

Syrian Refugees and Paucity of Information

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Abstract

The United Nations (UN) and United Nations High Commissioner for Refugees (UNHCR) are deeply concerned by the growing millions in the numbers of refugees universally, especially in Syria. The government of Turkey is currently hosting 3.5 million Syrian refugees and an additional 33,000 Syrians were registered in North Africa¹; they have been displaced by the ongoing conflict in their home country since 2011. These refugees are going through trauma and suffering because they lost everything — their homes, their loved ones, their belongings — and they are lacking the basic informational and educational needs to enhance their wellbeing in camps. The Syrian refugees are entitled to the United Nations Sustainable Development Goal 4, which promotes the idea that there should be inclusive, as well as equitable, quality of education and the promotion of lifelong learning opportunities for everyone. This study employed content analysis and observational methodologies to review copious literature, studies and the UN and UNHCR reports. This study found that refugees lack equal access to education — as stated in the UN Universal Declaration of Human Rights, Article 26 that “everyone has the right to education”² — because the Turkish government lacks the institutional capability to effectively respond to the Syrian refugees’ educational needs and to manage Syrian refugees facing trauma. Refugees lack access to information and to the UNHCR to report ill treatment. This study hopes to shed light on the psychosomatic needs, the protection needed for the vulnerable population against Sexual

¹UNHCR (2019a). Syria Regional Refugee Response UNHCR. (2019). Accessed June 17, 2019.

<https://data2.unhcr.org/en/situations/syria>

² UN Universal Declaration of Human Rights Accessed March 24, 2019.<http://www.un.org/en/universal-declaration-human-rights/>

and Gender Based violence (SGBV), early child marriage, and others abuses, informational and educational needs of refugees in Syria.

Keywords: Syrian Refugees, Information, Paucity, UN Sustainable Development Goal, suffering

The Syrian refugee situation is considered one of the most destructive humanitarian crises in the 21st century. The United Nations High Commissioner for Refugees (UNHCR) reported that, from the beginning of the civil war in 2011, there have been more than 5.6 million refugees who did flee from Syria, seeking safety in Turkey, Egypt, Jordan, Lebanon Iraq, and elsewhere. The government of Turkey is presently hosting 3.5 million Syrian refugees and another 33,000 Syrians were registered in North Africa; they have been displaced because of the ongoing conflict in Syria since 2011 (UNHCR, 2019a). These millions of refugees have fled across the borders, escaping the bombs and bullets that have demolished their homes (UNHCR, 2019c) — different nations, same crisis (Obodoruku, 2014b, 2016a). After approximately six years of the war in Syria, refugees are becoming more vulnerable, poverty is increasing, the impact on the hosting communities continue to grow, and the funding for the humanitarian response is unable to sustain the needs (UNHCR, 2019b). The government of Turkey established refugee camps alongside at the boarder— with Syria (UNHCR, 2016) and the Turkish government is hosting the Syrian refugees.

It is fundamental to specify that the Syrian refugees in Turkey are lacking the equal access to educational system — as specified in the United Nations Universal Declaration of Human Rights, Article 26, “everyone has the right to education” (UN, 2019). Likewise, refugees in Syria are eligible for the United Nations Sustainable Development Goal 4, which upholds the notion that there should be inclusive and equitable quality of education and the promotion of lifelong learning opportunities for all.

From an epistemological standpoint, it is crucial to indicate that the study carried out by Pınar Uyan-Semerci & Emre Erdoğan (2018) statistically identified that the number of Syrian children between the ages of 5 and 14 is 677,217, and there are 315,000 children ages 15 to 19; therefore, there were more than 1 million children who are school-age. Nevertheless, the proportion of those who were registered in school are between 15% and 30% —and these ratios are significantly lower than the camp's population.

