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**SOCIO-CULTURAL AND LINGUISTIC HARMONIZATION OF SYRIANS IN TURKEY
SURIYELİLERİN TÜRKİYE'DE SOSYO-KÜLTÜREL VE DİLSEL UYUMU**

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Abstract

Turkey is a country acting as a bridge between two continents Asia and Europa and it connects diverse nations and cultures thanks to its geographical location and political attitude in Middle East. Regarding these facts, Turkey has been a destination for Syrian immigrants for shelter and security reasons after the break of Syrian war in 2011. On arrival, they come across a number of difficulties in adaptation to new social life because of difference between two cultures. The most striking one is the language since it is a necessity to integrate into the target society. It is possible via language to be able to accommodate target society and social life. The purpose of this study is to justify an educational model, which provides new comers with the ability of coping with the possible educational and language matters in Turkey context. However, this model could be adopted in different contexts regarding the necessary changes. Target education model has been invented by revising and adopting the strong and potential sides of the programs asserted before. Inclusive, pluralistic and constructivist implementations have been embraced and celebrated while constructing this model. The base of the education program has been grounded on concepts and attitudes mentioned above. As a result, a language program, which supports the total integration of Syrians by preserving their ethnic identity, has been produced and advised.

Key words: Immigrants' integration; multilingualism; Syrians' integration; immersion programs

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Özet

Türkiye, Asya ile Avrupa arasında bir köprü görevi görerek stratejik coğrafi konumu ve Orta Doğu'daki siyasi durumu sayesinde çeşitli milletleri ve kültürleri birbirine bağlamaktadır. Bu nedenlerden dolayı, Türkiye 2011'de başlayan Suriye savaşı sonrası güvenlik ve barınma arayışındaki Suriyeli göçmenler için önemli bir varış noktası haline gelmiştir. Suriyeli göçmenler, Türkiye'ye geldiklerinde yeni bir toplumsal hayata uyum sağlama konusunda birçok zorlukla karşılaşmaktadır ve bu zorluklar arasında en dikkat çekici olanı dil farklılıklarıdır. Dil, ev sahibi topluma entegre olabilmek ve sosyal ve kültürel hayata katılım sağlamak için vazgeçilmez bir araçtır. Bu çalışma, Türkiye bağlamında yeni gelenlerin eğitim ve dil sorunlarıyla başa çıkmalarını sağlayacak bir eğitim modeli önermeyi amaçlamaktadır. Ayrıca, bu model gerekli değişiklikler yapılarak farklı bağlamlara da uyarlanabilir. Model, daha önce oluşturulan programların güçlü yönleri gözden geçirilerek ve entegre edilerek geliştirilmiştir. Önerilen model, kapsayıcı, çoğulcu ve yapılandırmacı ilkeleri benimsemekte ve temelini bu kavramlar ve yaklaşımlar üzerine inşa etmektedir. Sonuç olarak, bu çalışma, Suriyelilerin etnik kimliklerini koruyarak Türk toplumuna tam entegrasyonlarını destekleyen bir dil programı önermektedir.

Anahtar Kelimeler: Göçmenlerin Entegrasyonu, Çok Dillilik, Suriyelilerin Entegrasyonu, Yoğun Dil Programları

*' Refugees come across a variety of difficulties and obstacles during the process when they are trying to adopt the new culture in the arrival country. Different terms have been associated to label this process as integration, assimilation and harmonization. While adaptation and assimilation have negative connotation, harmony is a more moderate term which guarantees the refugee's and the host country's benefits culturally.

