, and Iran.”¹³⁹

Despite having the open door policy and receiving a lot of migrants, Turkey was criticized about the conditions in their camps by some international organizations even before the migrant crisis that begun in 2011, there was actually a big criticism by Human Rights Watch of Turkish authorities and their way of treating migrants. They visited the detention camps in Edirne, Izmir and Kirklareli and wrote down the stories of migrants about the period they have been there. Migrants talked about poor hygienic conditions, about the assaults and constant beating, but also a lack of food and place to sleep. They witnessed that there was no medical staff either. Those camps didn't satisfy basic human needs not only according to the stories of migrants but also visitors who went there.¹⁴⁰

For people from Syria, being a bordering country, Turkey was first safe point on their way to Europe. Even though having open-door policy, polls show that Syrians are being viewed as a burden to society and often resented.¹⁴¹

¹³⁹ Human Rights Watch; *Turkey: Education Barriers for Asylum Seekers*; 31.05.2017; Available from: <https://www.hrw.org/news/2017/05/31/turkey-education-barriers-asylum-seekers> (Accessed 24.07.2017)

¹³⁶ Jimenez, Rafael; *Stuck in a Revolving Door: Iraqis and Other Asylum Seekers and Migrants at the Greece/Turkey Entrance to the European Union*; Retrieved from: <https://www.hrw.org/report/2008/11/26/stuck-revolving-door-iraqis-and-other-asylum-seekers-and-migrants-greece/turkey> (Accessed 21.07.2017)

¹⁴¹ Brandt, J; Erdogan, M; Krisci, K; “Syrian Refugees in Turkey: Beyond the Numbers”; Brookings, Available from: <https://www.brookings.edu/blog/order-from-chaos/2018/06/19/syrian-refugees-in-turkey-beyond-the-numbers/>

There are 3 200 000 migrants from Syria, who fled the war; 140 000 persons of concern who come from Iraq, they come to Turkey because of sectarian issues, and because of the turmoil caused by the overthrowing of Saddam Hussein and there is ethnic tension among different ethnic groups in Iraq as well as restricted freedom of assembly and expression.¹⁴² When it comes to people from Afghanistan, there are 145 000 Afghani migrants residing in Turkey which fled due to country's internal conflicts and the fear of the rise of the Islamic State and the limitation of their freedom.¹⁴³

Talking about migrant accommodation centers, the biggest number of them is in Turkey. "Turkey's three largest cities – Istanbul, Izmir, and Ankara – are not satellite cities, and as a rule, non-Syrian asylum seekers cannot lawfully live there. Syrians are not required to live in satellite cities, but they face different obstacles to education, including a backlog in the processing of requests for identification documents required to enroll in public schools. ...many Syrian students attend "second shift" classes in the afternoon and evening in which there are no Turkish children."¹⁴⁴

"In line with the "geographical limitation" Syrians who have fled to Turkey are recognized as "guests" and not as "refugees;" and the camps where Syrians reside are officially "guest-camps", not "refugee camps". However, Syrians in Turkey are not treated like migrants coming from other non-European countries, either. They cannot register with UNHCR in order to apply for asylum in a third country. Some Syrians who arrived in Turkey in May 2011 have stated that UNHCR carried out initial interviews with them in order to start processing their files. However, later, due to a change of the policy by the Turkish state, UNHCR stopped registering Syrians. One of the interpretations of the change of policy by the Turkish government is that technically it is very difficult to process asylum applications for such a huge number of asylum seekers. Another commonly made comment by experts and journalists is that through such a policy, the Turkish government aims to prevent the interference of UNHCR or other international bodies in

¹⁴² Human Rights Watch; *Iraq, events of 2015*; Available from: <https://www.hrw.org/world-report/2016/country-chapters/iraq> (Accessed 05.09.2018)

¹⁴³ Human Rights Watch; *Afghanistan, events of 2016*; Available from: <https://www.hrw.org/world-report/2017/country-chapters/afghanistan> (Accessed 05.09.2018)

¹⁴⁴ Human Rights Watch; *Turkey: Education Barriers for Asylum Seekers*; Available from: <https://www.hrw.org/news/2017/05/31/turkey-education-barriers-a8sylum-seekers> (Accessed 24.07.2017)

Turkish control over the Syrian migrant situation.”¹⁴⁵ Much smaller groups are Iraqi and Afghani migrants, they are recognized as people under international protection and as such are also placed in these “guest camps”.