Similarly, it is the Turkish government's responsibility to provide healthcare for vulnerable populations, such as the disabled, those with special needs, refugees with psychological and traumatic problems, women and children who were victims of Sexual and Gender Based Violence (SGBV) because, according to the World Health Organization (WHO). "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition" (WHO, 2006). It is important to understand that approximately 65% of the 3 million Syrian refugees have "clinical manifestations of psychological trauma" (Alpak et al, 2014, p. 866).

The study of psychiatric diagnoses and treatments of Karadag et al (2018) found that Syrian refugees, as well as adolescents from ages 3 and 17 who were exposed to persecution, were at a greater risk of psychological distress, as well as the various frequencies of psychiatric disorders in refugees (Karadag et al, 2018). Syrian refugees are need psychological assistance and the Turkish government must act now. Likewise, refugees in the territory of Turkey are encountering a paucity of information because of

the lack of visibility to access the UNHCR offices and the rigid restriction to access the UNHCR's offices — in the process when refugees are being ill-treated, they will not have the access to the UNHCR's offices or direct contact with the UNHCR's personnel because of restriction and the lack of visibility — which is a deprivation for them to freely gain access to information in order to be well-informed and explore various types of information of UNHCR's durable solutions such as repatriation, resettlement, voluntary integration and many more. Information is necessary to humanity in all environments (Case, 2008) as well as considered as an evidence, [or] a thing that makes a person become informed (Buckland, 1991); therefore, refugees should not be deprived of information. The Turkish government should enable all access of information to refugees in Syria.

The following sections will present an iconic in-depth literature review of the impact of the war in Syria which made millions flee their homes seeking protection in various nations, especially Turkey.

Literature Review

It is important to know that this exploratory research study reviewed several pieces of literature, reports and studies in order to fully understand the basic information and educational needs for Syrian refugees in Turkey and to examine the various trauma and suffering that they are going through.

Trauma and Suffering of Syrian Refugees in Camps and Paucity of Information

The United Nations High Commissioner for Refugees (UNHCR) carried out a detailed evaluation of Syrian refugees in camps and outside of camps who seek shelters in Turkey from January 1st, 2014 to June 30th, 2015 – the findings specified that war has

resulted in destruction and suffering made approximately 2.18 million Syrians flee to Turkey, as of September 2015. With the assistance of UNHCR refugees, who are suffering from extreme stress disorders, and with the help of the UNHCR, the Human Resources Development Fund (HRDF) had founded Refugee Support Units located in seven provinces. Social workers, psychologists and translators at the HRDF offer services and referral to refugees and asylum seekers. These comprise psychosocial assistance, asylum procedures, the rights of refugees and asylum seekers. These amenities are offered in Arabic, Farsi, French, English, Turkish, as well as Kurdish languages (UNHCR, 2016).

On the paucity of information, UNHCR (2016) reported that there is a paucity of information because there is no access for the UNHCR to get information from the Turkish government's registration system in order to provide protections for the vulnerable Syrian refugees, especially with regards to family structures, if girls are predisposed to early child marriage, women, special-needs or disabled persons. The Turkish government's present registration processes do not allow for a correct recording of vulnerabilities, therefore diminishing the capability to identify and respond to various situations regarding vulnerabilities — because the UNHCR is not part of the registration process of the Syrian refugees and has inadequate access to information on vulnerabilities —because the preparation and implementation of an operational involvements can be problematic (UNHCR, 2016).

It is necessary to identify that information is crucial to humanity in every environment (Case, 2008) and it is considered “as evidence, as things one become informed” (Buckland, 1991), similarly, Article 19 of the United Nations Declaration of

Human Rights states that “everyone has the right to freedom of opinion and expression; this right includes the freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.” (UN, 2019). Therefore, refugees should have access to the basic information to look for loved ones, family, food, education, legal issues or the UNHCR’s mandate of protection to refugees which includes the three durable solutions: voluntary repatriation, resettlement, and local integration (Obodoruku, 2014b, 2017). Therefore, the government of Turkey has neglected its responsibility to provide assistance to refugees if needed, and information to the UNHCR to properly carry out its mandates of protection which comprises voluntary repatriation, resettlement, and local integration of refugees in Syria. Information access is vital to the UNHCR in different nations with similar crises (Obodoruku 2018a), (Obodoruku, 2015b) to facilitate its mandates of protection for refugees.