1. INTRODUCTION

Refugees and immigrants are the people who are supposed to displace from one country to another for different reasons like economic, political, educational, cultural, health and the other reasons. Most of the countries in the world has refugees in certain proportions. The number of refugees in the world is roughly 116 million. (Refugee council, 2021). It consists of people who have been forcibly displaced, refugees, asylum seekers and the other groups. The number of refugees in Turkey is undeniable with a number of 4 million, 3,6 of whom just Syrians began to displace in 2011. (The world bank,2121) By 1990, Turkey was not regarded as an immigrant country. (Kirisici, 2007) With the increase of conflict in the Middle East, refugees from Iraq, Iran and Afghanistan started to move through Turkey. Turkey's being mentioned as an immigrant country dates back to 1990s. However, the vast immigration from Syria began in 2011. The refugees were accommodated into refugee camps through the border cities to Syria like Hatay, Gaziantep, Adana, Mardin and etc. They were presented short termed solutions like accommodation, shelter, nutrition and security. As the span staying in the country gets longer, new policies are necessary to be developed to meet the changing needs of the refugees. After a while, instead of being excluded from the society, they desire to be a part of society in different ways like in educational and cultural arena. One of the AFAD (disaster and emergency management presidency) member in this refugee camps indicated that Syrians living out of refugee camps are more inclined to be a part of host society since they have the chance of interacting with host citizens. (Hoffmann & Samuk, 2016, a) Refugee camps are just a short-term, temporary, quick solutions as an emergency directed response to the needs but it is not possible to regard them as long-term ones.

1.1. Different Integration Policies

Bilingualism has been categorized into separate forms as a function since these forms regard the issues from different perspectives in a table. (Garcia,1997) The weak form of bilingual education appears in forms like submersion, segregationist, transitional, mainstream with foreign language teaching and separatist forms. They all are grounded on the assimilationist view, which supports the notion of monolingualism relatively or limitedly while sometimes doing it implicitly. Submersion class focuses on the instruction in majority language while minority language is not encouraged or embraced. Another example is the transitional form of bilingualism that support minority language to some extent until school age. The students are forced to move to target language after a while. While the home language is embraced at the first phase, it is neglected in the following steps specifically after starting school. The other form is the separatist form of bilingualism, which forces students to get education in minority language out of choice. It is obligatory not optional. As a result, students couldn't get the chance of acquiring the host country's language.

On the contrary to weak form, are there strong forms of bilingualism like immersion, maintenance / heritage culture, two-way/dual language, mainstream bilingualism forms. These are all constructed on the notion of biliteracy and cultural diversity. In each of the strong form of bilingualism, bilingualism is emphasized and advocated. Immersion classes aim reaching pluralism and enrichment of cultures. It doesn't devalue or assimilate a society because of its socio-cultural patterns. Heritage language programs are implemented with the target of maintaining the heritage language while adopting to target culture. The balance and advocating immigrant language are essential. With a similar point of view, dual language advocates the equilibrium of both home and host language with a strong curriculum allocated for two different languages with clear cuts. Bekdemir, Kalayci and Alagozlu (2021) conducted a study with teachers who are teaching immigrants, too. They found out that 35% of teachers prefer dual language model, 30% submersion, 30% transitional and 5% immersion program. They focused both pros and cons of these model. They complained about students' illiteracy in majority language prevents students from comprehending the classes. They added that dual language model associates with language problems, decreased motivation, illiteracy, limited time allocation etc. In addition, teachers lack of information about different models and how to implement them into practice.

Three basic perspectives shape the notion of integration: Assimilation theory, multiculturalism, structuralism and a new one called as segmented assimilation which were proposed by Algan, Bisin, Manning & Verdier in 2012. Most countries base their sociocultural integration policies of immigrants on the mentioned above perspectives. Assimilation theory is based on the notion of evaluating the host country's culture, language and other patterns superior to the home countries' ethnic values. Gordon (1964) indicates that assimilation starts with acculturation and then penetrates all social fields. Immigrants internalize the host countries' values and norms for the sake of being accepted by the society and the citizens. The output is the internalization of the new culture totally or a marginalized one which bears the neither the home or the host culture's patterns. However, this notion was popular in 1900s. In 1970s, new policies and notions have been adopted to protect both the arriving immigrants' and host citizens' values and judgments. One of the most popular ones is multiculturalism. The practices that form the basis of multiculturalism came to the scene by Glazer and Moynihan in 1970. The third perspective is the structuralism which, is based on the arrival country's social and economic moves to insert immigrants into socio-cultural and economic affairs. The last theory is the segmented assimilation synthesis in which each of the cultures assimilate each other in different rates.