About the rights and the protection which migrants should have in Turkey we see in the Turkish Law on Foreigners and International Protection in Article 2 which states that this Law applies to the activities and actions related to foreigners; and in case there is a individual protection claim when being on the border, or in Turkey there will be provided temporary protection to foreigners especially if there is a big influx of migrants on the Turkish territory of course in case they were forced to leave and that they cannot return back to their home countries; these are the duties, mandate and responsibilities of the Directorate General of Migration Management.¹⁴⁶

Article 4 of Law on Foreigners and International Protection protects all the people whose safety is in danger or lives threatened. So no one would be sent back to a place where person was tortured or subjected to inhumane treatment or degrading punishment. The same goes if one’s life is being threatened on national, religious, race or belonging to a certain social/ political group base.¹⁴⁷ And in Article 46, under letter d, is written that everybody who “throughout the removal actions of the applicant to the first country of asylum or a safe third country”¹⁴⁸ can obtain a humanitarian visa for a duration of one year.¹⁴⁹

In the beginning of 2016 Turkish officials started considering giving migrants work permits. It is a fact that European commission was not satisfied by the way Turkey has handled migrant situation; they gave them money in order to stop the influx of the migrants in Europe, but that

¹⁴⁵ Şenay Özden, *Syrian Refugees in Turkey*, MPC Research Reports 2013/05, Robert Schuman Centre for Advanced Studies, San Domenico di Fiesole (FI): European University Institute, 2013; p.10

¹⁴⁶ *Law on Foreigners and International Protection*; Law Number 6458; Official Gazette; 2013; Republic of Turkey Ministry of Interior Directorate General of Migration Management; p16

¹⁴⁷ *Ibidem*; p.20

¹⁴⁸ *Ibidem*; p.51

¹⁴⁹ *Ibidem*; p.51

did not happen. European Commission also stated that they would like to sponsor project about education and by that allowing migrant children to go to schools.¹⁵⁰

Even migrants have right to work, there are other limitations and rules that should be followed when giving migrants work permits and when deciding on employing them. After six months of asylum application, it is possible in Turkey to apply for work permit. In practice it is not so likely that they will get employment and even though they do, according to the Law, employer has to employ at least five Turkish people for one person of different nationality.¹⁵¹

This does not go as smoothly as it seems, even though there is the rule that employer must employ five Turkish citizens on every migrant, some of the Turkish citizens still feel threatened when it comes to giving jobs to migrants. Since they work for lower wages, many employers decide to choose them over Turkish citizens. Besides this, there are also other concerns which take Turkish politics into consideration “Alevis, Kurdish nationalists, liberals, secularists and some Turkish nationalists worry that political leaders are using refugees to transform national identity, consolidate power and reframe Turkey’s role in the Middle East as more Arab, Sunni and hegemonic.”¹⁵²

It was important to point out that migrants have the right to work since it is related to the children’s right to education and it makes it easier for children whose parents are working to attend schools. But this is not the only thing that stands between migrant children and education, more Turkish language classes should be provided, children should catch up with the things they missed in school and bullying that Turkish children show toward migrant children should be stopped. Bill Van Esveld and Stephanie Gee in their paper “To get Syrian kids in school let parents work” discuss that only funding education projects will not be enough if migrants’ rights to work are not protected. And since the average time migrant children spend outside of their houses is too long, it is irresponsible and not thought through to rely only on donors money for

¹⁵⁰ European Council; *EU-Turkey Statement*; Available at: <http://www.consilium.europa.eu/en/press/press-releases/2016/03/18/eu-turkey-statement/> (Accessed 09.08.2018)

