



Erasmus+



REPORT

EDUCATION FOR CHILDREN IN CONTEXT OF FLIGHT PERSPECTIVES AND EXPERIENCES FROM ITALY, TURKEY AND GERMANY



The Universal Language of Mathematics



cesie
the world is only one creature



Institut für Migrations-
und Aussiedlerfragen

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The **project "Universal Language of Mathematics"** (term: 2019-2021) is funded by Erasmus+ KA2 and consists of three partner organisations: Turkey Youth Clubs Confederation (Turkey) as project leader, CESIE (Italy) and IMA (Germany). The project aims at accelerating the process of refugee children integration into a host society through the use of mathematics. It therefore wants to contribute to the promotion of communication amongst refugee pupils, their parents, their teachers and native pupils. By developing new digital learning materials, it contributes to the solution of shortage in supplementary learning materials for refugee pupils and supports teachers and social workers in tackling early school leaving amongst refugee pupils. (See more information on the project website: <http://ulmproject.com/anasayfa>)

The following **report** reflects the situation of young people having fled from war, conflicts or persecutions and who newly arrived in Italy, Germany and Turkey and presents some examples of good practices regarding education and schooling. It aims at giving an overview on country-specific circumstances, challenges and practices in dealing with newly arrived children. The report has been compiled in 2019 and is a joint work of all project partners. It is based on summarized reports, data and statistics from respective Turkey, Italy and Germany.

Imprint

Publisher	ULM Project Team represented by Turkey Youth Clubs Confederation
Editor	Institut für Migrations- und Integrationsfragen (IMA) Am Lehmstich 15 33813 Oerlinghausen GERMANY
Disclaimer	Report prepared in the course of the project. Data refers to compilation phase 2018/2019.

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Introduction

The number of people fleeing war, conflicts and persecution has never been higher than it is today. In 2019, a total of 79.5 million people worldwide have been forcibly set out to leave their home. (UNHCR 2019). Of these, approximately 41.3 million were people internally displaced within their home countries, 25.9 were refugees and 3.5 were asylum seekers. In total, over half of all refugees worldwide were children under the age of 18 (UNHCR 2019c). The UNHCR’s website has visualized the data as following:

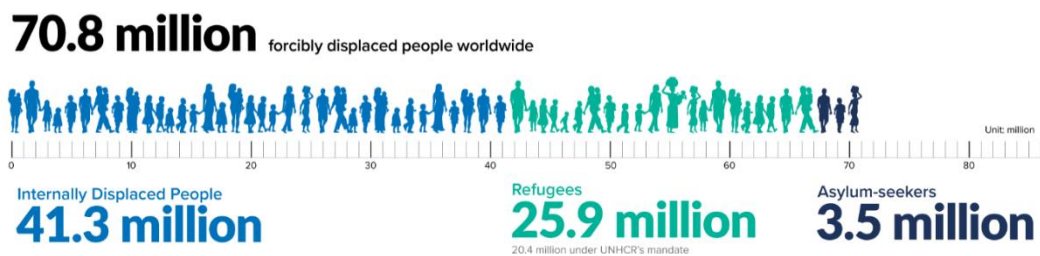


Figure 1: (UNHCR 2019)

According to UNHCR (2019c), the majority of people (39 percent) flee from conflict, violence or persecution to various host countries in the Middle East and North Africa and remain, however, in this region. 29 percent of forcibly displaced people flee within or to sub-Saharan Africa, 14 percent of people flee within or to Asia and the Pacific region and 12 percent to North and South America. Only 6 percent of the world's refugees make their way to Europe. (UNHCR 2019c) Recognizing that in 2015 over 50 percent of people fleeing were from Somalia (1.1 million), Afghanistan (2.7 million) and Syria (4.9 million), the majority of refugees remained – as the following figure shows – in surrounding and neighbouring countries. (UNHCR 2016):

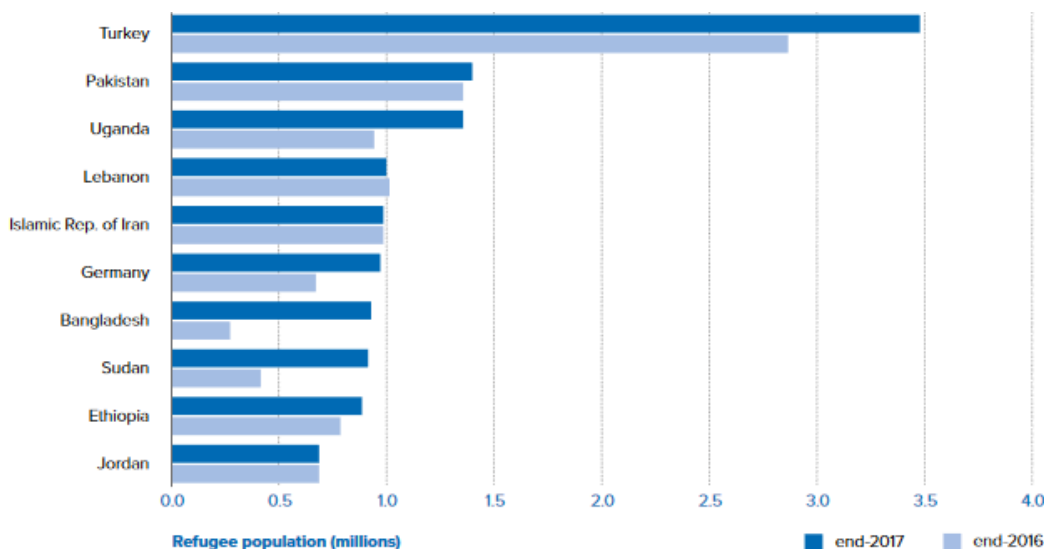


Figure 2 (UNHCR 2016: Major host countries of refugees worldwide)

Although only about 6 percent of the world's refugee movements has been going to Europe, the EU was challenged in the years from 2015 by an enormous influx of refugee numbers compared to the numbers in the previous years. New or re-emerging conflicts and wars at that time, for example in Africa (including inter alia Côte d'Ivoire, Libya, Mali and Burundi), in the Middle East (Syria, Iraq and Yemen), but also in the Balkan region, led to a sharp increase in the number of refugees – also in the direction of Europe (UNHCR 2019c). In several European member states the sharp rise in the number of asylum seekers led to an administrative and infrastructure crisis, commonly referred to as the so called "refugee crisis". (Hanewinkel/Oltmer 2018) The challenges were mainly related to medical support and humanitarian relief as well as to social and labour market integration, education or language of refugees.

In the course of the increasing number of refugees to Europe, the number of underage refugees who have fled their countries of origin either unaccompanied or with their families also rose: In 2015 and 2016 around thirty per cent of asylum applicants in the European Union were children (Europ. Commission 2017b). Refugee children have often suffered extreme forms of violence, exploitation, trafficking or abuse and are exposed to particular risks (Klemm 2016; UNHCR 2019). This is why refugee children are particularly vulnerable and need special protection. This has been also recognized under international and regional human rights: According to commitments, such as the "New York Declaration" as well as the UN Convention on the Rights of the Child (UNCRC) the states have to ensure support services to secure the child's best interests and wellbeing as well as access to education, healthcare, psychosocial support, leisure and integration-related measures (Europ. Commission 2017b; UN 2016).

