

A CONTEMPORARY ISSUE OF THE WORLD: REFUGEES SOLUTION TO A PROBLEM: EDUCATIONAL NEEDS OF REFUGEES IN A MULTICULTURAL WORLD

KAMİL ARİF KIRKIÇ, AYŞE PERİHAN KIRKIÇ, ŞEYMA BERBEROĞLU

Kamil Arif Kırkıcı, Assoc. Prof., İstanbul Sabahattin Zaim University, Ayşe Perihan Kırkıcı, İstanbul Şehir University, Şeyma Berberoğlu, İstanbul Şehir University

Abstract

In last decades, forced migration movements increased unfortunately and caused a number of people to leave their countries, homes. According to United Nations High Refugee Committee (UNHCR), “65.3 million people forcibly displaced worldwide and if these people were a nation, they would made up 21st largest country in the world” (2016, pp 2,72). Since World War II, this number is highest in the world. In addition there is an important fact that more than 50 per cent of these refugees are younger than 18 years old (UNHCR,2016). All these refugees need to have access to their basic needs. In this context, especially existence and quality of food, health and educational services have importance. Host countries should make plans for these services even refugees are “temporarily protected” because “temporarily” time is unbounded. 1 year can be temporary time for refugees but also 20 year also can be a temporary time. Moreover, refugees may have cultural problems as the time progresses. Cultural problems are very important issues that refugees may face. Due to different cultural dynamic of host countries, refugees culture can be shapen. Multicultural socialization occurs when these type of migration movements exist. Multicultural socialization is the process of acquiring values, cognitions, emotions and behaviors from a different culture through social mechanisms.

As stated above 50 per cent of refugees are children (UNHCR,2016). Refugee children are not only need to access humanitarian needs but also education. Getting a good education is every child’s right as stated in Children Rights. According to Children Rights’ 28th article, all governments should give free and compulsory elementary school education to every child and make arrangements to sustain a healthy education life (UNHCR,1990). Refugees also have rights to get proper education. Even though, making a new system or adapting to established system for refugees is sometimes hard for host countries, getting this responsibility is crucial in context of human rights. Turkey is one of the countries that hosts high number of refugees. According to European Comission Eurostate Release, Turkey hosts 3.4 million refugees and Turkey is the first country that hosts number of refugees (2017). From these refugees, 51 per cent of them are children (UNHCR,2016). Considering the fact that

there are so many young refugees, education plays an crucial role for adaptation to society and decrease level of language barrier. Education system of Turkey should be arranged according to refugees and should respect their identities. When refugees migrate, a common culture occur in society. This common culture, affect refugees identities. Governments and policy makers should aware that, refugees are not only have their identities but also they probably have host countries identities. Sustainability and combination of different cultural identities are important part of refugee education. To achieve this goal, curriculums for refugee students should be well analyzed and planned based on multiculturalism. In this paper, a multicultural curriculum advice will be given to establish a better education life for Syrian refugees in Turkey.

Introduction

Though, mobilization increased especially with increasing technology and welfare level there are so many people mobilize in a different context. Migration movements caused people to move all around the world. Unfortunately because of war, famine and contagious diseases forced migration movements occurred. When we look at last decade, Syrian War has been left mark on the world. It has huge effects both in country and outside of the country. Syrian War that starts in 2011 caused 5.5 million people to migrate from Syria (UNHCR, 2016a). Turkey, Lebanon, Iraq, Iran, Jordan, Egypt and some European countries hosts these refugees. Turkey's geographical position lead Turkey to be a leader in context of hosting refugees. Increasing number of refugees has some significant effects on countries. Basically, countries should recover and improve their systems for instance infrastructure, education, health systems are some of them. Refugees effects are not only limited with sharing resources. Demographic effects are inevitable. Particularly considering the fact that there has been a huge number of young refugees. These young refugees effects on countries are similar with young citizens effects. As a result, these young people should be well educated.