¹⁵¹ Human Rights Watch; *Turkey: Education Barriers for Asylum Seekers*; Retrieved from: <https://www.hrw.org/news/2017/05/31/turkey-education-barriers-asylum-seekers> (Accessed 24.07.2017)

¹⁵² International Crisis Group, Report no. 241; *Turkey’s Refugee Crisis: The Politics of Permanence*; 30 November 2016; p.1

education costs, so parents would have to provide as well if we do not want to see these children fail in life.¹⁵³

The number of migrant children enrolled in schools in Turkey is quite low. There is a statistic by the Human Right Watch that “of the 708,000 school-age Syrian children living in Turkey, only 212,000 were enrolled in formal education in 2014-2015.”¹⁵⁴ According to UNICEF annual report, by the end of 2017, 600 000 migrant children were enrolled in schools.¹⁵⁵

Regarding Turkish education system, it can be said that it is not perfect and that it has been facing many problems even before the migrant crisis. Some of those problems were that classrooms have too many children, the existence of the lack of equipment and financing, double shift education, school rates are unsatisfying, the resources and time were wasted, and the curriculum would need to be updated.¹⁵⁶ And now with a lot of children coming from the Middle East, these problems are even bigger. There is a huge urge for new schools and well equipped educational institutes.

Besides investing in new schools, when talking about migrant crisis, the language of instruction and the level of education provided are also questionable. Naturally, language of instructions in Turkish schools is Turkish, and schools with Arabic as a language of instructions are being open. Anyway, a lot of migrants want to learn Turkish, because they have stayed there longer than intended. This is an improvement toward integration in the society, but it is also very beneficial for them, because with the knowledge of Turkish language it would be easier for children to enroll in schools.¹⁵⁷ The problem with this fact is that many are complaining that the level of education received in different schools is uneven. So some students receive better quality education than others. On another hand there is a legal problem with recognition of diplomas, for

¹⁵³ Bill, Van Esveld; Stephanie, Gee, K.; *To get Syrian Kids in School, Let Parents Work*; Human Rights Watch; Available from: <https://www.hrw.org/news/2016/01/14/get-syrian-kids-school-let-parents-work> (Accessed 23.07.2017)

¹⁵⁴ Ibidem

¹⁵⁵ UNICEF Annual Report 2017, Turkey

¹⁵⁶ Reviews of National Policies for Education; Basic Education in Turkey, Background report; Republic of Turkey, Ministry of National Education, 2005, p.37

¹⁵⁷ Berna , Cetin; *Refugees in Turkey: Language courses for a fresh beginning*; Available from: https://eeas.europa.eu/headquarters/headquarters-homepage/39111/refugees-turkey-language-courses-fresh-beginning_fr (Accessed 25.03.2018)

example with Syrians. Students who graduate from Syrian schools receive Syrian diplomas, but those are not recognized by Turkish government, so they cannot enroll at Turkish universities.¹⁵⁸

The government is aware of the importance of the education and this problem with diplomas is supposed to be taken into consideration. “As education plays a critical role in durable solutions for refugees, the government should address the issue of valid diplomas for refugee children in camps as well as those receiving their education in Syrian schools in Turkey.”¹⁵⁹

Another problem with Turkey was that it took a long time for people to acquire identification cards that are necessary for the school enrollment. As well as the lack of money, which is the main problem for displaced people. Even though elementary schools are free, parents cannot afford the school supplies needed for children, and of course transportation is cost that they cannot afford.

In addition, there are a lot of migrants both inside and outside camps and because educational centers are inside camps, huge number of migrants is unable to continue their education and only those who are registered, those with passports, have the right to attend schools.¹⁶⁰ Moreover, “there are also vocational training facilities in the camps; however, the work that is done in these workshops needs to be more effectively utilized by creating market outlets.”¹⁶¹

Nowadays, there are education centers in Turkey which are adjusted for children with Arabic curriculum, and which are also verified by Turkish Ministry of Education. If parents did not have identification cards, children could enroll to schools labeled as “guest students”; the flaw was that they would not get reports of passing subjects, while having this status.¹⁶²

