Providing Education and Welfare Opportunities for Syrian Children Near Conflict Zone

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Introduction

This article's aim is to discuss the urgency to provide not only educational opportunities, but also opportunities supporting human development in terms of welfare. It is already a burden for children to migrate to another country due to conflict and families are also struggling to survive their everyday life. Numbers also highlight that providing necessary educational and welfare opportunities are impossible for a country to handle alone, it requires a global approach and global actors to bring substantial solutions. Secondly, this article aims to frame educational and welfare opportunities within the Capability Approach Theory, and – thirdly – to report on and to discuss findings gained with a pilot research survey, as the findings demonstrate how migrant children's welfare and development can be supported in the terms of the Capability Approach in Germany vs. in Turkey.

Syrian Children in Turkey

Turkey continues to host the largest number of refugees, as the number of people forcibly displaced across the world due to conflict, violence and persecution hit record levels. Turkey currently hosts over 3.6 million registered Syrian nationals along with over 400,000 persons of concern from other nationalities, all together 4 million people (UNHCR July 2019). Close to 1.4 million refugees in Turkey are under 15 years old, and over 800,000 are aged between 15 and 24 (UNHCR July 2019). Turkey maintains a geographical limitation to the 1951 Refugee Convention and only applies it to refugees originating from European countries. That said, in April 2013 Turkey adopted a comprehensive, EU-inspired Law on Foreigners and International Protection (LFIP), which establishes a

dedicated legal framework for asylum in Turkey and affirms Turkey's obligations towards all persons in need of international protection, regardless of country of origin.

This means that from the beginning, the children`s stay in Turkey is acknowledged as temporary. Since 2009 there has been a significant increase in the number of people seeking protection in Turkey and even since 2007 the number of unaccompanied refugee minors has increased (IZA). Unaccompanied minors are one of the groups to be classified as "persons with specific needs", for whom the Ministry of Family and Social Policies is responsible. The Ministry is tasked with placing these individuals in centers for children, women's refuges, or other suitable places. If a person is identified and registered as having "specific needs", the person has access to extra protective measures and they have prioritized access to different services such as psycho-social help, rehabilitation, and other support.

Education for a Good Life

The aims of this section is to highlight the high percentage of children who are residing temporarily in Turkey and acknowledging this issue as a global problem rather than a regional to prevent marginalized people from being educated and having limited opportunities for a good life. Therefore, this article centers education as a welfare for children near a conflict zone.

It is important to highlight that "even before the civil war broke out in 2011, schools in Syrian cities were struggling to manage the social and economic changes. There had already been comprehensive internal migration problems due to drought that had serious impact on the children's schooling" (Çelikaksoy & Wadensjo 2016, 27). Therefore, many of the children to have arrived from Syria had missed several years of school, partly due to the civil war and partly because of changes that had taken place beforehand. The author argues that providing substantial welfare and educational support is necessary for children and youth from Syria. Almost all children of school age in the 25 Turkish refugee camps attend school, but only an exceedingly small portion of refugee children living in the cities do. It is difficult for the authorities to locate the children that do not go to school in the cities where indeed many of the refugees live.

Children who are not yet registered can be temporarily enrolled as a "guest student" which means that they can attend classes but will not be provided any documentation or diploma in return, unless they subsequently complete their temporary protection registration and are officially admitted by the school.

In mid-2018, the Ministry of National Education launched an Accelerated Learning Program (*Hızlandırılmış Eğitim Programı*, HEP) to reach children aged 10-18 who have missed three or more years of schooling in nine pilot provinces. The program had reached 6,600 children by the end of 2018. It is necessary to reach-out to as many children as possible, but it is also important to highlight that Turkey is also struggling to provide

quality education to its own citizens. As a result, quality of education for children under temporary protection is a crucial issue to consider.

However, according to Deane (2016), the number of additional teachers that would be needed to cover the entire population of Syrian refugee children of school age is as high as 80,000. As of the end of 2018, a total of 590,114 children under temporary protection were enrolled in public schools and Temporary Education Centres (*Geçici Eğitim Merkezi,* GEM). Schooling rates are 96.3% for elementary school, 58.1% for middle school and 26.4% for high school. Despite these measures, UNICEF estimates as many as 400,000 children are out of school. Drop-out rates, particularly at the 9 high school level, are linked to factors such as the high level of child labor in the job market, as well as early marriages.

To ensure children's access to the education system, another program, Conditional Cash Transfer for Education (CCTE) was applied. The CCTE program provides vulnerable refugee families with bimonthly cash payments to help them send and keep their children. Cash assistance is available only for persons who can submit the school registration documents to the social service units of the Ministry. A family can receive payment provided the child attends school regularly; a child should not miss school for more than 4 days in one month. According to Türk Kızılay, in cases where a child has not attended school for over 4 days, their protection officers visit the family to identify the cause of absence; child labor, child marriage, peer bullying are the most common factors. According to observations from practice, CCTE has been more effective at the elementary school level. More generally, experts estimate lack of education as a common feature among the Syrian population in Turkey. According to a survey, 33% of respondents reported to be illiterate, while another 13% reported to be literate without having attended school.