The UNHCR (2016) reported that the Turkish government’s refugee feedback mechanism is very weak, partially because of the operational “context discourages open criticism” (p.59). A vital component of the Accountability to Affected Populations (AAP) are instruments to vigorously obtain the views of the affected vulnerable populations in order to improve the various policies and practices in programming, as well as to guarantee that the methods to collect feedback and complaints are efficient, suitable and vigorously sufficient to address with (various communications, feedback, and processes that were responded to, as well as learn from them), grievances concerning the infringements of policy, as well as stakeholder discontent. Though the research carried out by the observational team did learn of the Turkish government, UNHCR as

well as NGO's hotlines and the complaint boxes based in camps and community centers, the UNHCR research team saw several instances of complaints as well as responses, which is considered a general area of weakness on the operations of the Turkish government (UNHCR, 2016).

Somewhat more significant, there seems to be actually few means where the refugees could vigorously partake in the various developments of the policies, plans and programs which affect them. To a very large degree, this is considered outside UNHCR's control because the various service delivery is based on the control of the government of Turkey, the access to refugees is considered logistically challenging — there are actual language barriers and the predominant management culture does not urge public criticism or participatory planning. Likewise, the evaluation team witnessed that, in various locations, the UNHCR's offices and its operations are considered normally very invisible, as well as inaccessible to the refugees based in Turkey, and the direct contact with the UNHCR employees are extremely restricted. If the “refugees were experiencing ill treatment, only a few of them would be likely to identify UNHCR as a recourse channel and access assistance” (UNHCR, 2016, p.51); therefore, refugees receive a paucity of information because of the lack of access to information and access to the UNHCR, which is seeking information, which could include issues such as lack of protection, SGBV, abuses, psychological trauma, health care needs, child marriages, lack of access to education, repatriation, resettlement and volunteering repatriation, legal needs, arrests, detention, prison, asylum documents, shelters/camps, food, non-food Item (NFI), information in searching for missing family members or loved ones (Obodoruku,

2018b) social networking information (Obodoruku, 2016b, Obodoruku, 2015a), various “Refugees Protection policies” (Obodoruku, 2016c) and many more.

According to the findings of Alpak et al (2014), the UNHCR gave in-depth testimonies of 38 civilians who were released from detention centers in Syria and described of the wide assortment of traumatic injuries, comprising physical and mental torture, including sexual violence. There were 65% of 3 million Syrian refugees who have “clinical manifestations of psychological trauma” (Alpak et al, 2014, p. 866). In addition, Alpak et al (2014) noted that scientific literature concerning the occurrence of PTSD in Syrian persons affected via the war was rare. In addition, an early cross-sectional research study of screening for PTSD in Syrian refugees based in Turkey was found 33.5% of the time.

Jefee-Bahloul et al (2015) reported that the clinics treating by International Medical Corps reviewed that Syrian refugees have a greater number of psychotic illnesses as well as non-PTSD presentations because of the various traumatic events that they experienced during the war.

Similarly, the research of Lama et al (2015) and partners compared the rates of various admissions of Syrians into Lebanese psychiatric hospitals earlier as well as after the war. They found that hospital admissions based on psychosis as well as suicide had significantly increased after the beginning of the war. The Syrian war had created traumatic and psychological issues for some of the populations of the Syrian people in various nations.

The study of psychiatric diagnoses and treatments of Karadag et al (2018) comprises 51 children who are considered Syrian refugees, as well as adolescents from

ages 3 and 17. The research found that refugee children who were exposed to persecution were at a greater risk of psychological distress, and various psychiatric disorders in refugees were different from that of Turkey, the host country (Karadag et al, 2018).