The access to formal education for refugee children therefore is one of the rights which has been recognized under several laws and international declarations. It is furthermore significant for securing children's future and wellbeing. As it will be discussed below, to improve the access to education it is important to support children on site, to reduce administrative barriers (e.g., lack of knowledge on enrolment processes), to foster an inclusive school climate as well as to ensure that national legislation guarantees full and equal access for all children to inclusive and quality education (UNCHR/UNICEF/IOM 2019). However, the securing of access to education in the EU depends on the member states' individual regulations and partly also on children's asylum process (UNHCR/UNICEF/IOM 2019). Some member states for example, such as Germany, set up one or two-year preparatory classes in which newly arrived children were taught the German language before being placed in regular school classes (Gambaro et al. 2020). In other member states, for example in Italy, current legislation does not allow the establishment of special classes for foreign students (Aida 2020). As a result, there are different procedures depending on the EU country, but at the same time there are also different experiences with the schooling of children. To share these experiences, to learn from each other and to continuously improve the school situation of refugee children in the EU there is a need for an exchange of professionals on experiences in schools to further develop methods and projects and to support children through the implementation additional programmes and evidence- based projects. (see Crul et al. 2016) This is where this report steps in aiming at exchanging first experiences and perspectives on the example of Turkey, Germany and Italy. The following report therefore analyses and reflects the situation of pupils that have fled from war, conflicts or disasters and have newly arrived in Italy, Germany and Turkey.

Before discussing the situation of education and school of refugee children, we first would like to clarify some definitions, which is important to avoid confusion as well as to classify terms used in this report

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correctly. Migration', however, is not only one single phenomenon of moving from one county to another. Mobility and 'Migration' is an inherent aspect of human being and appears in various voluntary but also involuntary forms: labour migration, migration the purpose of study or vocational training, nomadism, marriage migration, family migration, mass migration, human trafficking or flight. Even in terms of flight there are several concepts that are used in this context: Deportation, evacuation, flight, resettlement or displacement. In the following we mainly refer to two terms, 'migrants' and 'refugees', the difference between which should be clarified here once again:

When speaking about '**migration**', '**migrants**' or '**foreigners**' within this report, we refer to all persons that were not born in the country where they are living at the moment and who moved for familial, educational or economic reasons. We therefore referring to people who have entered the country holding a working visa, or who are pupils, or even who were recruited by governments for permanent or temporary labour contracts. In the case of Europe, we refer to both, migration to Europe as well as internal migration within Europe.¹

We use the term '**refugees**' not in the legal sense, but address all persons regardless of their legal status who have left their countries of origin because of war, conflicts, persecution, violence or disasters and who cannot return home safely and who require international protection. We therefore address persons who have been recognised as persons entitled to asylum and refugees under the Geneva Refugee Convention or another protection status, but also to persons who have not yet been registered as asylum seekers or who are in the asylum.

Not least, we would like to emphasize that by using the terms "migrants", "foreigners" or "refugees" we do not consider people as homogeneous groups. Rather, we underline that people differ greatly in terms of language, origin, social status, etc., and it is therefore important to consciously and clearly refrain from generalizations about "the" migrants or "the" refugees. In the following, however, we do not deal with individual life situations of refugees, but reflect on structures and institutions in connection with flight and migration.

This report aims at providing insights to national situations in contexts of flight and refuge focusing newly arriving children and to share examples of good practice on formal education. The first three chapters focus the situations in Germany ([Chapter 1](#)), Italy ([Chapter 2](#)) and Turkey ([Chapter 3](#)). All three chapters follow the same structure and include the same subchapters: First, general information, facts and figures and policies on the national situations in Germany, Italy and Turkey regarding migration and flight will be provided (Chapters [1.1](#), [2.1](#) and [3.1](#)). Based on this, the situation of newly arriving children focusing national education systems will be explored more in detail (Chapters [1.2](#), [2.2](#) and [3.2](#)). Finally, examples on good practices in integrating refugee pupils into national educational system will be presented (Chapters [1.3](#), [2.3](#) and [3.3](#)). Based on this, key competences for professionals such as teachers and pedagogical staff working with pupils were identified in [Chapter 4](#). [Chapter 5](#) concludes with a brief summary.

¹ In 2015, 21 million persons from Non-EU-member-states lived permanently in Europe, while 17 million persons from EU-member-states were registered as residents in another EU-member state (Eurostat 2016)

1. Germany: situation and good practices

1.1. Overview of flight and migration in Germany

Statistics on **migration** in general show that Germany is a migration society which can look back on a long history of migration (Hanewinkel/Oltmer 2018b). People on the move since ever shaped societies in the German-speaking area (such as religious refugees during the 17th century, emigration waves to America in the 19th century or countless refugees during and after World War II) and high immigration numbers are reported since many decades and centuries. (ibid) Nevertheless, the federal Republic of Germany, founded in 1949, as a country of (im-)migration was officially recognised very late by the German politics. It was in the late 1990s for the first time that the German government has defined Germany as "country of immigration" and postulated 'integration of migrants' as a cross-sectional task for the German society as a whole. (Hanewinkel/Oltmer 2018b)

In 2019, 21.2 million people have had a migrant background², representing 26.0% of the population in Germany. (DeStatis 2020) The majority of immigrants has moved to Germany from another European country in 2019 (around 66 percent). Almost 14 percent moved from Asia, about 5 percent from America and about 4 percent from Africa. (Mediendienst Integration 2020) This means that more than half of all immigrants living in Germany were EU citizens in 2019 - most often, immigrants had Romanian, Polish or Bulgarian citizenship. The majority of people who migrate to Germany come to work or study. (ibid)

In terms of **asylum and flight**, Germany is among the most important destination countries in Europe for people seeking refuge. From 2008 on, the number of asylum applications in Germany constantly rose. (Hanewinkel/Oltmer 2018) Compared with the 27 other EU member states in 2016, Germany has accepted more asylum seekers in absolute numbers as well as in relation to the size of the population. (Hanewinkel/Oltmer 2018) In 2015, the number of asylum applications has reached a new high with approximately 476,000 initial and repeated applications; this peak was significantly surpassed in 2016 with more than 746,000 applications:

² According to the definition, a person has a 'migrant background' if she or he or at least one parent did not acquire German citizenship by birth.