Let us introduce the concept of the «Capalibity Approach» to define optimal opportunities supportive for human development, and, subsequently, to show how these opportunities have been provided in Germany. A pilot study on a sample education plan increasing inclusion of young migrants and refugees (especially girls) was carried out by the author.

Framing the Problems within the Context of Capability Approach Theory

The Capability Approach is a broad normative framework for the evaluation and assessment of well-being and social arrangements of a society. It is inherently interdisciplinary: According to Robeyns (2011), "The Capability Approach is used in a wide range of fields, most prominently in development thinking, welfare economics, social policy and political philosophy. It can be used to evaluate a wide variety of aspects of people's well-being, such as individual well-being, inequality, and poverty. It can also be used as an alternative evaluative tool for social cost-benefit analysis, or to design and evaluate policies, ranging from welfare state design in affluent societies, to development

policies by governments and non-governmental organizations" (Robeyns 2011, 5).

Within moral and political philosophy, the Capability Approach has in recent decades emerged as a new theoretical framework around well-being, development, and justice. Economist-philosopher Amartya Sen pioneered the approach and philosopher Martha Nussbaum and a growing number of other scholars across the humanities and the social sciences have significantly developed it. The Capability Approach argues that freedom to achieve well-being is a matter of what people can do and to be, and thus the kind of life they are effectively able to lead. The Capability Approach is generally conceived as a flexible and multi-purpose framework, rather than a precise theory of well-being (Sen 1992; Robeyns 2005, 2016). This open-ended nature partly explains why the term Capability Approach was chosen and is now used in the philosophical literature rather than, say, «Capability Theory». The terms Capability Approach and Capabilities Approach are both used in the literature to refer to the same thing. Some philosophers have started to use the term 'capabilitarianism' (Robeyns 2016; Nielsen & Axelsen 2015)

A team of philosophers, economists and social scientists worked collaboratively on Sen´s (1985) idea of the Capability Approach. Their work has produced indicators for assessing quality of life in the UK. Also, this work sheds light on the quality of life of people with disabilities, retired, women, young children, youth, and migrants. The Capability Approach has been highly influential. Currently, the United Nations Human Development report uses Capability Approach theory concepts (Klasen & Schüler 2011). Other examples of indices developed within the Capability Approach Theory include the Human Development Index (UNDP 2011), the Gender Related Development Index (UNDP 2011), the Gender Empowerment Measure (Klasen 2006), the Gender Inequality Index (UNDP 2013). We suggest that when education and welfare programs are prepared for these children, the aspects as Nussbaum identified should be considered as below:

The Ten Key Capabilities Identified (after Nussbaum 2000)

1. *Life*. Being able to live to the end of a normal human life.
2. *Bodily Health*. Being able to have good health; to have adequate shelter.
3. *Bodily Integrity*. Being able to move freely from place to place, secure against violent assault, having opportunities for sexual satisfaction and reproductive choice
4. *Senses, Imagination, and Thought.* Being able to use the senses, to imagine, think, and reason informed by an adequate education, protected by freedom of expression and religious exercise.
5. *Emotions.* Being able to have attachments to things and people outside ourselves; to love to grieve, to experience longing, gratitude, and justified anger.
6. *Practical Reason.* Being able to form a conception of the good and to engage in

critical reflection about the planning of one's life.

7. Affiliation. Being able to recognize and show concern for other humans, to engage in various forms of social interaction; to be able to imagine the situation of another. Having self-respect and being treated as a dignified being whose worth is equal to that of others. This entails provisions of non-discrimination based on race, sex, sexual orientation, ethnicity, caste, religion, national origin and species.

8. Other Species. Being able to live with concern for and in relation to animals, plants, and the world of nature.

9. Play. Being able to laugh, to play, to enjoy recreational activities.

10. Control over one's political and material Environment. Having the right of political participation, protections of free speech and association. Having property rights and the right to seek employment on an equal basis with others, meaningful relationships of mutual recognition with other workers.

All children under all conditions deserve a life which they value and grow. Each child should get be physically and mentally protected (Life; Bodily health and Bodily integrity). Especially when children live and experience violence and war while living near the conflict zone, international community and field workers must ensure how children`s emotions; sense, imagination and thought; practical reasoning, affiliation; other species; play and control over one`s practical and material environment are functioning. Because no matter what the conditions are, all children deserve development in all aspects of life as highlighted in Nussbaum`s list of capabilities. Damages which occur in children`s lives would have long term consequences not just for the region but also globally.

Turkish Children Hosted in Germany (a Research Study Report)

Research Method. Design of the Study

The questionnaire was prepared of questions adapted (inspired) from the original, already validated Shell Deutsche Jugendstudium 2010 questionnaire. The questions were related to measuring socio-economic background. Also, to identify individual interpretations of existing opportunities, inequalities in different life courses and possible actions (agency) to make changes, conducting individual life-history interviews was necessary. As a result, triangulated data from the focus groups and individual interviews were used to answer the research questions.