It is possible for migrant children to enroll in Turkish public schools which are free. In addition to this there are “temporary education centers” (TECs) which are accredited by the Ministry of National Education. Thanks to donations new schools are being built in Turkey, according to The

¹⁵⁸Osman Bahadır Dinçer, Vittoria Federici, Elizabeth Ferris, Sema Karaca, Kemal Kirişçi, Elif Özmenek Çarmıklı; *Turkey and Syrian Refugees: The Limits of Hospitality*; The Brookings Institution; 2013; p.18

¹⁵⁹ Ibidem; p.19

¹⁶⁰ *Turkey: Education Barriers for Asylum Seekers*; Available from: <https://www.hrw.org/news/2017/05/31/turkey-education-barriers-asylum-seekers>

¹⁶¹ Osman Bahadır Dinçer, Vittoria Federici, Elizabeth Ferris, Sema Karaca, Kemal Kirişçi, Elif Özmenek Çarmıklı; *Turkey and Syrian Refugees: The Limits of Hospitality*; The Brookings Institution; 2013; p.15

¹⁶² Human Rights Watch; *Turkey: Education Barriers for Asylum Seekers*; Retrieved from: <https://www.hrw.org/news/2017/05/31/turkey-education-barriers-asylum-seekers> (Accessed 24.07.2017)

United Nations Children’s Fund (UNICEF), seven new schools were built in Turkey in 2015, “200 were renovated, 8,700 Syrian “volunteer” teachers were hired, and more than 10,000 Syrian students received subsidized school transportation, leading to a 30 percent increase in the number of children in school over the previous year.”¹⁶³ There are 400 temporary education centers in Turkey, but 400 000 children still do not attend any school.¹⁶⁴

Observing educational opportunities it is noted that for example at seven universities near the border with Syria, Syrian students can enroll without showing any evidence that they were attending universities in Syria. On the other hand this affected the public and Turkish people were disagreeing with this, and as main argument they used the idea that they are stealing educational opportunities from Turkish citizens. Furthermore, due to the language barrier, mostly Turkman Syrians would be able to attend these universities. So, this policy was highly criticized.¹⁶⁵

The importance of putting children in schools has been emphasized many times, i.e. the worst possible outcome would be to create a generation of young adults who do not have the opportunity to live up to their full potential, no matter in which country they stay. Moreover, there is a danger of child labor, child begging, early marriage and potential for radicalization. When families had a choice to decide between public schools, or TECs¹⁶⁶ they have mostly preferred the TECs, which represent emergency answer to the lack of space in public schools, and different curriculum.¹⁶⁷

What is also important to be mentioned is the fact that Turkish authorities are actually planning to close these Teaching Education Centers after three years and to integrate children in Turkish society. According to the International Crisis Group Report, there is a danger that because of

¹⁶³ Human Rights Watch; *Education for Syrian Refugee Children – What Donors and Host Countries Should Do*; 16.06.2016; Available from: <https://www.hrw.org/news/2016/09/16/education-syrian-refugee-children-what-donors-and-host-countries-should-do> (Accessed 09.08.2017)

¹⁶⁴ Crisis Group Europe Report N 241; November 2016; *Turkey’s Refugee Crisis: the Politics of Permanence*; Available at: <https://www.crisisgroup.org/europe-central-asia/western-europemediterranean/turkey/turkey-s-refugee-crisis-politics-permanence>; p.3

¹⁶⁵ Şenay Özden, *Syrian Refugees in Turkey*, MPC Research Reports 2013/05, Robert Schuman Centre for Advanced Studies, San Domenico di Fiesole (FI): European University Institute, 2013; p.13

¹⁶⁶ Teaching Education Center

¹⁶⁷ International Crisis Group, Report no. 241; *Turkey’s Refugee Crisis: The Politics of Permanence*; 30 November 2016; p.9

parallel education systems, in this case public schools and TECs, a marginalized community may emerge. Due to this there is a plan for closing TECs and including all the children into a public school system.¹⁶⁸

If we look at the 2016 reports of “Regional Refugee Resilience Plan” in Turkey, we can see that there was a significant improvement from 2015. Both the accessibility of institutions and the quality of education improved a lot. Number of kids enrolled in school also rose. More schools and education facilities are open and tens of schools were renovated. Incentives that UNICEF gave to Syrian teachers showed up to be a good decision.¹⁶⁹

It should be always bared in mind that education is of extreme importance for these children who are making the most vulnerable groups and schools as well as education centers are some kind of “safe haven” for them. Those are places where they can forget about the rough everyday and concentrate on something that will make their lives easier, and enable them somehow future.