Turkey's refugee education policy is very critical for refugee children to sustain their lives and adaptation to society. Syrian refugees mother tongue is Arabic which is different from Turkish. As a result, these refugee children has a language barrier first. To solve this problem, curriculum of schools should revised. If this arrangements will not take place not only Turkey but also other host countries will face to face with broad range of problems like early child marriage, child labor and employment of refugees in illegal ways. Turkey has been taken highly important steps to decrease child marriage but if they will not focus on refugee education this problem occur again. To avoid these problems, host countries basically focus on education. Turkey gives free education to Syrian children but there is not any legal article that states refugees education is mandatory until university. For Turkish citizens, there is a system called 4+4+4 and all Turkish citizens have to get education until university. From this perspective, Syrian students do not have the same opportunity as Turkish citizens in case of education. There are number of difficulties that Syrian refugees face with, language barrier of both families and children, economical conditions, prejudices towards refugees are some of them. Unfortunately, due to these difficulties 61 per cent of refugee children in Turkey who are in going-school age can not enrolled to primary or secondary education (UNHCR,2016b). Syrian students are going to temporary training center's. These centres are located in some government schools Refugee children get education after Turkish children's classes finish. In these centers, Syrian curriculum is continuing and giving by Syrian teachers. Also, Turkish classes are given by Turkish

teachers. In 2017-2018 academic year, Syrian students will integrate into Turkish government schools with Turkish students. However, there is a less integrated system and Turkish identity based curriculum has been teaching in Turkish governmental schools. There is no class or curriculum that emphasis importance of multiculturalism. There is no class that Syrian children will understand Turkish culture or vice versa. Due to lack of multiculturalization and adaptation, prejudices against refugees started to occur. To eliminate prejudices, education system should be based on multiculturalism and global values should be told to students. In addition, hate speech against refugees increased all around the world. There are some examples in Turkey can be seen in real life and social media unfortunately. To have a peaceful society, more conscious youth should be raised in a multicultural form.

A Contemporary Issue of the World: Refugees

As Ormsby stated, since 2011, number of displaced people around the world increased more than 50 per cent (2017). Year 2011 is so critical because Syrian War started and effected 5.5 million people, caused them to become a refugee (UNHCR,2016a). Forced migration caused them to leave their country like Afghans and South Sudanese people. "Forced migration is not something we discover but something we make" (Working,Turton,2003 pp 3,17). Political and economical problems affect not only refugees lives but also all world. Displacement can cause so many problems in host countries. In addition, refugees traumas, identity fights and struggle for life is so depressing. One of the most significant effect of forced migration is it affects all people from all socioeconomic backgrounds. A person can be a millionaire, an intellectual or a worker can all affect same time from the migration. Also maybe it is nonvisible for so many people but children are affected from forced migration issue so much. They may have trauma, chronic diseases during the migration process and after. Life standards of immigrants decreased steadily after migration. However, to survive in this standards refugees need support from local authorities, NGO's (Non-Governmental Organizations) and societies. One of the way to increase refugees life standards is education. To give an appropriate education for them and creating a common culture would affect their lives profoundly.

Adapting to a new culture is hard for refugees because they migrate into societies that have very different structure from them. As an example, if we want to analyze top 10 countries which accept high number of refugees 90 per cent of them are developing countries. To stay in camps in a developing or developed country is irrational for refugees. They seek job opportunities in these countries rather than staying in a shelter. UNHCR states that in Turkey, 91 per cent of refugees are living in cities (2017b). Turkish government gives work permits to refugees. Okyay states that, at the end of 2016, 13,298 Syrian refugees have work permits (2017). Considering the adult number of refugees in Turkey, this number is really low. Some of these refugees are entrepreneurs that opened their own restaurants or companies but still there are so many blue-collar workers. Unfortunately, some illegal labor is included. Especially due to hard economic conditions in big cities, high house rents, high prices lead children to become worker. Though this is illegal, refugee children are forced to work. United States Department of Labor also states that in textile, furniture and manufacturing sectors child labor has been increasing and these children get less than half of the wages that are given to adults.