The research study of Oppedal et al (2018) documented the nature and depth of the various traumatic experiences of Syrian refugee children living in a Turkish refugee camp at the early phases of the war. They found that a considerable percentage of the refugee children did experience separation as well as lost loved ones together with a variety of circumstances where they feared that someone else's lives or their own were in danger.

Educational Needs for Refugees

Syrian refugees in Turkey are encountering a pervasive epidemic in a paucity of information and educational needs to enhance their well-being in camps. Information is a necessity for all humans (Case, 2008) and refugees need to be properly informed (Buckland, 1991). Likewise, educational needs are basic human rights. According to the United Nations Declaration of Human Rights, Article 29, "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit" (UN, 2019a) On the other hand, refugees in Turkey are lacking the basic standard of education as reported by the UNHCR (2016). Likewise, the United Nations Sustainable Development Goal 4 promotes the idea that there "(b) should be inclusive as well as (c) equitable quality of education and the (d) promotion of lifelong learning opportunities for everyone" (UN 2019b); therefore, the Turkish government has failed to

deliver the basic standard of education to the Syrian refugees because it is the government's responsibility to provide the required standard of education to refugees in its territory.

On June 18, 2019, before the World Refugee Day (June 20th,) the United Nations High Commissioner, Filippo Grandi, when addressing students at Freie University in Berlin, in his keynote speech “on education today” — he indicated that “without education there is only a life of dependency, a life of exclusion...[and] if there is a crisis, it is this incapacity of the world to resolve conflicts...if we are to turn around this narrative of impossibility which leads to rejection...we have to continue to uphold values that today are very much threatened” (UNHCR, 2019d). Grandi urges students to play a critical role in “Europe’s debates over refugees and they should push for their acceptance and integration” (UNHCR, 2019d). Therefore, it is fundamental for refugees to have the best standard of quality education without deprivation of any manner and the Turkish government should facilitate the educational needs of refugees in order to play its part in accomplishing Sustainable Development Goal 4.

Uyan-Semerci and Erdoğan (2018) reported that the Turkish “temporary protection” status called Refugee Rights Turkey (2015) allows services for refugee children from Syria to have the right in order to access education, comprising preschool education in the territories of Turkey. The regulation stipulates that students can stay in school to their tertiary educational levels in the state universities without paying tuition. Though, the matter is how these current rights will turn into real capabilities. The previous official statistics indicated that the number of Syrian children between the ages of 5 and 14 is 677,217 as well as 315,000 for ages 15 to 19, there were more than 1

million children who are at school age, though the proportion of those who were registered in school differs between 15% and 30% — and these ratios are considerably very lower, external of the camps. Following the introduction of the novel guidelines, there was an anticipated number of children who will be out of school; the approximation for the 2018 school year was 450,000; nevertheless, just one-third of these children will be considering registering in formal educational institutions (Uyan-Semerci and Erdoğan, 2018). Uyan-Semerci and Erdoğan (2018) were able to determine why Syrian children who were living in Turkey did not attend school. The immigrant families' income, educational level, employment status of the parents and language capability play a role equally in immigrant children's preschool involvement. Therefore, because of the loss of a child's parent, illness and/or monetary constraints; the refugee children might become the breadwinners or the heads of the households — which, the majority of the time, led to “being out of school” (Uyan-Semerci and Erdoğan 2018). This is likewise one of many factors of the destructive impacts of the Syrian War, especially for children.

Leitner Center (2018) reported that the preponderance of Syrian refugee children did not enroll in school, comprising mostly of the school-aged girls. The major common hurdles to education are considered economic, meaning that female children who are considered the head of a household might be mostly vulnerable to the loss of educational prospects. Gendered impediments, comprising child marriage as well as fear of sexual harassment[s], additionally affect the female Syrian refugees' access to the educational system.

Aslihan (2018) found out that the fact that the language support programs are inadequate, as well as the fact that teachers do not receive the training for multilingual

classrooms in public-owned schools in Turkey, which is, likewise, disadvantageous for Syrian students (Aslihan, 2018). Hence, for several Syrian parents, sending their children to public schools is considered “a double-edged sword” (Aslihan, 2018).