Bilingualism has some other forms like additive and subtractive. These are the opposite view through which it is possible to integrate minority groups. When the second language is acquired without any pressure on immigrants and it is welcomed by minorities, additive bilingualism occurs. It is a humanistic approach, that supports the teaching of target language without devaluating minority language. On the contrary, subtractive bilingualism supports the idea of mono language. The majority language is regarded as superior to immigrant language. As a result, it results in the loss of minority language, self-ethnic identity and cultural patterns. (Landry, Allard and The Berge, 1991)

Refugees come across a variety of difficulties and obstacles during the process when they are trying to adopt the new culture in the arrival country. Different terms have been associated to label this process as integration, assimilation and harmonization. While adaptation and assimilation have negative connotation, harmony is a more moderate term which guarantees the refugee's and the host country's benefits culturally. Turkey opts for the term 'harmonization' which means that the minority group keeps its cultural identity and values but adopt the present culture into the new one to live in harmony. (Hoffmann & Samuk, 2016, b) Boswell (2003) subtitled the main fields into four different

dimensions to keep harmony in the society. The first field is the cultural awareness in the arrival country like being motivated and inclined to learn the host country's language, acknowledging the new host country's traditions, customs, religion, social pattern and respect the social norms. The second item is the social integration which aims to include the refugees into the host country's education system and support them to take part in the mainstream. In addition to education, refugee's welfare level needs to be levelled up via social integration policies and practices. The third practice is the economic integration of refugees in the society: The right to work in a business area in which one is capable of, being employed without favored by employers and getting the same payment for the similar works at which host society's citizens work. The last integration element is the political rights and practices whether they are put into practice for refugees. The political rights could be ranged as the right to vote, elect and to be elected and etc. However, this research will focus on the first two items linguistic and socio-cultural integration of the refugees or immigrants into Turkey. The other subtitles like economic and political issues are not included in the scope of this study.

1.2. The other Applications In other Countries

Countries try to implement laws and practices to overcome the matters associated with the displacement of people for different reasons. Each country has tried to respond to problems in its own context and implemented socio-cultural and educational practices to come up with solutions.

One of the countries is France which is on the second rank after USA with the highest refugee number in Europe. Fina (2019) stated that the language courses for refugees are insufficient quantitatively and qualitatively since they are just 6 months or 1 year. They couldn't learn a quantity of language to integrate into labor market. Moreover, asylum seekers are not allowed to attend or access these language courses since they are regarded as temporary. French government couldn't provide refugees with the necessary language assist.

The number of the refugees in Germany is very high since there is flow especially from Middle East countries to Germany for better living conditions. Nearly 1/3 of new arrivals are children who need to integrate into mainstream in Germany. Cajvan (2020) conducted research about the integration of refugees in education system. She asserted that German government implemented a new schooling system that is called as segregated schools in which refugee background children make up the majority of these schools with a rate of more than 50%. It makes it difficult for refugee children to learn the home language (German) since most of the children are from a different country speaking a different language. Even if the aim is to integrate refugee children into German school system, their attending to a separate school makes it harder to learn German. It is necessary to get them children access to education with natives to be exposed to German in its natural context. As a result, they lack of language skills. Socio-cultural integration is another dimension should be taken into consideration. Constant and Zimmermann (2008) focused on the importance of ethnic identity to make refugees visible in societies. It has 5 different items: Language ability, ethnic self-identification, visible cultural elements, ethnic interaction, and citizenship, as well as locational plans. The ethnic identity of oneself determines the place of a person in society. It is merely possible with the concerns above. It is probable to get refugees almost completely dedicate to home and host culture, norms and practices if they get aware of ethnic identity and self-identification. A study conducted by Algan, Bisin, Manning, & Verdier (2012) about the educational and cultural situations of refugees in Germany. It was revealed that schooling span of woman and man Turkish refugees differ from each other with 9,29 and 9,93 years respectively. When compared with the German citizens who are native, it is 12,11 and 12,55 years. Schooling year of refugees and non-immigrant Germans differ tremendously.