Pakistan is the second country that host the highest number of refugees. Most of the refugees in Pakistan has been came from Afghanistan. Around 1.4 million refugees are living in Afghanistan. Afghan refugees also live in

some European countries and Iran. Most of Afghan refugees are living in Iran and Pakistan, which are developing countries. Also in 2016 in Iraq 953,447 and in Turkey 118,116 Afghan refugees are living (People of Concern Popstats UNHCR, 2016). Developed countries has less Afghan refugees compared to developing countries (Human Rights Watch, 2017). Due to political issues between Afghanistan and Pakistan, as a host country Pakistan has been started refoulement of these refugees. UNHCR numbers showed that in 2016, 1,737,882 refugees came back to Afghanistan though they have lack of humanitarian resource and job opportunities (2017c). In Afghan refugees case, children refugees are high too. More than half of the Afghan refugee population are children (UNHCR,2017c). Moreover, 74 percent of Afghan refugees living in Pakistan are below age of 24 (UNHCR,2016a). Giving education for these children is really crucial because there is a non-negligible existence of terror in that geography. To keep children safe and add value to their lives education has a huge place.

Lebanon is the third country that host highest number of refugees. Lebanon hosts 1 million Syrian refugees (UNHCR,2016a). Lebanon has some advantages based on refugees due to it's geographical proximity. Language of Lebanon is same as Syria, Arabic. Also, cultural differences are possibly less than Turkey or any other country that Syrian refugees are living in. However, Jesri states that spread all around Lebanon, there is not any formal camps (2015). This situation may affect to access education in a negative way because if government can not gather refugees it is hard to follow their needs.

Iran is the fourth country that hosts the highest number of refugees. Iran not only hosts Afghan refugees but also hosts Syrian refugees. There are 979,435 refugees in Iran (UNHCR,2016a). Afghan refugees can attend schools like citizen of Iran. In Iran, refugee children are getting education based on countries curriculum (UNHCR, 2016b). This situation is critical because this curriculum is not multicultural and does not fit to refugees culture.

Due to conflicts in South Sudan so many people become refugees. Almost one third of the population of South Sudan is displaced. "More than 1.7 million South Sudanese have fled the country and an estimated 7,5 million people are in need of urgent humanitarian assistance inside South Sudan, including more than 1.9 million internally displaced people (IDPs)" (UNHCR,2017a). Sudanese people mostly migrate to neighborhood countries and all these countries are not developed countries like Sudan or developing countries. IRRRA (International Refugee Rights Association) states that in Uganda there are 1 million South Sudanese refugees (2017). Due to economical conditions of host countries, refugee education is not successful so much. UNHCR states that almost 65 per cent of these children can not have access to education (2016a).

From all these examples it can be clearly seen that migration movements affects children so deeply. These refugee children are getting education in cultures which they did not born into. In addition, some refugee children were born into a society which is totally different than their families. For instance, according to AFAD (Disaster and Emergency Management), until July 2017, 224.750 children were born in Turkey. As time passes, these refugee children grew up and they grew up in a multicultural world. Possibly they will be bilingual, they will learn their mother tongue in home and they will learn host country's official language in schools or during social activities. These refugee children will possibly have conflict about their identity in their minds. If education system can be redesigned based on refugee identity, global values and cultural combination, refugee children can be saved and reintroduce to society.

All in all more than half of the refugees around the world are children (UNHCR,2016a) and these children need to get proper education like normal citizen children. Approach of countries toward them maybe different but they should meet in a common point that these children are not bounded with national borders they are *world's children*. To save children, education is an important mechanism. In next part of this paper, multicultural socialization and refugees identity is discussed. After that, a curriculum advice for refugee children in Turkey is given.

Education, Multicultural Socialization and Reconstruction of the Identity

Different countries, different people have different cultures. Globalization is a value that creates a new culture which everyone can meet in a common point. A Turkish person can wear blue jeans also a Japan can wear blue jeans too. Spread of internet and social media also plays a significant role here. These channels showed people that culture is not only restricted with countries borders. From these examples, we can easily say that people from different backgrounds, cultures, countries established a new culture that called global culture. Multicultural socialization is another part of global culture. Multicultural socialization process is a significant way of having values, behaviors and cognitions from a different culture via social mechanisms. Education is one of the most effective social mechanism that combine cultures, discover talents and shaping identities.

Education encourages wide based improvement of human abilities and possibilities. With a specific end goal to locate the self and to investigate the potential that the individual has, the individual need to teach her psyche and soul. The individual distinguish herself in light of the education that he/she has.

Education begins in the family and proceeds through all lifetime. The education that is gotten from the family is the essential determinant of the personality development. Data that is found out from guardians that we have, the condition that we grow up, the racial or religious gathering that we have a place or companions that we play with are operators for the character development.