The ethical statement was clarified by the Ethics Committee of the research center. All children who showed willingness to participate in the research brought a consent letter from the parents. Before starting the survey and collecting data, all members of the school community (school director, teachers, pupils, and parents) were informed with a

brief.

A pilot study was necessary to decide how suitable the data collection methods and methodology were for addressing the research questions, as well as figuring out how to implement the concepts of the Capability Approach and contribute to the qualitative knowledge of the Capability Approach. The researcher planned to conduct a pilot study to understand the life, culture and values of young people of immigrant origin to better design the research goals, rationale, questions and data collection methods. She entered the field knowing only Grounded Theory methodology, without reviewing the literature related to the phenomena that was to be examined.

Also, the researcher was aware that, in Germany, there had not been much research conducted to investigate good life opportunities, agency, empowerment and the identity of Turkish youths of immigrant origin. The researcher decided to use focus groups to obtain the necessary amount of data in a short time. The interview guidelines had open questions such as: What are your everyday activities? How do you spend your free time? These were designed to facilitate an understanding of youth culture as well as to break the ice. The researcher was also interested in how girls defined a good life for themselves and for other girls their age living in Germany or in any part of the world, how they perceived their existing opportunities for having a good life in Germany and what they interpreted as obstacles to gaining these opportunities to live a good life.

Redesigning the research after the pilot study

The research design focused on highlighting ontological, epistemological, and axiological issues. Ontologically, the researcher was interested in the multiple realities surrounding the good life opportunities of girls of Turkish origin living in Germany; for example, how girls of Turkish origin viewed reality and experienced reality. I was also aware that society constructs a reality which influences personal interpretations and experiences. From an epistemological perspective, the researcher was interested in understanding what knowledge already existed in the field the researcher was studying, in order to identify knowledge gaps, and to maximize my contribution to the knowledge production for literature concerning both the Capability Approach and migrant youth in Germany.

The Socio-Economic Questionnaire
1 - I am _____ years old.
2 - How many siblings do you have? _____ younger brother / brothers do not apply _____ younger sister / sisters do not apply _____ older brother / brothers do not apply _____ older sisters / sisters do not apply I have no siblings
3 - What nationality do you have? German Turkish dual citizenship
4 - Where were you born? I am born in Germany I was born in Turkey
5 - Where did you live so far? (a or B) a) - I lived exclusively in Germany b) - It was as follows: I lived _____ years in Turkey   and I came to Germany, when I was _____ years old.
6 - Are your parents born in Germany, or is one of them or both from Turkey? My parents were born in Germany One parent comes from another country Both come from another country
7 - What degree does your mother have? (a or B) a) If she attended the school in Turkey: Ilkokul Ortaokul Lise Meslek okulu No education, but can read and write No education, cannot read and write   b) If she attended the school in Germany: Secondary School (8th / 9th grade) Secondary school / middle school (10th grade) Fachhochschulreife High School Has no degree Still goes to school

8 - What degree does your father have? (a or B)

a) If he attended the school in Turkey:

Ilkokul

Ortaokul

Lise

Meslek okulu

No education, but can read and write

No education, cannot read and write

b) If he attended the school in Germany:

Secondary School (8th / 9th grade)

Secondary school / middle school (10th grade)

Fachhochschulreife

High School

Has no degree

Still goes to school

9 - My dad is:

Full-time employment (35 hours and more)

Part-time employed (15 to under more)

Minor (under 15 hours)

Unemployed

On parental leave or other leave of absence

In education

Hausmann or for other reasons not gainfully employed

10 - My mother is:

Full-time employment (35 hours and more)

Part-time employed (15 to under more)

Minor (under 15 hours)

Unemployed

On parental leave or other leave of absence

Housewife or for other reasons not gainfully employed

11 - What is your mother tongue?

My native language is _____

12 - How many people live with you in your household?

Overall, we are _____ in the household.

13 - Do you have your own room? Yes (If yes, then continue with item 14.) No If you do not have your own room, with how many Persons (except you) do you share your room? Number _____ And with how many brothers or sisters do you share your room? I share with my brothers. Number _____ I share with my sisters. Number _____
14 - What do you usually do in your free time? A- TV B- listen to music C- carve videos / DVDs D- Surf the Internet E- Do not "hang out" F- Read E-books G- Go to the pub H- Read magazines I- Go to the disco, to parties or fetuses J- Playstation, play Nintendo, computer games K- Jugendfreizeittreff, visit youth center L- Sport in the spare time, like cycling, skating, kicking etc. M- Training / active sports (fitness club, sports club ...) N- Meet with people O- Engage in a project / initiative / club P- Do something with the family Q- Shop, buy great things R- Do something creative, artistic
15 - How many books are there at home?