KA201 - Strategic Partnerships for School Education
The Universal Language of Mathematics (2018-1-TR01-KA201-059704)

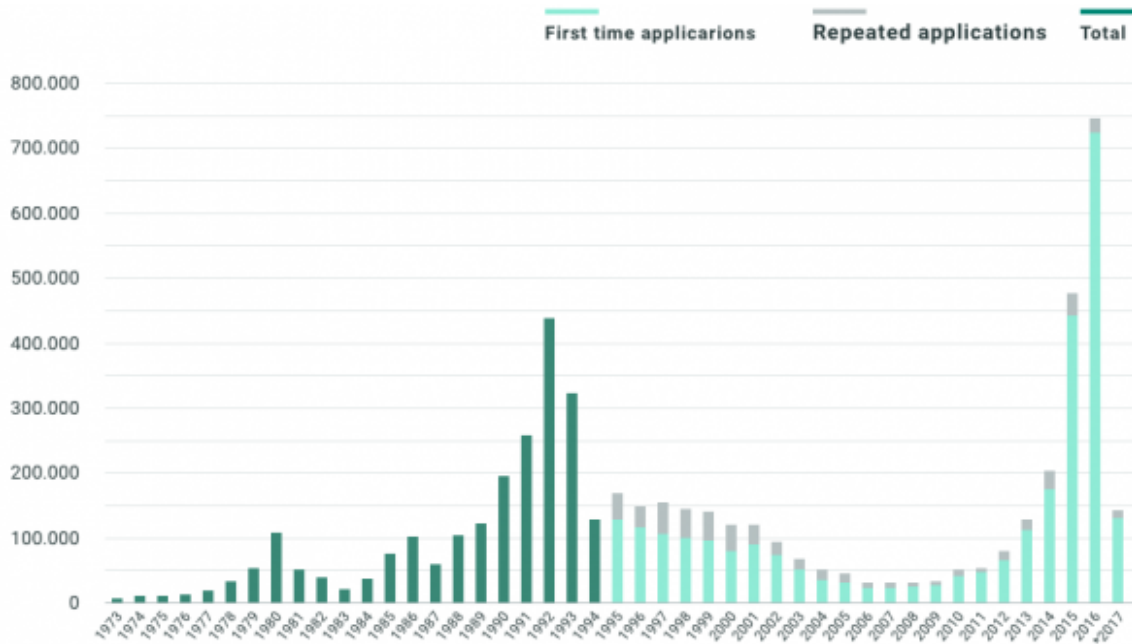


Figure 3 Overview on Applications for Asylum in Germany 1973 - 2017 (Hanewinkel/Oltmer 2018)

In the year 2015, Syria has been one of the main countries of origin of refugees moving to Germany, with approx. 326,900 persons. (BAMF 2016) In the meantime, however, refugee movements have also changed. While in previous years most of the refugees have come from Syria and Afghanistan to Europe, in 2020 it was mainly people from North Africa: around one in five came from Tunisia - 14 and 8 per cent each from Algeria and Morocco. (UNHCR 2020) The vast majority of refugees, however, cite fear of war and violence (70 %), persecution (44 %) and forced recruitment (36 %) as reasons for fleeing. (Brücker et al. 2017) Further studies on living conditions have shown that the refugees have very different prerequisites and desires for a life in Germany. What they have had in common is a high motivation to work and a willingness to integrate. (Brücker et al. 2016) The biggest challenges for their labour market integration have been the acquisition of language skills and educational qualifications as well as overcoming institutional barriers. (ibid)

Socio-economic surveys indicate that the qualification structure of (adult) refugees (school-leaving qualifications as well as university degrees), has been very heterogeneous overall and differs significantly depending on countries of origin. (IW Köln 2017) According to Brücker et al. (2017), 40 percent of adult refugees who arrived in Germany between 2013 and January 2016 have attended secondary school, and 35 percent have obtained a corresponding school-leaving qualification in their home countries. Around eleven percent of the refugees, both men and women, have had only primary school-level education and a further eleven percent have stated that they had not attended school in their home country. (Brücker et al. 2017) Although many refugees haven't had vocational or higher education qualifications, they often have demonstrated years of work experience. (Brücker et al. 2017) However, only some of the refugees interviewed have been aware of the extent to which labour market success in Germany is linked to the acquisition of formal vocational qualifications. (Brücker et al. 2016)

Government programmes and social projects therefore offer language programmes, job placement, career counselling and integration courses to help refugees arrive in Germany. Despite the large number of existing programmes there has been still a need for improvement in this area, as for example two-fifths of refugees interviewed have reported they needed help but did not receive it. (Brücker et al. 2017)

To sum up, the high degree of *forced* as well as *voluntary* – inter alia labour or familial – migration in general has contributed to a growing population in Germany. The number of those migrating for humanitarian reasons has been decreasing again after the so-called 'wave of refugees' in 2015/2016. As already noted, politicians have been late in recognizing that immigration is part of the social reality in Germany. Until the beginning of the 21st century, therefore, reforms on migration and integration have been blocked. Nowadays, integration policy is also executed on all federal, state and municipal levels and all federal states have developed an 'integration concept' and/or corresponding guidelines to foster an inclusive and diverse society (Hanewinkel/Oltmer 2018c) Although many reforms, programs and projects have been developed in recent years to support migrants, people with a migration background are still often disadvantaged. This means that they still do not have the same participation opportunities in central social areas, such as education, employment market, residence and political involvement. (ibid) In view of rising immigration figures in Germany, there is therefore an enormous need for future improvement in these areas in order to increase the participation of all people and equal opportunities in society.

1.2. The situation of migrant and refugee children in Germany

The following section takes a closer look at the educational situation of newly immigrated children in Germany. First, **education and migration** in general will be discussed in two paragraphs and then the specific situation regarding **education and flight** in Germany will be examined in more detail.

The yardstick for successful integration is the equal social, professional, educational and cultural participation of people with a migration background³, irrespective of the migration generation, family language or residence status. (Autorengruppe Bildungsberichterstattung 2016) Before the school situation of immigrated children is described in more detail here, two important aspects should be noted: 1.) pupils with a migration background are not to be regarded as a homogeneous but rather as diverse group and 2.) educational success in Germany is not so much a result of migration background as of social origin (i.e. educational level of parents, employment of parents, affiliation to social milieu or few educational aspirations). However, because people with a migrant background are more likely to be exposed to social or economic risks (poor pay, lack of work, social segregation etc.), the factors "low education" and "migrant background" may coincide. (ibid)

The implementation of a variety of support programmes to support integration, such as language learning, has increased the educational participation of children with a migrant background over the last

³ Persons with a so called "migration background" in Germany are those who immigrated to Germany themselves or whose parents or grandparents immigrated to Germany, regardless of their current nationality.

10 years and studies show their improved competencies in the school and education sector: Since 2006, the number of immigrant foreign children and adolescents between the ages of six and 18 with a length of stay of less than one year has more than quadrupled from 22,207 to 99,472 in 2014. (Massumi et al. 2015) Nevertheless, the educational situation of German and foreign youths still differs: Children and young people with a migrant background are less likely to attend preschool education ("Kindergarten"), they are overrepresented at lower secondary schools ("Hauptschule") and underrepresented at advanced secondary schools ("Gymnasium").⁴ (SVR 2019) This means that educational aspirations, opportunities and trajectories of children with and without a migration background greatly differ, despite many positive developments in the education system. However, because (social) origin should not be a characteristic that influences educational progress, continuous improvement is needed to further develop the educational opportunities of pupils with a migrant background. For example, early access to early childhood education ("Kindergarten" and "KITA") should be ensured which can make a sustainable contribution to the integration. Furthermore, parents should be well informed and involved in the German education system, and, last but not least, teachers and pedagogical staff need to be prepared for an ethnically and socially diverse student body already in university. (SVR 2016)