Because it is considered good for Syrian refugees to learn in a different language because the children will continue to learn and they do not have to halt, nonetheless, at the same time the children will thereby disremember the Arabic education. Likewise, it is an approach to assimilate into the novel society unless the other students accept the notion of that the Syrian students are learning with them (Dorman, 2014).

ORSAM (2015) noted that there has been an increase in the class dimension (on an average of one to five students per class) after the Syrian refugee admittance in the provinces bordering Syria. For instance, in Gaziantep, the total of students per each teacher would be on an average, be 19% lower (yearly) if they were not at all Syrian refugees. These figures have shown the various impacts of Syrian refugees on a public Turkish-run educational system has been notorious for being overloaded in particularly disadvantageous purlieus of the very big cities. This setting conveys the question of the quality and the equality in education — once again not merely for the Turkish students, but for the Syrian students. It can be pointed out that the centralized Turkish school system does not presently have adequate rooms or funding in order to create an effective solution that would be catering to the various needs of the Syrian children.

It is essential to specify that, in the southeastern provinces of Turkey, hosts the uppermost proportions of Syrian refugees, the schools were already in a destitute position before the arrival of the Syrian refugee population— the basic educational indicators which comprise the enrollment proportions, the student-per-teacher, or student-per-

classroom ratios. It is vital to note that the public educational services that are located in these regions are tremendously strained currently because they are confronted with an inflow of Syrian refugee students (HRW 2015, p. 19).

It should be noted that, out of a total of 40 students in Kiziltepe whom we [the Turkish teacher] taught Turkish this very year, there were just two students who were enrolled in the public schools. The principals of the school do not want the Syrian refugee children into these schools, due to the fact that these classes are overcrowded (Aslihan, 2018).

The reluctance of the school managers to give admission to Syrian refugee students into their schools proves the gap among the top-down policies as well as the realism of the various fields in Turkey, and the very unpreparedness of management to work alongside with refugees, as customarily as well as linguistically diverse populations, as was inferred by Lopez (2003).

The very challenges that are faced via the policy makers in Turkey with regards to educational provisions to the Syrian refugees in the public sector can be categorized into three core headings: (1) infrastructures as well as equipment; (b) institutional capacity; and (c) human resources. Therefore, the unexpected inflow of Syrian refugees that hit the urban regions as well as refugee camps pushed the very limits of the infrastructural capacities of the public schools. Certainly, in 2016, some of the various cities were sheltering additional refugees than the indigenous population, which put momentous pressure on the physical capabilities of the public educational system. Furthermore, the teachers and the administrators lack the experience on how to deal with the circumstance because of its unprecedented capacity, as well as the nature. The human resources are

considered not adequate to manage the refugee students with various traumas. In conclusion, Ministry of National Education (MoNE) lacks the institutional capability for the effective response to the refugee crisis (Aslihan, 2018).

Methodology

Content Analysis and Observation Methodologies

This research study employed content analysis as well as observational methodologies in handling and observing innumerable studies and scholarly journals. Content analysis methodology was explored reviewing and analyzing numerous literature, studies, media publications and UN and UNHCR reports, conventions, treaties, protocols, as well as declarations on refugees' protection policies and procedures. It is fundamental to specify that the principle of this research study has its grounding in Gorman and Clayton (2005), exhausting using the observational qualitative research methodology as well as content analysis methodology by Berg (2004) in analyzing the qualitative data. Similar methodology has been applied by Jank (2010) in the field of information studies research. The documentations were thoroughly observed as well as analyzed centered on their various contexts.