Another country of immigration in Europe is Denmark with a rate of 13.3% of its population. (Danmarks Statistik 2019). Cajvan (2020) indicated Denmark is one of the countries which applies immigration and refugee regulations successfully. Denmark government regulated a different policy than the others. It provides refugees with not only social, economic and political rights, but also forces them to sign a contract to participate in the programs prepared for them. It is a bilateral contract in which refugees and policy makers are responsible for. Kvist (2016) said that with the Integration Education Benefit law, refugees have been under the responsibility of municipalities who would appoint them jobs in line with their qualifications and ability while learning Danish. It provides immigrants with participating in society through labor work. Belgium is another European Union (E.U.) country which is preferred by asylum seekers and immigrants. Bunar (2019) conducted a study that investigates different E.U. countries' educational and social integrational perspectives of immigrants. He indicated that the group with the highest number coming from a non- European Union country is Moroccans and Turkish. However, the students are submerged in monolingual classes. Bilingual teachers are not preferred in class. Instead of bilingual classes, buddy-system that the newly arrived ones are matched with bilingual experienced students to get them integrated in school culture and facilitate interaction. Schooling is mandatory for children between 06-18 regardless of she is an immigrant or not. (Fra,2017I) Newly arrived pupils are immersed into classes in mainstream education. According to the report of Unesco (2018), there are two points of views on schooling: Segregated and integrated classes. Refugees have been interviewed from both groups and they have indicated pros and cons of them. The ones in segregated classes like in reception schools feel isolated and complain about the distance from natives. They believe the importance of integration with natives to interact socially and linguistically. The other group that is integrated classes criticize the difficulty of making friends and new contacts because of language differences.

Spain is another country in Europe that is a country of immigrants 12,7 million of its population is comprised of immigrants. (Janta and Harte,2016). The main issue is the decentralization which results in unfixed practices in country since the management is not constructed in one-hand and it depends on autonomous communities. It is hard to regulate a common educational pattern for refugees because of decentralization. Unesco (2018) gathered Spain's refugee educational integration plan into 3 heading as follows: Temporary classes, language immersion class and intercultural class which depend on the autonomous community's initiatives. These three models focus on different styles but on the same goal: To integrate immigrants into educational and social settings. In temporary classes, the aim is to improve refugees' language skills in a short while. Immersion classes provide them with the necessary linguistic and social skills before they totally immerse in mainstream education. The third model takes into consideration not only the language but also the interaction between parents and schools. It regards the parental attendance and mutual exchange of information.

Australia is another popular immigrant country. Armitage (2019) says that it carries out a specified language programs for the children between 5-12 in Intensive English Language Centers. The primary goal is to make children ready for the mainstream programs in 18 months. The government provides children with transportation facilities. For older children, Adelaide Secondary School of English runs a program in which children are transited to mainstream program if they have enough English language qualifications to keep on the host country's mainstream. Shergold, Benson and Piper (2019) conducted a semi-structured qualitative study with refugees and they indicated that some facilities need to be united to respond problems quickly. Most of them are content with the first 2 years after arrival. However, they complain about the distance between English language ability and employment. After taking language classes even if they are not totally equipped with adequate language facility, they begin to work. As a result, they lack the necessary communicative skills to handle the job. They complain about the organizations' being independent of each other. It is a better

to bring services together like language programs and employment programs to make refugees' integration process faster and easier.