Table 1: The Socio-Economic Questionnaire.

Triangulation

The term 'triangulation' is reserved for instances where methods are combined for the purpose of confirmation (Lambert & Loiselle 2007, 230). Triangulation is defined as researchers taking different perspectives on an issue being studied or, more generally speaking, to answer research questions (Flick 2014). The perspectives can be substantiated by using several methods and/or several theoretical approaches. It refers to using a combination of different sorts of data as the background for theoretical perspectives, which are applied to the data. As far as possible, these perspectives should be treated and applied equally.

In this particular research project, data triangulation led to the following results: (1) a productive, iterative process, where an initial model of the phenomenon guided the exploration of individual accounts, and successive individual data further enriched the conceptualization of the phenomenon; (2) identification of the individual and the contextual circumstances surrounding the phenomenon, which added to the interpretation of the structure of the phenomenon; and (3) convergence of the central characteristics of the phenomenon across focus groups and individual interviews, which enhanced the trustworthiness of the findings (Lambert & Loiselle 2007, 231). Triangulation with focus groups and individual life-history interviews supported the analysis. More specifically, how ethnicity and migration background might result in exclusion in the life of the girls. The structure is defined within the context of the Grounded Theory analysis.

Developing Interview Guidelines for Focus Groups and Individual Interviews Using the Lenses of Capability Approach

The operationalization and implementation of the Capabilities Approach for domain selection, especially the question of whether and how to construct a capability list from the perspective of individuals or groups, has been extensively discussed in the literature (Biggeri 2006; Burchardt 2011; Martinetti 2006, 2009). Also, Burchardt and Vizard (2011, 95) discussed a key issue, raised in the debates about the 'operationalization' of the Capability Approach, of a need for a methodology to develop and agree on a list of countable, substantive freedoms and opportunities for the purpose of measurement. The capability approach concepts are implemented as shown on the below table.

➢ The first stage was characterized by the following question on the interview guideline: What are the most important opportunities girls should have throughout their lives? The objective of this question was to identify which capabilities were relevant without limiting the possible answers with a predefined questionnaire. If the young woman mentioned a capability that had not been identified earlier by the researcher, their answer was added to the list. In this research project, the first question for the focus group was an introductory question to break the ice in the group. I asked, "What are your everyday activities and what kinds of hobbies do you have?" After the introductory question, the focus questions began with, "What are the most important opportunities for girls of your age all over the world to have a good life?"
➢ In the second step of the interview guideline, the participants were asked to discuss and make a list of opportunities and rank them from most important to least important. A similar question was posed, "What are the most important opportunities for young, similarly-aged women of Turkish origin living in Germany to have a good life?" This step was also used to analyze group capabilities because the Capability Approach has been criticized for excluding groups due to its very individualistic approach. In this project, the data on group capabilities have been limited to the discussion of the group capabilities of girls of Turkish origin living in Germany.

> ➤ In the third stage of the interview guideline, the girls were asked about the actual functioning achieved, which involved drawing on personal experiences. This step was implemented to ascertain whether they had the opportunity for a good life or a good school education in two different sections. The participants were asked, "Do you have opportunities?" They then listed valuable opportunities in their lives. The same question was repeated for school education in the second part of the interview guideline. In addition, I rephrased the question to allow detailed discussion during the individual life-history methodology.

> ➤ In the fourth stage, the girls were asked about the relevance of each specific capability/dimension for girls in general, i.e. the broader community. An individual capability set, achievable functionings at the personal level, may be limited for children who are vulnerable because it could be influenced by adoptive preferences in which people normalize limitations and deprivation after a certain period of time. The data of this research project has been limited to identifying and discussing adoptive preferences. In the interview guideline, this question was asked: In your opinion, how important/unimportant is it to be able to have opportunities as a member of the group you listed, for example, of your age and background? According to Bigger and Libanora (2011), the aim of this question is to measure the relevance of each capability dimension for the whole group. Also, in this research project we asked the question, "What are the opportunities to have a good life and a good school education for girls with a German background?" This was asked to identify the adoptive preferences of each participant. The data on adoptive preferences has been limited for a substantial analysis.

> ➤ In the final stage, the girls were asked if they wished to add any other dimensions of well-being to the study. In order to obtain a partial ordering, the researcher asked the girls about their preferences. This question was posed as, "Among the aspects we have discussed, could you tell me which are the five most important opportunities a young woman should have during her lifetime?" This phase aimed to identify the most relevant capabilities for the group. After finishing the interviews, it was possible to draw a list of relevant capabilities which had been defined by the girls themselves and legitimized by the group (settings specific to prior vote rules). The level of achieved functionings was pointed out, at both the individual and aggregated level, under some assumptions and the first prioritization of the dimensions of well-being was achieved. In this particular research project, participants prepared a list of their functionings and ranked them in order, from the most achievable to the least achievable.