Data Collection

The core data was collected from UN and UNHCR documentations, scholarly journals and media publications. This research study was an exploratory study which used diverse reports from UN's documentations. The research likewise reviewed the UN documentations based on the 1951 Convention Relating to the Status of Refugees and the 1967 Declaration on Territorial Asylum – which were adopted by the UN General Assembly, as well as copious documentations from the UN and the UNHCR in these

research areas. Through the processes of observing these documents —note-taking techniques provided me the instantaneous prospect in taking various notes while reviewing the massive stack of documentations in front of me with respect to the innumerable refugee protection policies. It is fundamental to indicate that Gorman and Clayton (2005) guided that it is imperative to taking in-depth notes “as events unfold, or at least on the same day – and preferably both at the same time” (Gorman & Clayton, 2005, p. 120). Similarly, Berg commended that field notes should have be finalized “immediately following excursion into the field” (Berg, 1995, p. 105-107), which I did perform. After the observation and taking notes based on keywords during the exploratory research process following the analysis of various data; there was an instantaneous writing up of the full notes as Berg (1995, p. 105-107) suggested.

Data Analysis

In order to entirely comprehend the various contents that have been discovered throughout the observation processes as well as to correctly interpret them implicitly and contextually, copious methodologies based on qualitative data analysis have been used, such as the sorting and sifting of all data to fully identify numerous key events, phases and patterns (George & Clayton, 2005, p. 210). It is vital to note that Hsieh and Shannon (2005) in adeptly defined qualitative content analysis as “a research method for the subjective interpretation of the content of the text data through the systematic classification process of coding and identifying theme of patterns” (p. 1278). The construction of innumerable concepts or variables from prior studies or numerous theories are tremendously advantageous for a qualitative research, predominantly at the commencement of data analysis (Berg, 2001), which this research study employed via

reviewing and analyzing various studies to support this research study ties with the recommendations of Berg (2001) that there is always a necessity to integrate numerous concepts of several theories or previous studies at the beginning of content analysis.

Finally, it is fundamental to note that, when analyzing, evaluating, and making intellectual sense of the enormous qualitative data collected from the United Nations documentations and innumerable scholarly journals, there was enormous care taken in order to make meaningful assessments, and decisions on the core importance of the data. Patton (2002) argued that, when analyzing a document of “any qualitative reduction sense-making effort that takes a volume of qualitative materials and attempts to identify core consistencies and meaning” (p. 453) should be employed. Likewise, Berg (1998) specified that content analysis allows researchers to “examine artifacts of social communication – typically, these are written documents” (p. 223). Berg (1998) further specified, “photographs [...] or any items that can be made into text are amenable to content analysis” (p. 224).

Findings

Trauma, Suffering and Abuse

Each day that refugees in Turkey wake up, they think about the continuing pervasive epidemic of war and conflicts which force them to seek refuge in a foreign nation. Syrian refugees in Turkey are going through irrepressible trauma, suffering and abuse daily.

The findings of this research study show that refugees fleeing from war zones in Syria are trying to save their lives, and the lives of their families and their loved ones, leaving all their belongings behind. But some people could not make it to their

destination alive. For instance, the well-known global case of the death of the little Syrian boy who drowned in the Mediterranean Sea and washed up on a Turkish beach was named Alan Kurdi (see his picture below with the Turkish Coast Guard).



ABC News. “Archival Video: Young Syrian Refugee Image Makes Global Headlines” (ABC, 2015).

His death shocked the world and prompted a lot of debates globally, but Europe could not save his life. Kurdi’s parents were fleeing from the war in Syria and escaping violence from the repressive regime of President Bashar Hafez al-Assad. When will the European countries learn of the repercussion of war and conflicts, because Europe did not learn from the premature and horrific death of the little boy, Alan Kurdi? The world seems to forget very swiftly that conflict and war continue for displaced millions of persons and force millions of people to seek asylum out of their native countries, globally. The international community must seek durable solutions to wars and conflicts in order to deal with the influx and sudden horrendous deaths of refugees.

