

Integration of refugee children in refugee camps, and schools and textbooks in Germany and Turkey. Three case studies of refugee camps and school practices

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Abstract

This presentation has the aim to show how refugee children are integrated in refugee camps and school policies in Turkey and in Germany since the Civil War in Syria began in 2011 until 2019. This case study examines the conditions in two refugee camps, one school ("Welcome classes"), as well as didactic material.

Since 2011 more than 3,7 million refugees have arrived in Turkey. In comparison with other European countries, Germany, with 1,1 million refugees and new migrants, is one of the countries which has received more refugees and migrants than other countries. Both Turkey and Germany have very differently structured school systems and integration policies in schools and face different challenges.

Near to the Syrian border lies Islahiye, a small village with over 66.000 inhabitants, through which passed more than 20.000 refugees during the civil war. For the Syrian refugees it is the first refugee camp and stopping place after passing the border. The emphasis is given on the social integration of children in the school outside of the camp, due to the fact that the access to the camp was denied. The reaction of the inhabitants of Islahiye to the new Syrian habitants and the differences between their cultures and languages facilitate or make social acceptance more complex in reference to their coexistence.

The second case study is a refugee camp in Germany/ Darmstadt, where the contact with the inhabitants and the mix of refugees they accommodate is very different compared to Turkey, and it faces different demands. Starting with language classes in the camp with all ages together, teachers try to prepare the children for school, where they are first enrolled in "Welcome classes".

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The third and last case study is the "Geschwister-Scholl-Schule", where the children and youth between 8 and 16 are in the same class and during two years learn the language after being integrated in the general classes. The accommodations, establishments, teacher training/ education, and the lack of didactic material will be discussed, as well as the social acceptance, traumas and psychological work of the children and the teachers.

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