> ➤ After following the above-mentioned procedures, the following question was presented as the final question in the interview guideline: What are the limitations and obstacles girls experience, and are forced to confront, at school and in society? In addition, to be able to achieve an in-depth analysis of social vulnerability and inequality during the individual life-history interviews, we asked, "What do you think makes you disadvantaged and unequal in the school and society?" To be able to analyze agency, participants were asked, "How do you remove these obstacles and limitations in order to have a good life and a good school education in Germany?" Finally, to analyze their aspirations, they were asked, "Imagine your 18th birthday/what are you planning to do in the next 2-3 years?"

Table 2: Implementing the Capability Approach in Developing Interview Guidelines.

Sampling the Participants

In Germany, letters were sent to schools in various cities (such as Bielefeld, Gütersloh, Dortmund, Duisburg, and Düsseldorf) which had pupils of immigrant origin to the school administration, teachers, and parents. The letters requested the schools to gather girls who would like to participate in the research project, which was described in the letter. I made an agreement with a contact from each school that each group would consist of five to eight participants of the same age group. Girls who volunteered to participate in the research brought a signed letter from their parents. Girls, who were over 18 years old, registered their names and contact details to be invited for the interview. Participation in the research was not an issue because many girls volunteered to participate. The only selection criteria stated in the invitation letter was that the interviews would only be

conducted with girls of Turkish origin. Finally, 42 girls, aged from 13 to 21 years old have participated in the research.

Socio-Economic Background of the Participants

The main goal of the survey was to analyze the socio-economic status of the girls in order to identify external factors of social vulnerability that may differ from those available to a homogeneous group of a sub-community, i.e., Turkish immigrants, in Germany. The reported study focused only on examining the 'good life' opportunities of girls who are part of the Turkish immigrant community in Germany.

Country of Birth	All participants were born in Germany
Number of Siblings	All participants had at least one sibling and a maximum of three siblings.
Citizenship	70% were dual citizens and 30% of participants had dual citizenships and had to decide which citizenship to obtain when they were 18 to 23 years old. They all wrote they would choose to be solely German citizens.
Birth Place of Parents	▪ 60% of participants had two Turkish-born parents. ▪ Only 1% of participants had two German-born parents. ▪ 39% of participants had one parent who was born in Germany.
Country of Parents' Education	▪ 60% of participants answered that their parents were educated in both Germany and Turkey. ▪ 40% had parents that were only educated in Turkey. ▪ The 'only educated in Turkey' group was dominated by mothers who were never educated in Germany. Generally, mothers came to Germany through marriage as participants highlighted in their written answers.
Parents' Education Level	▪ Only 1% of participants had parents who were literate but had not been in formal education. ▪ 99% of parents had a formal school education, ranging from elementary education to obtaining a vocational high school diploma. ▪ None of the girls had parents who participated in higher education. The questionnaire included labels both from Turkish and German education systems, but many parents were educated in Turkey and later had training in Germany.

Mother Tongue and Home Language	▪ All participants identified their mother tongue as Turkish. ▪ 70% of the participants spoke Turkish and German at home. Participants generally spoke German with their siblings and friends. Turkish was mostly spoken with parents. ▪ Only 30% of participants spoke Turkish at home with their siblings. ▪ Participants stated that the main reason for speaking only Turkish with parents and siblings at home was to improve their Turkish language skills, as they had no other chance to speak Turkish. The second reason participants gave for only speaking Turkish at home was the lack of German language skills of their mothers.
Parents' Employment Status	▪ 60% of the participants had a father who had a full-time job with a minimum of 35 hours per week. ▪ 20% of fathers were unemployed. ▪ 20% of fathers were working part-time, less than 15 hours per week. ▪ 60% of participants had mothers working part-time, a minimum of 15 hours or more. ▪ 20% of participants had a full-time working mother, 35 hours or more per week. ▪ 20% of participants had mothers who were housewives.
Materials	▪ Materially, participants were fairly well equipped. A high number of them had the following, at home or in their rooms: books, games, a CD-player, a TV, a computer, a play-station, and/or a Gameboy. Most frequently, their free time was spent listening to music, joining a sports team, internet surfing, reading books and magazines, meeting with friends and doing activities with their families. ▪ 90% of participants had 25-100 books at home and 10% had 1-24 books at home.
Home Situation	▪ 95% of participants shared a room with their same-sex siblings. ▪ All participants had at least one older or younger sibling. - 90% of participants were one of three children. ▪ 5% of participants had one sibling and the other 5% had more than two siblings. ▪ Families consisted only of children and parents. There were no parents who were divorced or separated.
Free Time	▪ All participants spent their free time with friends and family. They enjoyed surfing the internet, reading books and magazines, playing computer games, shopping, going to see movies and watching TV.

Table 3: Survey Results of the Socio-economic Questionnaire.