The integration of immigrant pupils into the education system, is an issue that has existed for several decades in Germany. Nevertheless, from January 2015 to mid-2016, more than half a million children, adolescents and young adults aged 6 to 25 have fled to Germany. (Bpb 2021) The influx of this high number of pupils in a short period of time has challenged schools and educational institutions, as will be discussed in more detail below. While the group of refugee children has been with regard to their origin, social milieu, language, level of education, etc. just as heterogeneous as the rest of the student body, their specific situation must be taken into account when considering facts and figures on their school and educational situation. They have travelled long distances, often had traumatic experiences before or during their flight (Pagel et al. 2020) and only 50 percent of refugee children visited a primary school in their country of origin. (BAMF 2016) Especially unaccompanied foreign minors represent a particularly vulnerable group of refugees. But structural disadvantages and discrimination of refugee children must also be taken into account, which arises in particular from asylum, residence and benefit law, administrative practice or stereotypes and prejudice within societies. (El-Mafaalani/Massumi 2019)

As already mentioned, the term 'Integration' includes social, professional and cultural *participation* of people. This also implies equal participation in the education and school system which is of high importance, especially for refugee children for several reasons: In addition to the fact that school learning content is taught, they create opportunities to promote integration, to speak or hear the German language and to come into contact with cultural ideas and values of the German majority society. (Pagel et al. 2020) In this respect, as the Federal Ministry of Education and Research states, "education is the key to the integration of refugees". (BMBF 2020) Furthermore, regardless of the residence title, every child has the right to school education (Art. 28 UN-Convention on the Rights of the Child; Art. 3 GG (principle of equality within the constitution of the Federal Republic of Germany) and school attendance in Germany is compulsory for refugee children from the age of six. Problematic,

⁴ The "Gymnasium" qualifies for the transition to university, whereas pupils from "Hauptschule" may start an apprenticeship (Ausbildung) or enroll in a vocational school (Berufsschule).

however, is that refugee children don't have access to regular education while they are living temporarily in an initial (reception) facility or emergency shelters and therefore get delayed access to school. (El-Mafaalani/Massumi 2019)

The main focus of school attendance is the acquisition of the German language in order to be able to follow the lessons. (Deutsches Jugendinstitut 2020) Due to the federal system in Germany, the individual federal "states" are responsible for the school and higher education system. This is why different models are pursued and schooling of refugee children may differ between each federal state. (Gambaro et al. 2020) In some federal states, refugees are taught directly in regular classes together with pupils of the autochthonous population with additional language support, while in other federal states many newly arrived pupils are first taught in so called separated "Welcome classes", preparatory classes or so called "DaZ centers" (DaZ: abbreviation for "German as a second language"). (Pagel et al. 2020)

Looking at developments regarding refugee children within the German educational system, first of all it should be noted and positively emphasized that, according to empirical findings, the majority of teachers have been highly committed to working with refugee pupils (El-Mafaalani/Massumi 2019) and more than 90 percent of 12-year-old refugees have indicated to talk to their friends mainly in German. (Gambaro et al. 2020) One third of refugee pupils has identified themselves with their schools, which ultimately also speaks for positive developments with regard to their subjective feeling of participation and recognition. (ibid) Especially the latter is important because students who feel accepted and supported in their school show higher motivation to learn and higher self-confidence. (Pagel et al. 2020)

Nevertheless, the German education system also faces several challenges. In addition to language barriers, these concern lack of resources in the fields of care and teaching, management and administration: Scholars identified a lack of pedagogical concepts, didactical material as well as the lack of qualification of teachers. (Gambaro et al. 2020; Massumi et al. 2015) As further empirical findings reveal, many teachers do not feel adequately prepared for the presence of newly arrived refugee pupils. (El-Mafaalani/Massumi 2019) Furthermore, although all-day school offerings are being expanded in Germany most schools in Germany only hold classes in the morning (usually 08:00 a.m.-01:00 p.m.) and there is often still a lack of offers to support the refugee pupils in the afternoons if necessary (Pagel et al. 2020) But also in terms of social and spatial segregation, an uneven distribution of refugee students becomes visible, both in terms of neighbourhoods and types of schools⁵. (Massumi et al. 2015)

It can be summarized, that several positive developments can be noted with regard to the formal participation of refugee children in the education system. In order to improve the school integration, the educational success and thus also the future opportunities of newly immigrated children and adolescents, further development is - without doubt – required. With a view to future further development the German government here emphasizes the improvement of following four areas in particular (Integrationsbeauftragte 2018): 1.) *Language support* (children must be enabled to follow the lessons when they come to school), 2.) *Intercultural competence and anti-discrimination in daycare centers and schools* (Teachers must be supported in solving intercultural challenges and conflicts in

⁵ As already mentioned, the "Gymnasium" qualifies for the transition to university, whereas pupils from "Hauptschule" may start an apprenticeship (Ausbildung) or enroll in a vocational school (Berufsschule).

everyday school life and curricula and textbooks must reflect diversity in the immigration society.), 3.) *Upgrading the educator and teacher profession* (Educators and teachers make an irreplaceable contribution to the future of children and thus to our entire society. That's why the educator and teacher profession must become more attractive - through good framework conditions and appropriate pay.) and 4.) *Parental work* (Teachers and parents are equally responsible for the educational success of their children. We must therefore take responsibility for parents, strengthen them and enable more parental involvement). (ibid)

1.3. Examples of good practice from Germany

In the previous chapter 1.2. on the school situation of migrant and refugee children in Germany, it has become clear that the German education system faces many challenges: How, for example, can the need for qualified teachers be met and how can they be prepared more specifically than before to work with - not only culturally - heterogeneous learning groups? How can the necessary socio-educational support be ensured, such as psychosocial support for traumatized children? Or how can coherent pedagogical concepts and clear structures be developed and the corresponding resources be provided?

As already mentioned above, the integration of immigrated pupils in general is not new for the German education system. Building on existing experience, the commitment of teachers, schools, pedagogical staff and volunteers has also enabled the implementation of new practice-oriented projects in recent years that focus specifically on the education of refugee children. Because the arrival of a large part of the refugee children happened only a few years ago, there are no longitudinal studies available, let alone comparisons across several countries that would be based on thorough research designs. (Koehler/Schneider 2019) However there are national reports and meta-analyses from EU-member states as well as reports on good examples from the field. Due to the size of this report, it is not possible for us to provide in-depth analyses from the individual countries. Three examples of best practice are presented below to give an impression of developments in Germany how refugees can be successfully integrated into everyday school life.

Good Practice 1: The first example aims is the checklist system "migration and school" (Teepe 2017) created by the coordination office of the local integration centres in North Rhine-Westphalia, one of the 16 federal states of Germany. Around 50 questionnaires and checklists that focus on different areas inside and outside the school have been designed in order to evaluate possibilities and demands of schools to integrate refugee pupils. Teachers and pedagogical staff can fill out the questionnaires together with the pupils and identify specific needs at their school with regard to an interculturally sensitive education. Two checklists are presented as examples to illustrate this point:

Strengthening of the education and training partnerships	yes	partly	rather no	no	in future
The school has created a structure that supports parent exchange (e.g., there is an "open offer" for a welcome to immigrant families or a regular parent café).					
There are opportunities for the parents to network The existing multilingualism at the school is used (e.g. for the development of an interpreter pool).					
School life is supported by the work of volunteers.					