Some of the Syrians who make it alive out of their home country had no other options but to seek refuge in various Turkish refugee camps. In these refugee camps in Turkey, refugees are face with the endemic of a paucity of information because they lack access to information from the UNHCR and the Turkish government because of the lack of visibility of the UNHCR office. According to the observational team, the UNHCR's office and operations are considered generally very unseen as well as inaccessible to the refugees who are based in Turkey, and refugees' direct contact with the UNHCR personnel are tremendously restricted. If the "refugees were experiencing ill treatment, only a few of them would be likely to identify UNHCR as a recourse channel and access assistance" (UNHCR, 2016, p.51).

Syrian refugees in Turkey and various nations continue to witness trauma as reported by some of those Syrian refugees who witnessed the war. Jefee-Bahloul et al (2015) stated that various clinics such as the International Medical Corps found the Syrian refugees the Corps examined have abundant numbers of psychotic illnesses as well as non-PTSD presentations due to the various traumatic occurrences and incidents that they experienced at the war. (See Figure 2 below for the picture of a traumatized child.) The Syrian conflicts have left a horrific stigma, trauma and illness on the Syrian refugees. It is sad that children are mostly caught up in wars and conflicts, and they are frequently the victims of war and abuse



Jefee-Bahloul et al (2015). A Traumatized Syrian Refugees Child (UNHCR's Picture).

and they are frequently the victims of war and abuse. The international community most act now to look for durable solutions to put a halt of human sufferings.

Educational Issues

According to the findings of this research, refugees lack access to education — as detailed in the United Nations Universal Declaration of Human Rights, Article 26, “everyone has the right to education.” The educational system that is in place for the Syrian refugees in Turkey is a failed system and very poor. The Turkish government is bleaching the rights to education for the Syrian refugees, as stated in the United Nations Universal Declaration of Human Rights, Article 26. The government of Turkey should provide the needed standard of education as it provide for his people and to make sure all the needed mechanisms are in place so that refugees should not be left behind because it

is the Turkish government’s responsibility to meet the requirements of United Nations Universal Declaration of Human Rights, Article 26 and the United Nations Sustainable Development Goal 4. See figure 3 below— a UNHCR employee was assisting a Syrian refugee how to write.



“A UNHCR staff member assists a young Syrian refugee with his classwork in Adiyaman Refugee Camp, Gaziantep Province,” Turkey. UNHCR Photo (2013)³.

Education is a vital aspect for a refugee in Turkey— because a refugee needs all the educational skills to survive in a different land which some of them now call homes. The Turkish government and teachers lack the adequate capacity to handle and address the needs of the Syrian refugees in their territory. And the policy makers determine the educational provisions for refugees, they lack sufficient infrastructures and equipment and the institutional and human resources to manage refugee students who have numerous psychological traumas. Finally, the government of Turkey lacks the

³ UNHCR. (2013). Solidarity and Burden-Sharing. Accessed June 25, 2019
<https://www.unhcr.org/enus/excom/hlsegment/524936369/solidarity-burden-sharing-september-2013-provisionalrelease.html?query=syrian%20refugees>

institutional capability for the efficient and effective response to the refugee crisis (Aslihan, 2018).

Legal Issues

Through the assistance of the UNHCR, the Human Resource Development Foundation (HRDF) gives advice as well as guidance on legal proceedings (UNHCR, 2016). The government of Turkey should provide all legal apparatuses that are needed by refugees. This is because the government of Turkey owes refugees under its care the protection and legal support. The 1951 Convention Relating to the Status of Refugees, the 1967 Declaration on Territorial Asylum are the legal instruments that did not give the Turkish government the ability to accept refugees in its territories because Turkey has a “geographical limitation” in the 1951 Convention Relating to the Status of Refugees, and the 1967 Protocol; therefore, the Turkish government did not accept Syrians as refugees because of the Turkish laws — but the Turkish government is a signatory to both conventions. But, in April of 2013, the Turkish government passed a law which gave Syrians a “temporary protection” (Refugee Rights Turkey, 2015). Therefore, it is the responsibility of the Turkish government to protect the Syrian refugees in its territories from sexual violence and many other abuses (UNHCR, 2010).