Vincent (2003) says that education is not only a question of the activity of the political rights but on the other hand is the way to the verbalization or generation of the character. In a few nations education is an unquestionable requirement however other like African nations it is an extravagance. Despite the fact that education is a required commitment by the law, it assumes a key part on the development of the personality.

As a result of the cultural assimilation outcasts look to remake their personality when they touch base in another general public. Individuals want to distinguish themselves in view of their gathering enrollment. Since they need to increment in-assemble self-adequacy, they have a tendency to oppress out-gathering. Evacuees are uncovered various separation. That is the reason they feel the need of having a place a gathering that exist in the host nation. They reproduce their personality in like manner.

To discuss the reproduction of the character, Social Personality Hypothesis can be inspected. McLeod (2008) expressed that the focal speculation of social character hypothesis is that gathering individuals from an in-gathering will look to discover negative parts of an out-gathering, therefore improving their mental self-view. In this manner the local open separate the displaced people which has a place with out-aggregate so as to build their confidence. As a result of these sorts of social clashes, outcasts are compelled to face such rough acts and

practices. Indeed, even the most people don't demonstrate any forceful demonstration, despite everything they feel scorn toward outcasts.

Keeping in mind the end goal to end the contention between two gatherings, the administration should give exiles more social part to coordinate them into local society. So displaced people can build their character as indicated by the social part that s/he plays in the general public. In any case, it is precise for displaced people to totally adjust in an absolutely new society and culture. Regardless of the possibility that they had just battled far from the war, individuals had their own particular societies in their recollections and comprehensions. They ought not to be torn from this culture. Since recollections that we have are vital. Our past encounters are put away in recollections and these are essential for the development of the character.

Bilingualisms Place in Refugees Education

Dewey states that education is a process of living not preparation for future life and education adds value to people not only in academic ways but also in social ways (1897). Combination of learning, values, cultures, behaviors are also part of education. Nowadays, aim of education changed sharply. Value creation part of education has been decreased because education started to serve as a mechanical system. Meyer states that in today's world education does not look like a process but it is more like a product (as cited in Bauman, 2003). Curricula are not based on improving creativity and exploring talents. All children got same exams even though their talents, cognitions are different.

Unfortunately, people see education as a bridge to enter workforce system only. Education's role on combining cultures, people has been undervalued and focus is mostly being part of workforce. To solve this issue, multiculturalism should be brought forward in education system and curricula. "Multicultural education is also a reform movement that is trying to change schools and other educational institutions so that students from all social-class, gender, racial, language and cultural groups will have equal opportunity to learn" (Banks J.A, Banks Cherry A.McG. , Eds, 2010,pp 4,481). Language classes are crucial in multicultural education. Especially, in refugees education bilingualism place is really huge.

Bilingualism is basically using two languages fluently. "The concept of bilingualism refers to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction" (Hamers , J., Blanc,F., 2000, pp 6,49). Bilingualism is a way of cultural interactions between people. Countries who includes a huge culture mosaic, like Turkey, bilingualism is a way to connect cultures. Families, traditions and schools are serving as a bridge on bilingualism. As stated above, there are 22.5 million refugees around the world. Communication among host countries citizens and refugees is totally critical. Bilinguality of refugees also supports multicultural connections. Multiculturalism is not restricted with one culture's adaptation to another culture. When each culture learns language, values, traditions of each other and embraces it, uses them in their daily lives, multicultural socialization occurs. A research conducted by Sunny Man Chu Lau, from Canada and Burma students become pen-pals. Students from Burma are mostly refugees and Burmese students write some parts of letters in Burma language while Canadians write in English to increase bilinguality practices. At the end of this research, students perspective about using different language has become more positive and lost their fear of learning different cultures (Sunny,2017). Bilingualism in multicultural societies should not be

restricted with one cultural or ethnic group. Bilinguality of refugees can not be the only source of multiculturalism because people living in host country should develop bilingual skills, this type of interconnection will be more helpful for both sides.