Figure 7 example – checklist 1 (Teepe 2017, p. 7)

Networks outside the school system	yes	partly	rather no	no	in future
There are contacts with migrant self-organizations.					
There are contacts with psychosocial counseling centers for migrants.					
Contacts exist with supporting institutions and educational facilities on site (e.g. district library, adult education center).					
Contacts exist with other local cultural institutions (e.g. sports clubs)					
There are contact persons at the school psychological counseling service.					

Figure 8 example – checklist 2 (Teepe 2017, p.17)

According to the formal duties of schools, intercultural education and an integrated development is meant to be anchored in the school program as an overall project. Moreover, checked within this checklist system is the presence of multilingual signs on the schoolyard and if immigrant and refugee primary school children and their parents are named permanent contact persons who coordinate the processes of their school integration. If these statements can be checked, the education and training partnerships are supported and strengthened. Basically, multilingualism is seen as potential and valued among pupils, parents and colleagues. In addition, teachers are checked to be qualified for a distinct subject. The list also checks if guardians are involved in their children’s school life and if contacts with other local cultural institutions (e. g. sports clubs) exist. The overall result is the initiation and advancement of a better course of education in the complex pedagogic system, and therefore an improvement for all pupils, teachers and the teaching staff. In this way, the checklist suggests successful ways of integration into schools and gives impulses for further development. On the basis of these checklists, teachers and the teaching staff are called attention for a better, more successful and easier integration into the school system.

Good Practice 2: Another programme named “Rucksack Schule” (backpack school) has been developed in the north of Germany (Kommunales Integrationszentrum 2020). The program focusses on the language education as well as the education of parents and offers a comprehensive concept of practical and specific guidance, providing material in German and the respective native language to support parents with migration background and their children. Backpack school is based on the linguistic knowledge that a sufficient basis in the family languages is helpful for a good acquisition of the German language. Therefore, primary school children from the 1st to the 4th grade are supported in their language development in the languages they speak at home. The whole backpack consists firstly of material for parents including exercise sheets for a family linguistic work at home in diverse languages from Albanian to Turkish. In parallel, parental education is offered. The program sensitises mothers and

fathers to their children's learning development and also strengthens their parenting and parenting skills. Parents are addressed as experts in educating their children and learning their family/origin languages. The work is supported by and with the parents through the backpack school materials, which give the parents suggestions for daily changing activities with their children. The connection to the school is a condition for the execution of the program. Here, in class teaching, the linguistic education in the German language takes place parallel to the teaching of the origin language and the thematic work in the parent group. The school and parents' network and develop an education and training partnership that brings together the competences and the development potential of all those involved and facilitates the migration-sensitive, intercultural opening of the school. To sum up, the package involves parent materials and exercise sheets for the family language work of the parents with the girls and boys at home and deals with teaching materials for class plus language teaching involving exercises, tasks and activities for continuous language education. Overall, introductory materials for preparation, organisation and implementation of the program with suggestions for practical implementation are used. Even material for volunteers who help parents to prepare their work in the group of parents is included. Therefore, renewal and project topics are provided. The outcome targets a better connection between parents and their children's course of education while easier taking part in it.

Good Practice 3: Finally, additional qualifications for German as a foreign language for teachers and the teaching personnel in primary and secondary schools as well as for adult education and vocational schools are already obligatory in eleven teaching and learning universities in North Rhine-Westphalia. Nevertheless, also existing teachers are able to achieve the additional qualification by finishing with a certificate. The "Training initiative German as a second language" is shortened "DaZ" (Deutsch als Zweitsprache) (Ministerium für Innovation, Wissenschaft und Forschung des Landes NRW 2019). For example, the University of Paderborn has embedded DaZ courses in their curriculum even before the Master courses. The university uses the term DaZ in two different ways: "Deutsch als Zweitsprache" (German as Second Language) or "Deutsch für Schülerinnen und Schüler mit Zuwanderungsgeschichte" (German for Pupils with Migration History). In University of Paderborn's "Bachelor of Education" DaZ courses are separated into seminars and lectures for those who are going to teach languages and those who are not. pupils necessarily have to render skills for example in the lecture "Introduction to the subject 'German as a Second Language (DaZ)'" and the seminar "Diagnosis and Assistance" to be equipped for children who have problems with or in the national language. In this way, future teachers understand that the specific culture is an important factor for all learners in school. In the courses, the pupils learn to deal better with refugee pupils and children with a migration background. This equips them to better understand difficulties and offer possibilities for an easier integration into the school system. The following reproduction visualizes the distinct provisions in examination regulations of the University of Paderborn. (University of Paderborn: Lehramtsstudiengänge 2019) The fundamental profile of the DaZ courses is similarly added to the courses of studies for all future teachers, from teaching in primary schools to high and vocational schools. (The following scheme depicts how the course of studies for cultural diversity looks alike. Although these courses are initially voluntary for prospective teachers and need to be evaluated and developed further, they have yet to become firmly established in practice. nevertheless, this example shows that many places have recognized the importance of training teachers to teach a language-sensitive curriculum with a diverse student body.

2. Italy: situation and good practices

2.1. Overview of flight and migration in Italy

Looking at **migration** in the Italian Republic, founded in 1946, the country has started its transition into a migration destination after the year 1974. Before that time, emigration has been more at the center of political debates. Therefore, Italy has a long tradition of integrating foreigners, people with migration background and asylum seekers into the Italian society. In the year 2013 the number of foreign citizens increased by 3 per cent (110,000 people). Data from the years 2012 show that 8.1 per cent (4,900,000) of the population of Italy consisted of foreigners (ISTAT 2012). In the total amount of foreign population, the most represented communities were Moroccan, Albanian, Chinese, Ukrainian and Philippine. The minors have been still amounting to 23.9 per cent of all foreigners. All these people have entered Italy with different types of visas (e.g. work visa, family visa or visa for humanitarian reasons), sometimes also without entry permit. Many of them have had paid jobs, even informally in the shadow economy, especially in agriculture or construction. (Bertelsmann 2016)

In 2014 the number of foreigners in Italy has exceeded 5 million which amounted to 8,2 per cent of the total population. The natural movement of the population (born minus dead) showed a negative dynamic peak (-100,000) for the first time since the World War I. This happened mainly due to a significant decrease in birth (-12,000), both amongst native and foreign population (2.638 less foreign children in comparison to 2013). The number of 3,931,133 people officially registered as foreign residents in 2015 almost has not changed compared to 2014. (ISTAT 2018) The most represented countries have remained the same – Morocco (510,450), Albania (482,959), China (333,986), Ukraine (240,141) and India (169,394). For the first time since the early 1990s the female share of foreigners has decreased (Italian government issued 6,742 residence permits less than in 2015), because there have been more men among the more recent asylum seekers and refugees that have arrived in Italy (see below).

In 2017, new inflows of non-EU foreigners have comprised 262,770 persons (+16 percent new permits over the previous year). Permits issued for family purposes have been 43.2 percent, while new permits issued for work only have accounted for 4.6 percent. In 2018, however, non-EU foreigners holding a residence permit in Italy have comprised 3,714,934 persons. Compared to the figures of 4,900,000 foreigners mentioned at the beginning of this subchapter, this indicates a slight decline. Citizens from Morocco (443,147), Albania (430,340), China (309,110), Ukraine (235,245) and Philippines (161,609) have accounted for a significant share. (ISTAT 2018).