Abuses and Sexual and Gender Based Violence (SGBV) in Turkish Refugee Camps

The study found out that Syrian refugees in Turkey are exposed to SGBV. According to the UNHCR, the Turkish government has been effectual in tackling a trivial sum of the reported SGBV incidents; nonetheless, it has not put an adequate priority on focusing on the causes of SGBV as well as solidifying the competence of the Turkish government’s response to, as well as advocacy of, stopping SGBV. Likewise, there are

three limitations with the case-management tactic to addressing SGBV. First, because there are a modest number of refugees who have access to the community centers — at all (UNHCR, 2016). Secondly, the UNHCR (2016) reported the irregularities on how various cases were attended cases and week reports of internal coordination within the UNHCR. Plus, thirdly, the case management tactic does not handle the prevention as well as the systemic concerns which are core to the occurrence of SGBV as described to INGOs as well as to the UNHCR during several partaking valuations. It should be noted that the UNHCR's participatory Assessments have continuously disclosed constantly that there is a recurrent propensity for refugees not to report domestic violence incidents — nor for the government officials to responding to the violence, and that these abusive practices of child labor and early marriage are prevalent partially because these abuses are, in general, tolerated by the refugee families as well as the Turkish institutions. It should be noted that, based on these situations, more are required to be initiated by the government of Turkey as well as the UNHCR, with the involvement of each stakeholder, in order to deal with the core causes of SGBV and child exploitation amongst the refugees in Turkey (UNHCR, 2016).

Conclusion

This research study has extensively explored the concerns of the UNHCR with regards to the rising numbers of millions of refugees worldwide, particularly in Syria. It is important to know that the Turkish government is presently housing 3.5 million Syrian refugees and approximately 33,000 Syrians were registered in North Africa⁴ — who have been displaced by the ongoing conflict in Syria since 2011. The findings of this study

⁴UNHCR (2019a). Syria Regional Refugee Response UNHCR. (2019). Accessed June 17, 2019. <https://data2.unhcr.org/en/situations/syria>

indicated that refugees are going through trauma and suffering due to losing everything — their homes, their loved ones, their belongings — and they are lacking the basic informational and educational needs to enhance their well-being in camps. Refugees in Syria are eligible to the UN Sustainable Development Goal 4 — which promotes the idea that there should be inclusive as well as equitable quality of educational opportunity and the promotion of lifelong learning opportunities for everyone. This exploratory study used content analysis as well as observational methodologies to review abundant studies and literature, as well as the UN and UNHCR reports. The findings indicate that refugees lack equal access to education — as stated in the UN Universal Declaration of Human Rights, Article 26, “everyone has the right to education,”⁵ therefore, refugees in Turkey are deprived of their access to educational rights. Likewise, refugees lack access to information as well as access to the UNHCR to report hostile treatment. The government of Turkey should carry an in-depth bibliometric analysis of refugees (Obodoruku & Aytac 2016; Obodoruku, 2014a) to see what studies have been carried out on the issues that are challenging in order to better the challenges and to obtain a sustainable development (Obodoruku, 2015) by providing the needed educational apparatus for refugees and incorporate the refugees’ expertise and laborers will create new jobs and eradicate poverty for refugees in the country. Because of the ongoing war in Syria as in different nations and with similar crises, the world has witnessed globally in different nations and similar crises (Obodoruku, 2009). The Syrian refugees, women, and children should be given the right to a proper education to educate themselves, to have

⁵ UN Universal Declaration of Human Rights Accessed March 24, 2019.<http://www.un.org/en/universal-declaration-human-rights/>

adequate information— to empower themselves and be informed in order to have a better life and to have proper health care/psychological care that they need (Obodoruku, 2012a, 2012b, 2012c, 2012d, and 2012e). This study hopes to shed light on the psychological needs of refugees, informational as well as the educational needs of refugees in Syria.

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