Analytical Procedure: Grounded Theory Methodology

The Grounded Theory analysis starts with the initial step of open coding. Categories that will be developed during open coding related to: which phenomenon the actions and interactions related to; conditions that led to the occurrence of the phenomenon, the context of the investigated phenomenon; other aspects that influenced the phenomenon because researchers are advised to identify types of phenomena; context; casual intervening conditions; and consequences which are relevant for the categories (Kelle 2010).

After several rounds of open coding, the remaining codes and their properties will be gathered to explore what the main category should be. This phase will be 'focus coding'. Focused coding means using the most significant and/or frequent codes, obtained during the open coding process, to sift through a large amount of data (Charmaz 2016). In this phase, the researcher will investigate the data critically to focus on the emerging concepts (Charmaz 2016). Also, the researcher will define the meanings of the concepts and as a result will be able to explain the data in-depth. The figure below is illustrating sampling phases at the Grounded Theory Methodology.
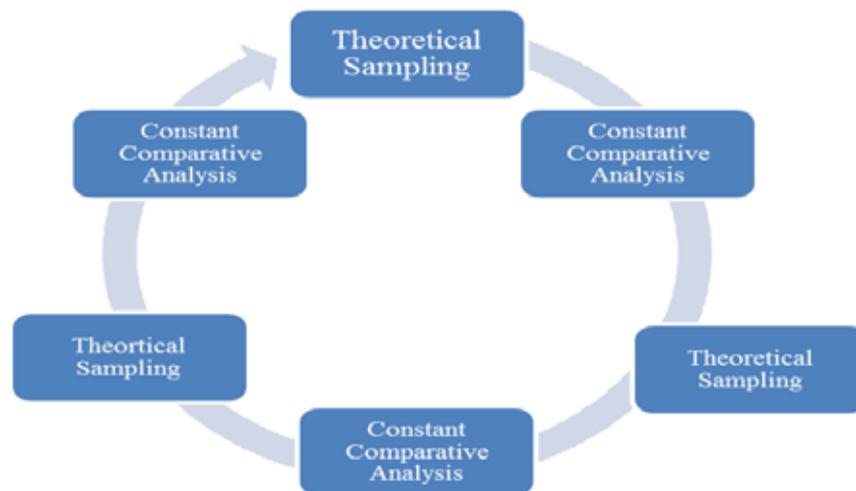

Figure 1: Initial purposeful sampling

The final stage is the 'Theoretical Phase'. For this stage, the data will be analyzed from an abstract perspective. Theoretical codes are advanced abstractions that provide a framework for enhancing the explanatory power of the storyline and its potential as theory (Birks & Mills 2015). Theoretical codes specify possible relationships between categories developed during the focused coding stage (Charmaz 2016, 63), this phase can be considered as the saturation process. Theoretical saturation is used by Glaser and Strauss (1967) to define the criterion for when to stop theoretically sampling and the data pertinent to a category. Theoretical saturation will be a crucial phase for the researcher to think about building the abstract conceptualization of the data. During this phase, new codes will be found to build a meaningful category which would assist answering the

research questions. Also, in this stage, the researcher will be included in all properties of the categories, sub-categories, and categories for a distinct integration. As a result, the following figure is illustrating the process of Grounded Theory analysis described above.
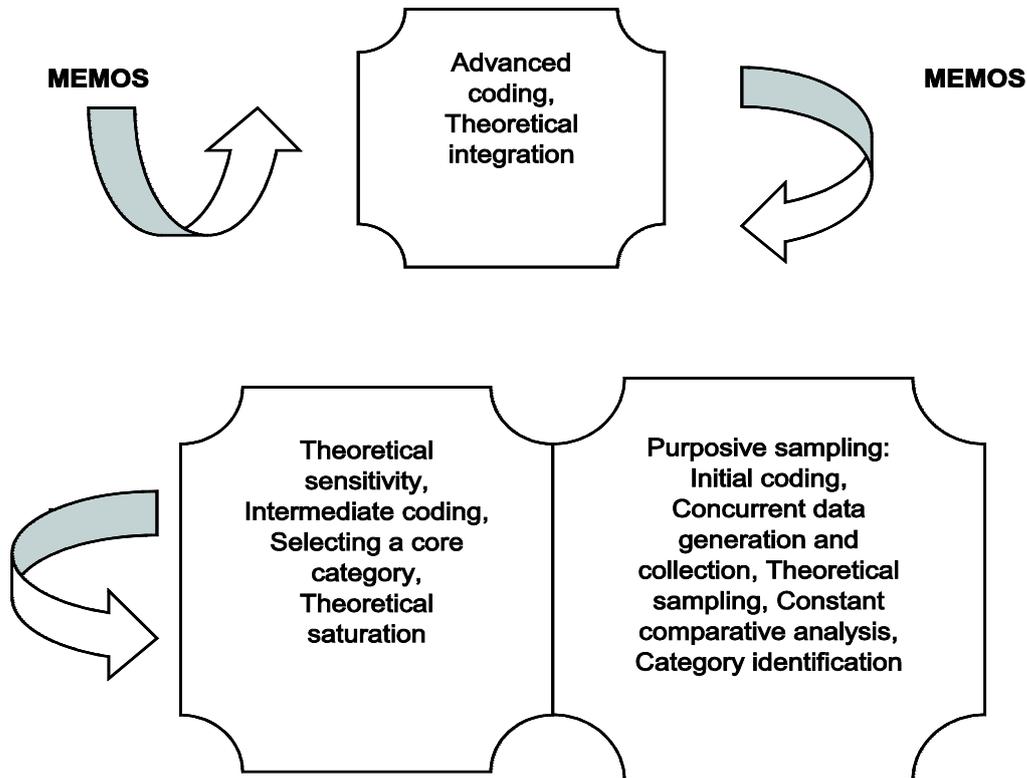
MEMOS