In terms of **flight**, Italy lies on the so-called Mediterranean route. In the years from 2015, inflows for asylum and other humanitarian reasons (101 thousand people) have grown by nearly 30 percent. The Libyan coast in particular has remained the central starting point for the dangerous crossings, but boats with migrants have been also crossing to Italy from Egypt, Algeria, Tunisia and Turkey and have arrived mainly in Lampedusa and Sicily (Bertelsmann 2016) The central Mediterranean route is dangerous: according to UNHCR estimates, 3,771 people lost their lives in 2015. While in 2015 there were many war refugees from Syria, the largest number of migrants now arriving in Italy come from West and East Africa: Nigeria (19%), Eritrea (13%), Gambia, the Ivory Coast and Sudan (7% each), Guinea (6%) and

Somalia (5%). Asylum seekers and recognised refugees in Italy have the right to register with the System of Protection of Asylum Seekers and Refugees (SPRAR), which helps in the search for training places and jobs.

2.2. The situation of refugee and migrant children in Italy

In Italy, in 2012 and 2013 minors of foreign origins amounted to 23.9 percent of the foreign population, which was 2.4 percent more than in 2011. Up to 60 percent (approximately 500,000) of them were born in Italy, and the rest came to Italy with their parents, after them or on their own. During school year 2015/2016 there were approximately 615,000 foreign pupils residing in Italy – 653 persons more than in school year 2014/2015 (0.1 percent). At the same time, according to the research, conducted by Borrini and De Sanctis (2017), in the last five school years, from 2011/2012 up to 2015/2016, the number of Italian pupils decreased by 193,000 persons from 8,205,000 to 8,012,000 (-2.3 percent), while the number of foreign pupils increased up to 59,000 (+7.8 percent) - 756,000 to 815,000 pupils.

For some years now, migrant pupils have been the dynamic component of the Italian school system, which contributes with its growth in the times when the overall school population is diminishing due to the steady decrease in the number of Italian pupils. The data presented by Barban et al. (2011) gives us a very complex overview of statistics on different communities. Communities with the long average presence in Italy - such as the Senegalese and Philippine – have a lower percentage of children in respect to their general populations (approximately 20 percent). Other communities, such as Indian or Pakistani, whose presence in Italy is shorter, have a higher percentage of children in their total population (25 and 29 percent respectively). Also, the age of minor's entrance in Italy differs depending on their community. In the case of Ukrainians and Moldavians, children are usually older than 6 at the time of their entry into Italy (compared to the general average age of 2.7 years). But there are also many separate cases when these patterns show irregularities. For example, Peruvian minors have a higher average age than Moldavians, but the South-American children in general come to Italy when they are younger than four. There is also a difference during the period between the arrival of the adult and of the minor, registered on his/her residence permit - it is more than 5 years for Chinese nationals and less than 2 years for Ukrainian and Moldavian citizens. Why these irregularities exist could not be conclusively clarified.

Italy is facing certain difficulties with its transformation from the country of emigrants to one of the main immigration destinations in Europe. Political parties use the phenomenon of immigration as the base for their propaganda (Banca d'Italia 2009). Although studies and data prove the opposite, they stir up alleged fears, stereotypes and slogans in their political discourse, such as that the newly arrived foreigners might take the jobs away from Italians. Although immigration increases the number of jobs, this is also necessary from an economic point of view in view of an increasingly aging population. (ibid) However, because stereotypes, prejudices and discrimination persist in Italian society, it is difficult even for migrant children and young people born and raised in Italy to obtain adequate jobs. The precariousness of their situation is also illustrated by the example of the "5 P" – "precario, pesante, poco pagato, penalizzante e pericoloso" ("precarious, physically difficult, underpaid, penalizing and

dangerous”) – that are often used to describe this population group - but which are by no means tenable from an empirical and scientific point of view (Dossier Caritas 2009)

As we saw from the data, analysed in the previous segment, the number of pupils of foreign origins in Italian schools has grown with every year. Their presence in Italian schools is a dynamic phenomenon that is the result of globalization, enlargement of the European Union, decentralization and requires a certain transformation of forms and means of communication, as well as a school reform. School is the first important formal organization that children encounter on their own. It is the most important step in their social integration, especially when we speak about immigrant children. The major part of research on “second generations” conducted in the recent years in the EU and in Italy focuses the sphere of school system, pedagogy, adaptation and education in general. Their number increased lately, often drawing on analogous studies conducted in the US. (Thomson and Crul 2007) However, even though the theoretical framework is similar, “second generations” are not a homogeneous group, (Manchenko and Westerween 2019) and are ethnically and contextually very different. The studies of children of the first-generation immigrants in Europe often show the importance of the host society and context for integration pathways. (Crul and Vermeulen 2003; Doomernik 1998; Barban and White 2011). In addition, out of all social institutions in Italy many of the immigrant children are visible and active only in school, hence it is important to understand the conditions they are studying in and challenges they might have to deal with. For the representatives of the Generation 1.5 (born in another country and migrated between the age of 5-6 and 18-19 together with their parents or after them) arrival in Italy is significant in the process of growing up – some of them are re-meeting their parents after years of living in different countries and have to reconstruct a relationship with them. At the same time, they have to start a new school, build new friendships and learn a new language: in other words, re-think themselves and fit into a new context, where they discover that now they are children of immigrants and foreigners. (Ricucci 2012)

In the report “La via italiana per la scuola interculturale e l'integrazione degli alunni stranieri” [The Italian way for the intercultural school and the integration of foreign students], (MIUR 2007) the Italian Ministry of Education has emphasized it's orientation towards the development of intercultural and inclusive school. Furthermore, ten lines of action have been described that characterise the model of intercultural integration – these areas must be continuously reviewed and improved:

1. Practices for reception and insertion into the school that include cognitive, administrative, relational, pedagogical-didactic and organisational factors;
2. Setting Italian as the second language that has two phases: organisation and language learning;
3. Appreciation of the plurilingualism – individually and in school;
4. Relationship with foreign families and orientation that include the conscious choice of the school, the involvement of parents into the reception of pupils and their active participation in school activities.
5. Relationships in school and in extracurricular time
6. Interventions on discrimination and prejudice – racism, anti-Semitism, Islamophobia and prejudices against Roma and Sinti.
7. Intercultural perspectives for knowledge and skills
8. Autonomy and networks between school institutions, civil society and territory