2.2. Justified Educational Model

2.2.1. Integration of Refugees in Turkey Context

Regional refugee and resilience plan (2021) published a report about the total integration of Syrians in Turkey socio-cultural life on the issues like their needs, current situation, durable solutions strategies, social cohesion and harmonization, social protection, partnership and coordination accountability framework and education sector. Turkey advocates a harmonization and immersion approach to the integration process apparently. Turkey signed a contract 'National Harmonization Strategy and Action Plan' to guarantee the rights of different groups living in similar conditions. The primary goal is to get immigrants integrated into society with the respect of culture, labor work, educational arena and etc. It is not a unilateral agreement but a reciprocal one in which both the host government and the new arrivals need to struggle to fulfill the requirements and the responsibilities. When most of the practices were inspected in detail in different contexts, it was seen that generally governments without exchanging ideas with the shareholders adopt an integration policy and refugees are supposed to internalize these policies without any objection. Denmark government implemented it successfully by signing a contract with refugees to run in with the regulations implemented for them. It is possible to come together with the government representatives, non-governmental organizations that support the profits of Syrians and before anything else with Syrians who represent different groups like children, females, disadvantaged groups (disable people, old generation, people with health problems, unemployed ones). It is not possible to evaluate the conditions from the perspectives of Syrians and empathize if they are not taken into consideration in the legislative process. Since real interlocutors of practices are Syrians, they need to be negotiated, paid attention and taken into consideration. Such an attitude would provide Turkish government with real problem-solution scenarios, observing the actual matters, negotiating the ideas and connecting theory and practice. Since it is not a short-term issue, it is a must to ground the practices on long-term base.

The second crucial matter is the reception camps which are shift, short term solution oriented and temporary centers serving Syrians. The span spent in these camps should be limited since they inhibit the integration process, slow down the socialization process and interrupt self-reliance of Syrians. The living conditions in reception centers are not suitable for long term. As soon as Syrians are equipped with the basic needs like accommodation, food and health facilitates, they should be inserted in Turkish language classes. Before they embark on the language programs, it is important to group Syrians according to their educational setting as pre-school, primary, secondary, high school and adults. It facilitates the application of language policies and clarify the different groups in need of Turkish language. Mix-language method could be adopted for the new arrivals in language course. It facilitates the comprehension of the new language via Arabic-home language. Dual language bilingual education could be implemented to meet the linguistics needs of learners. It supports both the home and the host language with clear cuts. Curriculum is built regarding both languages on duality and prioritizes the minority language, too. So that they would feel secure and motivated to learn Turkish in addition to preserving national identity. Translanguaging is another alternative to dual language. It has been implemented in different countries to integrate immigrants. The procedure is different. However, it regards the issue from a different perspective in which the input is presented in a language (home or host country's), while the output is asked for in another language than the input language. The issue here is to be able to implement the process properly since it necessitates two different teachers or a teacher, who is specialized both in the home and the host language. Initially forcing them just to learn Turkish would intimidate and demotivate them. It is better to carry out

immersion classes for long-term fundamental outputs. The first year after arrival needs to be allocated for Turkish language classes independent of school and mainstream immersion at least 2 days in a week no matter the education level of Syrians. Even if at least 2 days immersion class seems inadequate, it has a number of advantages on refugees. Syrians feel like a part of Turkish society, integrate in mainstream gradually, getting accustomed to host country's culture, traditions and habits, being exposed to Turkish language in its natural context by teachers and other native Turkish pupils.

When compared to submersion approach, they have the chance of adjusting to new culture gradually and confidently. It is not solely enough to get refugees access to language class and mainstream. Testing is another perspective need to be regarded since assessment and evaluation of the language classes could be implemented and according to the results, new measures should be taken in line with the needs of learners and fundamental revisions could be conducted. According to Common European Framework of Reference (CEFR), six-point scale evaluation could be asserted as an initial point. Even if CEFR has 6-point scale from A1- C2, the first three scaling is sufficient to communicate and interact in the society basically by using the main functions to be able to comprehend simple sentences, ask and answer the questions, have a short contact and talk about routines, write short and simple notes, understand sight words and short sentences, talk about a topic that is out of context and etc. It is called as BICS (Basic Interpersonal Communicative Skills). Baker (1988) indicates that to acquire all these communicative skills, being exposed to language and get language classes are enough. B1 Turkish language level is enough to survive, interact in labor work, getting health care facilities in a hospital, fulfil a specific job and immerse in Turkish society. The functions of the syllabi ascertain the testing instrument and its subfunctions. Testing instrument functions and syllabi functions need to be in line with each other to increase the validity and the reliability of the test. The scope of the tests is based on four language skills: Reading, writing, listening and speaking and they would be organized regarding A1, A2 and B1 Turkish language functions. If the participants are successful in all these three language steps and they desire to get a further Turkish skill to get specialized in a profession-it is called CALP (cognitive, academic language proficiency), it is necessary to go on intensive Turkish classes out of school, in which the medium of instruction is conducted through the target language (Turkish) since the learners have already been specialized in basic Turkish language skills.