Advanced coding, Theoretical integration

MEMOS

Theoretical sensitivity, Intermediate coding, Selecting a core category, Theoretical saturation

Purposive sampling: Initial coding, Concurrent data generation and collection, Theoretical sampling, Constant comparative analysis, Category identification

Figure 2: Grounded Theory Process Used for Data Analysis

Findings

Also, the findings reveal that informal education opportunities could encourage girls to overcome their limits to achieve better educational opportunities. Mainly, the girls emphasized that their free time activities involved sports and spending time with their families and friends. The participants also highlighted there were not many activities in their neighborhood nor were they well informed about these activities. When their teachers offered them free time activities, they engaged in these activities. In the following quotes, Ayse emphasized that she did not find a place for herself after school. The reason for this lack of integration could be that girls are not able to find activities that are culturally relevant, or that the activities offered might be inconvenient. Extra-curricular activities could be a crucial way for girls to find valuable activities and to enhance their educational process outside of school education.

Ayşe: There are not many places to go in Germany.

Interviewer: Are there any youth activities you can take part in? Can you participate in those?

Ayça: I didn't participate before. I participated once. I didn't go recently. For instance, during our summer vacation, our teacher gave us a brochure, for a place near Rheine, the old town. The place is called Heinrich Heine-Allee. They do sports, athletics, so we could join. It was offered like that, for those who could go.

Interviewer: Do you go to places where there are Germans and people from other countries?

Ayça: Yes of course, as we live in Germany, we definitely go.

The girls highlighted that mosque-related activities were the only activities they were attending. These activities were not what girls preferred to attend in the beginning. Also, girls did not find these activities relevant to their needs. The grounded concept could be a lack of public space that supports young peoples' educational process.

Interviewer: What else do you do? Do you attend activities at Turkish associations or mosques?

Girls: Yes, we do ((with a high tone of voice)).

Cemre: My mother took me by force (laughter)).

Ceren: My mother also took me there but later it was good, fun. It was a good time with friends.

Ayça: We were going to the mosque, we were learning every Saturday, we were doing theater, we played. When I participated for the first time that happened. Since then, after me, my small cousins went to sing carols.

Young people in urban areas met with obstacles to approaching social activities. Free time activities would also positively influence girls' education and life achievements. Girls would benefit from extra-curricular activities as they would enhance their educational opportunities to build a meaningful life in Germany.

Elif: How can I say here, they don't do things for people of our age, they don't offer anything. For example, in Turkey there are cafés for young people, here in Menge

(the name of neighborhood where this young lady is living), there is only one café where young people go. There are only grandmothers there, only old people going there (laughs).

Demet: My mother brings brochures. We look for summer offers and such. I am always looking. It is always for little children or, for example, theaters for older people.

As a result, girls need various types of support to organize their lives in order to approach their educational goals, improve their lives, raise their voices and live the good life they value. School education should incorporate informal education possibilities to enhance opportunities for girls.

In various focus groups and individual interviews, the girls highlighted that they have friends of every origin but they mainly get along better with their Turkish peers. Their choice of friendship was also strongly linked to their belonging and identity and how they positioned themselves in Germany. In the following quotes, the girls discussed why they preferred to be friends with young people of Turkish origin.

Deniz: I have more Turkish friends.

Interviewer: Who you spend time with? The Turks? Why?

Deniz: They feel close to you.

Nil: We understand each other easily. We understand each other better, we have a similar culture. I, for example, would never go out with a German girl. Even if I say, Germans are better than Turks, on the other side they cannot be better than us.

The participants felt mostly that they are part of Turkish culture, even when they accept Germany as a culturally diverse country and enjoy taking part in other activities with people of different origins. The girls still preferred occasions when there were other Turks because they thought the Turks were friendlier and warmer than people of other origins. This could be due to them not having encountered or not becoming acquainted with young people of other origins in Germany.

Ceren: The atmosphere is different when there are Turks.

Ayça: It is different though. It is interesting to be in places with people coming from different places, but from the same country.

Ayşe: As we are Turks, blood is attracting (she uses an expression) ((laughter)).

I feel closer to them, it's easier to get along, I like it, seeing a person from the same country is nice. I think the atmosphere is nice when there are people from different places but from the same country.