9. The role and responsibilities of school leaders
10. The role of teachers and non-teaching staff

However, the real challenge that emerges from many scholars' research in Italy is that of school performance: the school achievements of foreigners are considerably worse than those of Italians. However, empirical findings show that migration itself is not necessarily the reasons for these developments. For example, Dalla Zuanna (2011) makes a comparison with Australian immigrant children who on average are showing better school results than their Australian colleagues, and Swedish immigrant pupils whose marks are not worse than those of their Swedish peers. In this study she was able to show that the root of the problem is inherent in the Italian school system: the Italian school system advantages children from privileged classes who receive parental support or are financially able to get tutoring, while immigrant children and their parents who are affected by structural and social inequalities are disadvantaged. For example, on the early stages, when families are deciding upon schools for their children, the Italian system tends to give more value to the parents' choice than to abilities and predispositions of pupils, leading to low school children mobility and diversity (Checchi and Flabbi 2007). However the decision of immigrant children from families that might lack country-specific human capital and appropriate knowledge of the Italian educational system are less considered (Barban and White 2011). Another example for disadvantages in Italian school system is, that it is strongly based on homework, which implies that pupils – to be successful – have to have someone at home who can help them with their tasks. The research conducted amongst pupils showed that 4 out of 10 Italian pupils get support and tutorials at home. This number is higher in the families, where both of the parents received higher education – 7 out of 10 children in such homes receive help with their homework. On the contrast, only one immigrant student out of 10 stated that she or he has someone who helps her/him to do homework. (Dalla Zuanna 2011) The school doesn't bridge the social gap neither between young immigrant children and their Italian peers, nor between Italian school pupils from different social classes. As for foreigners, the difference in the age of arrival in Italy is very important. Those who were born in Italy are as behind in their school performance as their Italian colleagues from low-education families. And for those migrant pupils who arrived in Italy together with their families, the gap is even more obvious. In addition, young foreigners not only struggle with the competitive disadvantage as children of one of the most disadvantaged social groups in Italy, but also have to overcome further obstacles linked to their immigrant status. (Barban et al. 2008; Dalla Zuanna 2011) Hence, even younger foreigners who graduate from middle schools with good results tend to study only for a short period of time, as they are entering the labour market much earlier. This does not mean that Italian school system has to lower its performance standards, but to quote Dalla Zuanna (2011), it's crucial to "emphasize that it's the necessary to give more school time to those pupils who need it, to those, who are more disadvantaged than the average student". Many immigrant pupils never get the chance to fully socialise through school and develop their skills and talents to their full potential. School as an important instrument to integrate young migrant people into society and give them more opportunities in life. The lack of this process can potentially lead to various human rights violations, criminal behaviours etc.

A first nation-wide research (ITAGEN2), conducted by several researchers in two Waves in 2005-2006, was the first one on migrant children who were born in Italy or moved there at a young age (Chiodi and Benadusi 2006, Barban et al. 2008, Casacchia et al. 2008, Ricucci 2010; 2011; 2012, Eve and Ricucci

2009, Barban and White 2011, Gabrielli and Paterno 2011). The collected data allowed a better analysis of the situation of foreign pupils in Italy accounting for migrant condition, countries of origin, family situations and relationships with parents. The survey was oriented on school pupils who had at least one foreign-born parent, were living in Italy and attending middle school at the time of the research. The main focus of the research was social integration of pupils with foreign origins. The schools were randomly chosen among those with 10 percent of foreign student (in five of the Central and Northern regions: Lombardy, Veneto, Tuscany, Marches and Lazio) and 3 percent of foreign pupils (in four of the Southern regions: Campania, Apulia, Calabria and Sicily).

Wave I worked with the sample of 6,368 foreign and 10,537 Italian respondents (Barban and Dalla Zuanna 2010; Dalla Zuanna et al. 2009) who lived in 44 provinces and attended 228 different middle schools. In every school the researchers interviewed three entire classes (one from each level of middle school). In schools with more than 60 foreign pupils, data was collected from more classes to improve the sample and balance out the ratio of natives to foreigners. In the mean, 64 Italians and 51 immigrants were interviewed in every school. Wave I survey was focused mainly on collecting the data on characteristics of respondents' families, the process of migration, the way children use their time and what are their plans for the future. However, during wave I the researchers were not collecting any information on respondent's scholastic achievements. (Barban and White 2011)

The next wave was the first follow-up and took place in 2008, two years after the first series of interviews. By that time almost two thirds of the initial sample group already finished middle school. This time the questionnaire included a set of questions regarding pupils' scholastic achievement and the data was collected via CATI (Computer-assisted telephone interviewing) interview among the subsample in five Italian regions: Veneto, Marches, Apulia, Calabria and Sicily. The target population included 1,389 migrant children and 1,589 Italians. The response rate was 70 per cent among Italians and 47 per cent among foreigners, however, the great majority of the non-responses was attributed to technical problems (such as disrupted phone calls etc.) rather than to refusals. To collect the data on scholastic achievements of the respondents a series of additional interviews were performed in schools (only in Veneto and Apulia). The researchers also collected the data on the final middle school exam for 364 pupils. The general data pile, that included the results from wave I, follow-up interviews and the supplementary survey, allowed the researchers to trace the educational career of pupils who attended the 7th or 8th grade during the 2005/2006 school year.

This research was particularly important not only because it was the first wide survey on "second generations", but also because apart from foreign pupils it included also more than 10,000 young Italians. The choice to interview also Italian children was made based on two reasons - to compare the two groups and to discover their "strengths" and the problematic aspects. Some of the results provided by ITAGEN2 showed in regard of emotional dimension of relationships, children from foreign or mixed couples more often feel isolated, presumably because of language barriers. (Barban et al. 2011) The analysis of the results of the second wave, published by Barban et al. (2011) showed that the children of foreigners (those with at least one parent born abroad) got worse school results, but with the difference between the children born in Italy (generations 2 and 2.5) and those who have moved there in pre-school age (Generation 1.75 and partially Generation 1.5). Among Italians, the number of pupils with good grades for exams is two times higher than among foreigners, even those who were born in

Italy. Therefore, this research showed that the question of school performance of foreign pupils is not necessarily only a matter of language but also a question of how long children have lived in Italy and thus integrated existing social, cultural systems.

It seems above all a practical problem – only 25 percent of foreign children claimed to receive parental support with their homework, compared to 47 percent of Italian children (over 70 percent is both or their parents have a university degree). But when the data is separated by the country of origin, it shows lower grades for children with parents from Yugoslavia, Morocco, Tunisia and Macedonia, but indicates a positive coefficient for pupils originally from China. Further still, Chinese pupils seem to have higher levels of achievement than Italian ones. This result is consistent with studies conducted in other countries (Glick and White, 2004; Portes and Hao 2004). However, it should also be emphasized here that, despite correlations, there is not necessarily a causality between educational success and nationality. Rather, such data should be treated with extreme caution and questions about the social background of the children and parents should be included: In general, the data showed that the scholastic achievement of children with less educated parents, who live in a rented house, and have more than 3 siblings, is - whether migrant or not - significantly lower. Additional difficulties in school might result by the level of competence in the Italian language (as mentioned above – both of children and their parents); the number of hours dedicated to studies; the socio-economic characteristics of the family; social capital of a student and the characteristics of his/her friendships and relationships with peers. (Ricucci 2014)

2.3. Examples of good practice from Italy

In chapter 2.2, the situation of school and education of refugee children in Italy has been explained and challenges and needs have been discussed. During school year 2015/2016 in Italy there were approximately 615,000 foreign pupils from all over the world residing in Italy. Hence, for some years now, migrant pupils are the dynamic component of the Italian school system, which contributes with its growth in the times when the overall school population is diminishing due to the steady decrease in the number of Italian pupils. Italy is facing certain difficulties with its transformation from the country of emigrants to one of immigration partially due to the political situation, and partially because of the Italian school system's particularities. However, despite numerous challenges, there are also positive developments. Two examples of good approaches in school work with refugee children in Italy will be presented below.