While dealing with the immigrant children, it is possible to integrate immigrant families to the system with different ways. Cummins (1996) directed the following question in his framework to empower minority students: 'To what extent minority communities are encouraged to participate in their children's education.?' In practice, teachers play a crucial role in integrating parents into educational process through home activities and involvement of them into classroom. It could be explained with an example: Spanish speaking parents in California came together to discuss their children's poems once in a month. (Ada, 1988) It encouraged both parents and children. They felt more confident and it increased self-esteem. It is possible to make them have a word on their children and education with activities at schools and out of school to comprehend the family background of immigrant children.

2.3. Pedagogical Implications

When the issue is debated in accordance with pedagogical implications, there are a few different ways to supply the demand on human resources while positioning the native Arabic resource properly. The ones who have pedagogical requirements would be charged to teach different disciplines thorough medium of Arabic. Orak and Alagözlü (2020) asserted that the ones who work in refugee camps would be positioned at schools in turn of a small salary not to increase the amount of budget allocated for Syrians. It is a practical way of using the human language resource properly and effectively in

Turkey context with a reciprocal profit. Another issue is Turkish teachers who are already teaching Syrian students without any special education to integrate immigrants into classes. It is possible to provide teachers with in service education to teach how to follow the right paths to reach a full integration. There are about 1 million teachers who work in different educational settings from pre-school to university level and instructors at universities. It is fundamental to prepare an in-service course content in which 3 different models take place as follows given in the table below.

Table1

In-service education phases for teachers

MODULES	THE CONTENT OF THE COURSE	AIM
MODULE 1	The challenges that Syrians come across from their arrival to rest of accommodation	To make teachers and instructors aware of the problems Syrians face
MODULE 2	Different models to integrate Syrians in Turkish society	To get teachers acquainted with different perspectives
MODULE 3	Discussion, probable resolutions to the problems	To get teachers more solution-oriented

Each prospective module is estimated to be 6 hours and would be implemented both through face-to-face courses or distant education (zoom meetings). The courses would supply the necessary information in theory and practice level since teachers are supposed to tackle with the matters related to immigrant students. After the in-service education, teachers would be acquainted with the practices concerning Syrian students. Tyack (1995) suggested 8 different strategies to cope with ethnic, cultural and linguistic diversity. Teachers would focus on strong forms of bilingualism like celebration. Celebration is based on immigrant children's praising in different ways like linguistically, culturally and ethnically. It motivates and increases the feeling of sense of self and self-esteem while valuing the minority groups and its practices.

Another step is to include a course with the name of 'integration of minority groups in the majority culture' in higher education level for all teaching departments as a selective or compulsory class. Prospective teachers, who will graduate and have class with immigrant students in class, would be ready and prepared for the matters he/she will come across. This undergraduate class would cater both to immigrants and teachers, who are the interlocutors of the issue directly.

3. CONCLUSION

The world is globalizing with relocating of different groups with a variety of reasons like economic, political, cultural, accommodation. Different groups come together to make a new whole through preserving cultural ethnic identity and adapting to the target community without losing its own cultural and identical patterns. Even if it seems hard to have a balance between two cultures, it is possible to integrate minority groups with strong versions of bilingual education. Governments' attitudes, policy makers' perspectives to the immigration issue and language policies, arrival countries' citizens' way of evaluation of immigrants even the attitudes of school administrations and teachers are essential while making new policies related to immigrant groups. No matter any reason of immigration, each child, citizen has the right of living under the humanistic facilities, surviving its own ethnicity, language and culture in addition to arrival country's own practices.

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