The following quotes revealed that the participants were interested in remaining together with people from their background. The girls should have ties and belong to cultural, religious and ethnic-oriented organizations to sustain one side of their identity to find a balance in Germany.

Ayşe: As we are together with Turks.

Ceren: The atmosphere is warm.

Interviewer: Was it important to have Turks?

Ayça: A person understands her own people well.

Interviewer: If Germans, Russians, and Polish people come there?

Ceren: They act colder, once you see Turks.

In the neighborhoods where the data was collected, there was a lack of collaboration between the school and other social welfare institutes to support these young people. The schools offered limited options for them. In the data, it is shown that youth participation, belonging and identity development and informal education opportunities are vital. The quotes above revealed a need for multiculturalism to enhance their well-being in the German society. To sum-up the interpretation of the findings, the girls highlighted their desire to live in a society where different identities and diversities were valued and accepted as a part of society. Gathering the voices of the girls in the various quotes, the girls desired to live in a multicultural society where they were part of the mainstream culture in harmony.

Discussion

The data reveals that girls from migrant origin discuss importance of inclusion and integration. We argue that school has an important role for girls from migrant origin to fulfill this aim. Schools are a sphere to gather children and youth from different origins to be included and integrated to the larger society as the future citizens of societies. We would like to frame this argument with the Capability Approach theory perspective: Biggeri`s et al. (2006) operationalization and implementation of the Capabilities Approach concepts comprise core processes of thinking, reflecting and participating; this

can support stakeholders' attempts to identify the fundamental dimensions of well-being. These are active processes of (self-) reflection that help youth to conceptualize both their own capabilities and also those of all youth in the local context. This enables the evaluation and potential for capability expansion or reduction. Evolving capabilities starts from an initial set of functionings already achieved by the young person and depends on the processes of resource conversion that depend on how different institutions, norms and cultures constrain or empower, further shaping the formation of new functionings and capabilities. The child`s capability set, the freedom to realize potential valued and achievable functionings, depends therefore on such resources, constraints and opportunities, and the individual's own abilities.

The conceptualization of capabilities is a major step in the process of their operationalization and eventual translation into practice and pedagogy. Alongside this is the matter of measurement. As Comim et al. argue, the methodology of conventional quantitative measures and metrics is inappropriate at this stage of development of the model. "Measurement in social sciences is usually identified with a narrowness of understanding about the application of concepts and theories. Quite often it involves dismissal of important qualitative information, such as what is important, good, or morally obligatory, focusing sometimes exclusively on quantitative information" (Comim et al. 2008, 158). What is required therefore, is the development of tools for research and evaluation which effectively capture the full breadth of the concepts and enable understanding of the processes involved in the exercise of capabilities and functionings, in their development in the individual, and in the societal and cultural contexts that facilitate those processes and that development. This involves a range of methods both quantitative and qualitative, and drawing upon the disciplines that between them address individual, social and cultural processes; psychology, sociology, anthropology, economic development, cultural studies, political science, education and philosophy. The workshop will bring together a relevant range of expertise to lay the foundations for the epistemological, methodological and theoretical questions needed for the next steps in operationalizing the Capability Approach Theory for education. The Capability Approach Theory is currently used in multiple disciplines from philosophy to economics, psychology, gender studies, environmental studies and education sciences. We propose five main themes to frame the inclusion of girls from migrant origin in order to conceptualize how to plan school education particularly focusing on inclusion of girls from migrant origin.

- What do we know about migrant girls: identity, areas of discriminatory and deprivation experience, cultural tensions and discourses?

- Which capabilities appear to be most relevant to the vulnerabilities of migrant origin girls; and what kinds of elaboration and definition are necessary to be able to operationalize them for educational policy and practice, and for research underpinning these.

- What methodologies are appropriate and useful to engage with the identity,

discourse, historical and cultural factors that need to be addressed in order both to understand capabilities and vulnerabilities and to develop strategies to challenge them.

• What are issues around cultural variation and diversity, including the possible difference in meaning of a capability, or of ways to foster it, according to cultural norms.

To conclude: What questions are likely to be raised from the above about not only what, but how, might relevant capabilities be operationalized for implementation in education of girls from migrant background. This would be a consolidation of the foregoing discussions involving all participants with a view to eventually formulate a foundational agenda.

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Providing Education and Welfare Opportunities for Syrian Children Near Conflict Zone

Abstract: The article aims to 1) focus on welfare opportunities near the conflict zone in Turkey. Providing a good life for children under every condition belongs to the responsibilities of both, national and international communities. The Capability Approach Theory seems to promote such responsibilities at best. However, the Turkish example does not show effects as satisfactory as the German example with Turkish migrant children, which is discussed in this article and illustrated with research findings provided by the author.

Keywords: Capabilities Approach; education; welfare opportunities; conflict zone; Syrian children in Turkey vs. Turkish children in Germany.