Bilingualism place in refugee education is critical because with learning a new language, refugee children's identity can be shaped. Blau and Duncan stated that "The most important means for immigrant groups and other ethnic minority groups to be absorbed into the mainstream culture may be education" (as quoted by Bankston and Zhou, 1995, pp 3,17). Multicultural education aims not absorption but adaptation. Thus, combination of multicultural education with bilingualism aim is increasing adaptation process not absorption. In past, some absorption examples can be seen in different countries. United States of America, congress made a legislation in 1906 that states, if a person can not speak English, she or he can not have a right to be a citizen (as quoted by Bankston and Zhou, 1995). These restrictions in countries, limits multicultural environment. Researches conducted based on bilingualism showed that children who are bilingual keep their bonds with their native culture and also show adaptation to other culture so bilingualism has favourable effects on children culture (Bankston and Zhou, 1995). Memories of children in their native culture keep alive with bilingualism. "In such a world, memory was an asset, and the further back it reached and the longer it lasted the more valuable it was" (Bauman, 2013, pp 21). When host countries aware that memory is an huge asset for refugee children and shape education system based on multicultural values, refugee children can have a better future.

To conclude, multiculturalism shows itself hugely in bilingual education. Considering the fact that there are 22.5 million refugees around the world and almost 3 million of them are living in Turkey, a new curriculum for Turkish education system based on multicultural values can be crucial. To break prejudices for each other, to understand cultures better and to have a healthy cultural mosaic in society, reforms are needed in Turkish education system. In next parts, refugee education in Turkey will be analyzed and a curriculum advice for Turkey will be given.

Refugees Education in Turkey

Syrian War affected number of refugees in Turkey considerably. More than half of refugees are children. Unfortunately only 39 per cent of Syrian refugee children can have a chance to continue their education life in Turkey (UNHCR,2016b) . Children can not go to school due to economic problems, psychologic problems, traumatic backgrounds or language barrier. Turkish government gives temporary settlement document to Syrian refugees and with this document every children can attend government schools without paying any money. In some Turkish schools, Turkish government opened a centre called Transitory Education Centre (*Geçici Eğitim Merkezi*). Due to these centres location is in government schools, refugee children starts education after Turkish children finish school. In these Transitory Education Centre's Syrian curriculum has been continue and children also learn Turkish in addition to that curriculum. Refugee children can start to Turkish schools in 2017-2018 fall semester and most of the Transitory Education Centre's closed all around the Turkey to adapt refugee students into Turkish schools. (Personal Communication with Ministry of Education of Eyüp District).

Turkey has given exam with refugee education. Unexpected rates of migration from Syria not only surprised Turkey but also suprised other countries. After migration, Turkish government started to find solutions for refugee education. Transitory Education Centre's are one example of it. Still, some refugee children are going to schools

which are not legal. UNICEF give monetary support to Transitory Education Centres. UNICEF pays teachers salary and refugee children's monthly transportation payments in some Transitory Education Centres (UNICEF,2015). Turkish MONE states that, most of these Transitory Education Centre's close in 2017-2018 Fall semester and Syrian students will start regular Turkish schools and only minority of Transitory Education Centre's will continue (MEB,2016).

A crucial issue in that education case is education can play a supportive role about their adaptation to society but can also have a huge effect on shaping identities. When Syrian children started to get education in Turkish schools, they will get classes that focus on Turkish history and Turkish culture. Unfortunately, Turkish education system for elementary, secondary and high schools are based on Turkish culture not multicultural approach. Losing or breaking identity should not be aim of Turkish education system. However, due to lack of multiculturalization in Turkish curriculum refugee children's identity may break. Moreover, to have a good education life integration of family is important. "School and family are two different social institutions and shaped by different expectations. These different institutions has to meet in a common point about children's education. Problem is more significant for first grade because the most basic working and learning skills establishes in that year" (Şimşek; Tunaydın, 2002, pp 12,16). In refugee families, integration to education system is really low. Even some families do not know how to send their children to schools. Language barrier and lack of information plays a significant role here. Even teachers observe some problems in students, they can not tell to their families because neither teachers know families native language nor families know teachers native language. A research made by Uzun and Bütün (2016) is like a proof of statements on below. In Samsun, Turkey teachers who worked with Syrian refugee children in pre-schools stated that they have communication problems with both families and students. Additionally, teachers observed that some students have hygienic and psychological problems but when they tried to tell these to families they can not have a good communication because of language barrier.