In many camps the importance of education is being brought up and schools are being opened. For example the authorities have opened nurseries as well as primary and secondary schools in the Kilis camp, and the curriculum was adopted by the Turkish Ministry of Education. In addition to this, in other camps, i.e. the Islahiye camp, migrants alone have organized a school and appointed a teacher in this case a Syrian person. There are 30 teachers and 710 students. One of the teachers states that “it took a lot of effort to persuade the Turkish authorities to let Syrians do the teaching.”¹⁷⁰

“In Antakya and Gaziantep, Syrians have established their semi-official schools, with Syrian teachers who developed their own curriculums.”¹⁷¹ This is not something strange; there was some sort of adjustment in the curriculum because Turkish education system does not recognize every curriculum, which is for example the case with Syrian curriculum and in order for Syrian

¹⁶⁸ International Crisis Group, Report no. 241; *Turkey's Refugee Crisis: The Politics of Permanence*; 30 November 2016; p.10

¹⁶⁹ UNICEF Annual Report 2017, Turkey

¹⁷⁰ Şenay Özden, *Syrian Refugees in Turkey*, MPC Research Reports 2013/05, Robert Schuman Centre for Advanced Studies, San Domenico di Fiesole (FI): European University Institute, 2013; p.12

¹⁷¹ *Ibidem*; p.15

children to obtain a degree of passing from 9th to 12th grade, they are supposed to follow Libyan curriculum according to the Education Commission and the Turkish Ministry of Education.¹⁷²

To sum all this up, according to the recent research, there has been increase when it comes to migrant children enrolled in public schools (59%), than those enrolled in TECs (41%). Even though there is a plan of closing TECs by the end of this year, they are also planning of opening new schools adapted for migrant children from the money they have collected from donations.¹⁷³

3.3 Non-Governmental Organizations responsible for migrants in Turkey

Many different Non-Governmental organizations are operating in Turkey. Here, NGOs are in charge of implementing non-formal education and organizing different workshops for migrants as well as language courses which are necessary for the integration into the formal education system. Most of big international NGOs are actually cooperating and working as partner to smaller, local NGOs. In addition to NGOs working on Turkish territory, it is important for Turkey to strengthen relationships with international organizations as well with other countries' governments.¹⁷⁴

- From all of the NGOs and international organizations which deal with migrants, UNICEF is the most important and the biggest one that in Turkey. UNICEF cooperates with the Turkish Ministry of National Education in providing education for migrant children. It works on improving the quality of education for migrants and training teachers (107 938 are trained) for addressing special needs migrant children have and developing their pedagogical skills.¹⁷⁵ They are also organizing fundraising for education and provide school supplies which migrant children cannot afford.

¹⁷² Kemal Kirişçi; *Syrian Refugees and Turkey's Challenges: Going Beyond Hospitality*; 1775 Massachusetts Avenue, N.W., Washington, D.C. 20036; 2014

¹⁷³ Katherine, Parks; *Efforts to Expand Education for Syrian Refugees in Turkey*; April 2018; Available from: <https://borgenproject.org/expanding-education-for-syrian-refugees-in-turkey/> (Accessed 11.08.2018)

¹⁷⁴ Republic of Turkey, Ministry of Foreign Affairs; *Turkey's Development Cooperation: General Characteristics and the Least Developed Countries (LDC) Aspect*; Available from: http://www.mfa.gov.tr/turkey_s-development-cooperation.en.mfa (Accessed 11.08.2018)

¹⁷⁵ UNICEF Annual Report 2017; Turkey, p.7

- DRC is another organization in common in both Serbia and Turkey. They are taking care of migrants and in Turkey they are mostly working at the border cities like Kilis, Hatay and Urfa. Here they provide direct assistance in form of money, hygiene items, and kitchen and baby kits. They also connect unemployed migrants with potential employers; increasing awareness on topics such as child labor, child marriage and so on. Through community services they enable non-formal education, legal and information counseling, protection awareness, psychosocial activities and livelihood counseling for migrants.¹⁷⁶

When it comes to non-formal education, DRC is partner to many Turkish institutions that are involved in the education of migrants; they mostly cooperate and are partners with language centers. It depends on the city which center is DRC's partner. For example, in Hatay and Şanlıurfa they collaborate with language centre Tömer; and together with DRC they offer language courses in English and Turkish since December 2015. In Antakya English courses are organized with language centre Rainbow, while English Time Institute organizes courses in Şanlıurfa. Furthermore, DRC cooperates with Public Education Centre (PEC) as well which is a sub-branch of Ministry of Education; together with PEC they provide various vocational trainings which contributes to the non-formal education of migrants. DRC has also established two Multipurpose Community Centers in Kilis which are safe place for migrants and where they can learn English and Turkish language.

Non-formal education workshops such as computer software workshop, workshops about photography, cooking, animation, technical service, digital printing and other are organized with Hatay Vocational Center. Some NGOs are also partners with DRC, NGO Kareemat Center organizes language courses as well, and in addition to them, literacy courses and learning some technical skills such as sewing or handcrafting. Also in Kilis DRC works with International Blue Crescent (IBC) where they provided language courses and practical skills courses (hairdressing, handcrafting); IBC is in charge of five TECs. Eastern Mediterranean Institute for Studies and Training provides trainings, language and

¹⁷⁶ DRC about Turkey; Available from: <https://drc.ngo/where-we-work/middle-east-and-north-africa/turkey>

computer courses together with DRC. There is also a university in Kilis which has a partnership with DRC, that is Aralik University; it consists of six faculties, two schools of higher education, two vocational schools of higher education and three institutes where migrant children are taking lessons.¹⁷⁷

- Save the Children is organization which is more active in Turkey than in Serbia. They work with Turkish authorities and other organizations and they work together in preventing these children from becoming “lost generation”. Save the children is a partner with Turkish NGOs where they provide safe spaces for children, so they can take part in recreational activities and take part in courses which are organized there. Besides, Save the Children is providing material help as well, they are supplying schools with proper equipment, making schools more modern and functional, giving incentives to the teachers and providing trainings for them so they know how to handle this sensitive situation better, moreover, they are providing transport for children to and from schools, since for many children it is an obstacle, and they are organizing extracurricular activities for children like sports so they have spend more time with their peers and they make some friends.¹⁷⁸
- IMPR Humanitarian is an organization that put special effort in Turkey, as to enable migrants get education. Their project “Informal Education Programme for Syrian refugee children and Turkish adolescents in Turkey” is ensuring children having access to formal and informal education, which will lessen the possibility of child labor and early marriage. This project should also ensure children being enrolled in Turkish public schools. This project is aiming children from 12 to 18 years old. They organized non-formal and formal education programmes in 41 different youth centers. This project consisted of two steps, first they ensured that both formal and non-formal education are accessible, while things such as violence and child labor are prevented; another step was providing non-formal education and supporting Youth centers, so children had higher

¹⁷⁷ Danish Refugee Council, *Accountability framework*, April 2016; p.9

¹⁷⁸ More about Save the children International; Available from: <https://www.savethechildren.net/about-us>

chances of becoming enrolled in Turkish public schools.¹⁷⁹ Another project regarding education was “Outreach to promote secondary education enrollment and assessment of barriers in accessing secondary education for Syrian refugees in Turkey”. With this project they were raising awareness about the importance of education and to show the opportunities and possibilities children have when it comes to education. It focused on enrolling more children in secondary schools and identifying the reasons why the school enrollment, especially in secondary schools, is low. It aimed children age 14-18 years old and it was sponsored by Canadian Embassy.¹⁸⁰