Language barrier is not only bounded with preschool children. From different ages communication problem may raise. Considering the fact that every children's learning and adapting process is different, learning process takes time. Even though in Transitory Education Centre's Turkish classes are given because all students are Syrian, children have not got any chance to practice speaking Turkish language. Also, in Turkish society there are some prejudices about refugees, especially Syrian refugees. For instance in Twitter, there are some hashtag's about Syrian refugees based on hate speech. Due to some distorted news about Syrians some Turkish people get angry to them. When families have prejudices about refugees their children also have prejudices about refugees. This situation creates a barrier between Syrian and Turkish children's friendship and Syrian refugees integration to Turkish society. Furthermore, economic conditions of refugee families are important problem for refugee children's education. In Turkey, refugees who have Temporary Protection Document can have access to free education and free health services, some government schools wants money for school services while registering schools. Moreover for some cultural trips that schools organize during semester, stationary expanses, clothing expenses are huge problem for refugees. Considering the fact that Syrian refugee families have high number of children it is hard to meet all children's need. Some families find illegal solutions to meet their needs. Child labor is one of the most significant problem. Open Society Foundation states that according to A Support to Life Survey, conducted in different cities of Turkey, in İstanbul, at least one children works in 1/3 Syrian households and half of

these children are working in textile industry , in Şanlıurfa average age of a child laborer is 14 and in Hatay almost 50 per cent of children refugees are working (2016). Additionally, in Human Rights Watch' report there are some interviews with Syrian refugee children who has been working since they come to Turkey (2015).

Additionally, an important factor that causes refugee children to work at a young age is the lower level of education of their families. According to AFAD, 20,2 per cent of refugees who are older than 6 years old are graduated from university or high school. 79,8 per cent of refugees are graduated from middle school and primary school (2017). From these results we can easily conclude that not only refugee children but also adult refugees needs education. Despite, younger refugees can learn Turkish in government schools there is not any attempt for adult refugees on language learning from government. Some NGO's like AID (Alliance of International Doctors) give vocational and language courses for Syrian refugee adults but there is not any attempt of government about opening a vocational course for refugee adults. Municipalities have vocational courses for Turkish citizens. For instance, Istanbul Metropolitan Municipalities course centers for gaining professionalism with free is called İSMEK. This courses are spread almost all around the Istanbul. It is a good opportunity to get education in these centres but there is not any concrete step from municipality to create place for refugees in these centres.

In spite of these problems Turkish government made regulation about refugees employment. According to this regulation, refugees who have Temporary Protection Document and want to be employed they can get work permit from Turkish MOI (Ministry of Interior). Refugees can get work permit after 6 months from enrollment to Temporary Protection Document. This regulation gives quota for Turkish businesses that for each workplace number of workers who has work permit can not exceed 10 per cent of total employee number. This regulation also keeps Turkish citizens employment rights but still this condition may affect Turkish employees in a negative way. As reported by World Bank Syrian refugees employment in Turkish labor force will negatively affect informal Turkish labor force regardless of gender or educational level or age (Del Carpio & Wagner, 2015). To avoid this, new work areas for refugees can be created and job opportunities for Turkish citizens can be expand.

To conclude, Syrian refugee children's adaptation to Turkish education system and Turkish society is important step but not enough. To sustain their adaptation, families also have to integrate society. Social, monetary and psychological support for all refugees are crucial. Moreover, having a multicultural curriculum have benefits for both refugee and Turkish students. Gaining professionalism and language classes for adults is also important for preventing child labor and increase refugees literacy level. Also, government should share refugee education responsibility with municipalities and NGO's. Refugee education and integration is not one-sided issue and not only bounded with refugees. If all people from different backgrounds and different cultures can meet in a point and support each other, problems can be solved easily.