¹⁷⁹ IMPR Humanitarian; Available from: <http://imprhumanitarian.org/en/informal-education-programme/> (Accessed 08.09.2018)

¹⁸⁰ IMPR Humanitarian; Available from: <http://imprhumanitarian.org/en/refugee-children-secondary-education/> (Accessed 08.09.2018)

4. Comparison of efforts done in integrating migrants through education programs

Analyzing these two countries, Serbia and Turkey, clear differences and similarities can be seen in the way of treating migrants and the rights that are allotted to them. First of all, it is a fact that Turkey is hosting a much larger numbers of migrants than Serbia, but if we compare how bigger Turkey than Serbia is, this ratio is not so big. Moreover, analyzing Serbia and Turkey, we can notice that few things are quite obvious.

First of all, in both countries, the rights and obligations of migrants are regulated on a certain level. Nevertheless, both of these two countries have their own regulations when migrants are concerned. We can clearly see that when comparing the recognition of the migrant status (people under temporary/international protection) and the regulation of work permits, in Turkey migrants can obtain work permit while in Serbia they cannot. Having a work permit is important since migrants cannot rely only on the donor money to support the children through education so it is important for parents to have the right to work so they can help and contribute to the children's education. And by having their status defined, not being "ghosts" it is easier for migrants to integrate in the society; and also to support the integration through education.

As educational systems vary from one country to another there are some differences, but also similarities in Serbian and Turkish educational system. The most important similarity which needs to be stressed is that primary education is compulsory and free of charge while secondary education is free but not compulsory in both countries; this is important when it comes to integration through education because since it is free of charge it is accessible to more people, in this case migrants who would not be able to afford it if it was the other way. Some of the differences in the educational systems in these countries are that in Serbia children start school when they are seven years old, while in Turkey they start school at the age of six. Furthermore, Serbia does not have a mandatory religious and moral education while Turkey does, this can be a downside, because not everybody are religious or willing to practice religion.

Having in mind that the access to education is one of the fundamental human rights, migrants stranded in Serbia and Turkey are entitled to enjoy this right. Efforts in ensuring the exercise of the right to education are done in both countries by government as well as nongovernment sector.

Regarding the formal education the Serbian authorities started including migrants into public school system earlier, while Turkey was emphasizing more the importance of TECs which Serbia does not have, but as said in the thesis, Turkish authorities are planning to close TECs and to enhance the integration of migrants into public school system. Public school system is more formal form of education and it is conducted according to curriculum that is already arranged and agreed upon, but the disadvantage in Turkey is that there are too many migrant children, and there is not enough place for everybody to go to public schools. This is one of the main reasons why TECs were open in the first place, but now there are new school buildings built, so there is not big necessity for TECs hence the plan for closing them. Taking TECs in the consideration it is possible to say that their form is a bit looser and that there is more space for the adjustments of curriculum as well as employing teachers who are the same nationalities as students. Most of the international organizations which provide educational services are the same in both countries and these international organizations are in charge of organizing extracurricular classes. They cooperate with smaller local organizations and many times with government. Besides helping students to follow the regular classes, international organizations have educational workshops, where children can attend language, computer skills classes, workshops on gaining some practical skills such as sewing or hairdressing; these fall under the scope of informal education. International organizations are providing psychological help and help in surpassing trauma migrants have experienced back home and on their way to Europe. This is important for and related to education because traumatized children do not want to attend schools and grew up not fitting in the society so this sort of help and counseling is necessary.

As seen through the thesis, education is one of the priority and something that every human being has a right to. Even in extraordinary situations such as this migrant crisis there is a way and necessity for providing education. It is clear that both Serbia and Turkey have put a lot of effort in enabling proper education to migrant children. The results can be seen if we look at the satisfied children who are attending classes and learning new things together with making new friends. And while still not being fully integrated into the educational system big number of migrant children is attending school and fights against becoming “lost generation”.

What many see as a problem is that most donors want to donate money and support education, but at the same time they are not supporting new job openings which will be available for parents

of the children. This is why many are urging donors to give money not only for building new schools, but also for creating new jobs. One of the biggest obstacles that migrants have is the lack of money which is related to the lack of jobs. Due to not having work permits, many migrants are struggling with surviving, and often their kids are obliged to give up school, so they can save money. Children also were forced to work and they are often exploited, the same way as their parents. It is not only something that donors should be considered about, “host countries have a role to play too. They must commit to ensuring refugee children in their countries are in school and learning, including making the necessary infrastructure available and removing the legal and financial barriers facing refugee children.”¹⁸¹

Even the money that is reserved and donated for education is not equally delivered. A lot more money goes to primary education funding than to secondary education funding. According to Human Right Watch reasons for that are that “children with secondary education are typically healthier, and likelier to find work as adults and escape poverty. Those who drop out of school may face hazardous labor, child marriage and sexual violence, harassment by state security forces, and targeting and recruitment by armed groups.”¹⁸²

¹⁸¹ Save the Children; *Half of the Refugee School Children Are Out of School Leaving Them Exposed to Exploitation and Abuse*; Available from: <http://www.savethechildren.org/site/apps/nlnet/content2.aspx?c=8rKLIXMGIpI4E&b=9357115&ct=14850115¬oc=1> (Accessed 24.04.2017)

¹⁸² Bill, Esveld, Van; Elin, Martinez; Bassam, Khawaja; Human Rights Watch; *Lost Years: Secondary Education for Children in Emergencies*; Retrieved from: <https://www.hrw.org/news/2016/12/16/lost-years-secondary-education-children-emergencies> (Accessed 24.07.2017)

Conclusion

With this thesis I wanted to show the ways how migrant children are being integrated in two different societies such as Serbia and Turkey. I used education as a dimension of integrating them in the society, where formal and non-formal types of education were observed.

Firstly I explained about migrant crisis that is in focus in the paper, as well as different terms used for people who have fled their native country and the reasons why term “migrant” was used for the purpose of this paper. The importance of integration and concept of education were explained as well.

Since the focus was on two countries, I wrote about Serbian discourse first. Here I explained the education system in Serbia and how Serbian authorities are treating migrants. After that I reflected on organizations responsible for migrant education as well as projects which they organized in a period between 2015 and 2017.

Next thing in line was Turkish discourse. The principle was same, first there was explanation about the education system and the way Turkey handled migrants. In addition to this, different organizations and the projects they implemented were in focus.

Comparing these two cases I can conclude that the way of integrating migrants through education is quite similar. The biggest accent is on learning languages spoken in these two countries, i.e. Serbian and Turkish, moreover English lesson were also provided which would be very beneficial for their future. The reason for learning languages that are spoken in these countries is that integration through education becomes easier and more accessible if you speak the language. Formal education included lessons such as math and science as well. When it comes to non-formal education emphasize was on developing practical skills which would be useful in both everyday and future professional life. I believe that workshops for learning how to write a good CV as well as workshops for obtaining computer skills would be very useful and be perfect addition to formal education. These skills would help migrants to have the use of education and the things they learned through life.

Another thing that is positive when having non-formal education in mind is that arts and craft workshops were organized. In my opinion it is always important to nourish and encourage creativity. I believe it has a healing effect and helps in forgetting bad things that they have been through.

Some of the observations I made while researching was that quality of education was often discussed as well as quality of teachers and educators. It should be taken better care when choosing persons for the job and also providing them with proper training especially for this sort of situation which is not common. Furthermore, education should be more interactive; workshops where children got to share their experience and culture were very welcomed by migrants, made them feel valued and should be organized more often. Since they are integrating and learning about different cultures, their own culture should be respected as well.

It can be also beneficial for both Serbian and Turkish teachers and educators if there would be possibility for them to connect and exchange experiences, advise each other and recommend good strategies in approaching migrant children. Observing things from different perspective can be very beneficial in this situation.

Overall, I would like to conclude that even though both countries are doing their best in order to integrate migrants into education, there are still many flaws (such as untrained teacher, unadjusted curriculum or insufficient number of classes) that should be repaired both in terms of formal and non-formal education. Bottom line is that both countries should invest more money in education.

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