A New Multicultural Curriculum for Refugees Education in Turkey

Curriculum is one of the main issues in an effective educational system. Without curricula, an educational system can not give what the students should learn. Furthermore curricula have to be appropriate to needs of all participants in the system. Refugees as mentioned above should be given all support for a sustainable life in the host country. Every member of refugee society needs education as well as food, shelter, hygienic environment. When refugees were living in their own countries, they were able to use all educational opportunities in terms of

their national educational system. But when they migrated to a new country, they can not have the same educational assets. Because they are now in a new country with a different educational system and school structure. Therefore, a new educational structure and school environment are needed for children refugees. Host country has to provide an educational opportunity for these children who should attend a school either primary or secondary or any type of it. Otherwise refugee children can not be adopted the culture of the host country and they will not take any kind of formal education. As a result of this case, most probably there will be different types of problems from two perspectives; the first one is from the point of view of the host country and the other one is from the perspectives of refugees. Moreover, if the children who are refugees do not be taught in their developmental ages, it will be very difficult to be a part of whole society. Therefore every host country has to think, design and apply a unique educational programme for refugee children. It is clear enough that a curriculum for refugee children should be different than both of two educational structures, the system of host country and that of their own country. An effective and efficient educational system contains well-designed curricula in such a way that it can provide all kind of issues which those children need in their present and future lives.

It is offered that an effective curriculum has to provide the knowledge and skills for the students who are expected to reach the objectives of the curriculum. For refugees who may continue living in host country or may go back to their homeland, curricula must be designed in terms of multicultural expectations and that of both possibilities mentioned previously. By using these ideas, curricula or refugee students must contain both languages, native language and the language of the host country. It must also have subjects such as math, science, arts and sports. The other two important subjects are guidance-psychological counseling and religion. All of these subjects should be blended in such a way that a refugee student should be able to use what he/she learned by this educational programme in different multicultural environments.

The general educational programme for Syrian refugee students is given in Table-1.

Courses\ Grades	Primary School				Secondary School				
	1.	2.	3.	4.	5.	6.	7.	8.	
Arabic	5	5	4	4	4	4	4	4	
Turkish	7	7	6	6	5	5	5	5	
Maths	5	5	4	4	4	4	4	4	
Science	3	3	4	4	4	4	4	4	
Arts	2	2	2	2	2	2	2	2	

Music	2	2	2	2	2	2	2	2	
Sports	2	2	2	2	2	2	2	2	
Guidance & P.Counseling	1	1	2	2	2	2	2	2	
Religion	2	2	2	2	2	2	2	2	
Turkish Culture	3	3	3	3	2	2	2	2	
Life Skills	0	0	1	1	2	2	2	2	
English			2	2	3	4	4	4	
Game	3	3	1	1	1	0	0	0	
	35	35	35	35	35	35	35	35	

Table 1: General Educational Programme for Syrian Refugee Students

Instead of a general educational programme, more innovative program which includes STEM (Science-Technology-Engineering-Mathematics) can be another alternative for Syrian refugee students.

An Innovative Educational Programme for Syrian refugee students is given in Table-2.

	Primary School				Secondary School				
Courses\ Grades	1.	2.	3.	4.	5.	6.	7.	8.	
Arabic	5	5	4	4	4	4	4	4	
Turkish	7	7	6	6	5	5	5	5	
STEM	8	8	9	9	10	10	10	10	
Arts	2	2	2	2	2	2	2	2	
Music	2	2	2	2	2	2	2	2	

Sports	2	2	2	2	2	2	2	2	
Guidance & P.Counseling	1	1	2	2	2	2	2	2	
Religion	2	2	2	2	2	2	2	2	
Turkish Culture	3	3	3	3	2	2	2	2	
English	0	0	2	2	3	4	4	4	
Game	3	3	1	1	1	0	0	0	
	35	35	35	35	35	35	35	35	

Table 2 : STEM Approach Educational Programme for Syrian Refugee Students

Conclusion

Refugees are global citizens but most of the countries do not want to integrate them or failed to integrate them into society. Considering education has a significant role in both shaping identities and integration, careful steps should have taken and curriculums should be updated. Especially in Turkey, one of the most important way to tackle with refugees is giving them a proper education. Establishing a multicultural curriculum for schools and integrating STEM education system are two ways that increase belonging and adaptation of refugees to society. Furthermore, decrease child labor level and avoid child marriages, education's function is non-negligible. Turkey has been working to decrease child marriage level and Ministry of Family and Social Policy publish reports on child marriage topic (Aile ve Sosyal Politikalar Bakanlığı, 2015). If Turkish government will not give education enough importance, efforts for decreasing child marriage will go down the drain. Therefore, an efficient educational programme should be put into life of refugee children who need the best education which can prepare them for both future either in host country or in their native country.

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