Good practice 1: Training activities on the school integration of migrant pupils in Emilia-Romagna (*a region of North Italy).⁶

The analysis of the situation of migrant pupils in the region has shown that many migrant pupils have often discontinuous presence at school due to different factors: need to work, economic difficulties in family, wait for the status to be approved, possible relocation in other countries, etc. Also, it became obvious that schools cannot effectively integrate their foreign pupils by providing them only with Italian

⁶ <http://istruzioneer.it/2015/03/19/seminari-di-formazione-sul-tema-dellintegrazione-scolastica-degli-alunni-migranti-in-emilia-romagna/>

language courses. In order to achieve necessary results, they need to enrich the educational offer with projects and approaches focused on the sense of belonging to a place, resilience and support to pupils with psychologic fragilities. Before the beginning of the school integration -seminar cycle, the local school office in Emilia Romagna has issued a public call aimed at the collection of successful experiences and projects, already implemented by schools and focused on the inclusion of migrant pupils and on the support that they need. The good practices collected have been presented during the school-integration-seminars in order to encourage the implementation of positive models for the integration of migrant pupils. The seminars have been also the opportunity to analyse the learning and training needs of teachers in this field. The topics addressed by the seminar have been the following ones:

- the importance of the institutional network in the integration of migrant pupils.
- flexible structures for the integration (approaches and methodologies used in the school curriculum, development of workshops for the inclusion of migrant pupils, non-formal education and technologies as tools to favour the inclusion of migrant pupils).
- fostering the knowledge of the Italian language among migrant pupils and presentation of approaches and methodologies used to achieve good results among migrant pupils.
- guidance and orienteering for migrant pupils (how to support migrant pupils in their educational path).

The course, consisting of 4 training seminars, has been successfully organised and promoted by the local school office in Emilia-Romagna in 2015.

Good practice 2: Training courses for school staff promoted by the National Observatory for the inclusion of foreign pupils and intercultural exchanges.

These training activities are aimed at improving the school staffs' competences in successfully integrating migrant pupils and in letting them become the main actors in the development of integration approaches and methodologies at school. These training activities are to be realized in cooperation with universities and research centres, but they can also take into consideration the direct experiences and the good practices of teachers and headmasters who work on the field on a daily basis and enhance the level of migrant pupils' involvement in schools.

These training activities should be aimed at the development of four groups of competences:

- Competences to teach the Italian language: along with teachers specialised in teaching Italian, teachers of the other subjects should be trained on how to favour the learning of the language during their lessons. All the teachers should be aware of the pupils' progresses on using the Italian language and the tools they can use to facilitate learning and evaluation where there is not a full comprehension of the Italian language.
- Competences to develop and manage personalised educational plans: teachers should be able to co-decide the flexibility of the curriculum according to pupils' level and progresses in the Italian language and to identify the fundamental learning objectives and possible alternative tools to reach them. The development of such competences is crucial in the

Italian context as the education system is based on the transfer of knowledge through written texts, often difficult to understand for someone whose mother tongue is not Italian or has a complete understanding of the language.

- Evaluation: it is difficult to find a balance between finding evaluation criteria that should take into consideration the necessary adjustment to school path of each student and the duty to perform the official tests that are the same for all pupils. It should be also considered when the student has arrived in the school in the evaluation of the results achieved. Training activities should be focused on providing teachers with evaluation tools allowing them to overcome the problems connected to the knowledge of the Italian language for instance tests involving images, graphics, etc. Teachers should develop competences and knowledge on alternative methodologies to evaluate pupils in order to foster the inclusion of each learner from this perspective too.
- Development of cultural awareness and specific knowledge: training activities should be also focused in providing teachers with knowledge on theories regarding multiculturalism and intercultural mind-set in the social and educational fields. Teachers should be encouraged in thinking of cultural differences as a resource in their classes and in developing a pedagogical approach based on listening to the others and valuing differences as well as similarities among people.

The training activities for headmasters should take into consideration five main topics:

- Legal and administrative knowledge: it is crucial to foster headmasters' knowledge of the regulations on migrant pupils within the framework of the Italian legislation on migration and on citizenship as well as on the laws and regulations on recognition of previous qualifications, the enrolment of the student, health aspects.
- Organisational and didactic competences: these competences are fundamental in the definition of a systematic integration policy at school. It is important for headmasters to acquire competences in elaborating action plans to manage integration progresses, welcoming, orienteering, classes' definition, admission to the class, monitoring of the integration and learning processes, evaluation of learning and potential reorientation.
- Relational competences: these competences regard the ability to establish positive relations with pupils and the families.
- Relations between school and local actors: it is also important to provide headmasters with competences in building networks with local authorities and stakeholders in order to successfully affect the educational as well as social inclusion of migrant pupils. Headmasters should be aware of the administrative tools that allow institutionalising relations with migrant associations, health services, employment services, NGOs, etc.
- Self-evaluation of intercultural processes: headmasters will acquire skills on how to elaborate a strategy for reflecting on and improving the strategies used in the school for the inclusion of the migrant pupils as well as for the approaches used to foster intercultural attitude at school.

School as a precious instrument of socialization and inter-class and intercultural integration, are necessary to integrate young migrant people into society and give them more opportunities in life. The good practices, that were collected during this research, showed positive dynamics in the process of development school staff's competences, crucial for the successful integration and inclusion of foreign pupils. However, there is a definite need for a centralised approach in the integration of pupils with migrant/refugee background into the school process and, consecutively, into community.

3. Turkey: situation, good practices, and survey analysis

3.1. Overview of flight and migration in Turkey

In the first 60 years since its foundation in the year 1923, the Republic of Turkey was politically perceived as a **migrant** sending country until early 1980s and not a country of immigration. The emigration and labour migration of Turkish nationals to Western Europe in the 1960s and 1970s has continued, e.g. in the form of family reunification, until more recently. Therefore, the government in that period has not considered to develop effective migration policies (İçduygu & Keyman, 2000). In the last quarter of the 20th century, however, a significant change has emerged in Turkey's role as a country of migration and the country increasingly has become a transit and immigration country. (İçduygu/Sert 2009) Turkey has become a transit point for irregular migrants from Asian countries like Afghanistan, Bangladesh, Iraq, Iran and Pakistan who wanted to reach the West. Furthermore, both regular and irregular migrants from former Soviet republics have been coming to the country. Moreover, since the 1980s, Turkey has started to become a migrant receiving country especially from the Middle Eastern and African Countries. Until nowadays, Turkey faces various types of immigration. There is a high rate of emigration to Europe because of economic reasons, there are asylum seekers trying to find a safe shelter in Turkey and there are other types of asylum seekers who use Turkey as a transit country to be able to immigrate to a third country due to Turkey's geographical location (İçduygu & Keyman, 2000).

Looking at **refuge and flight**, the radical shift in Turkey have resulted in some changes in its migration policy. Turkey approved the Geneva Convention on the Status of Refugees on 29 August 1961. The international treaty initially defined the status of refugees on conditions of "the incidents that happened in Europe before 1951". However, in 1967, this limitation was lifted in 1967 with the Protocol on the Legal Status of Refugees. Turkey approved this amendment in 1968 but only under the condition of *geographical boundaries*. This meant that Turkey accepts people with the status of refugee escaping from human rights violation only from Europe but not from countries of other continents. In 1994, Turkey has started to implement a new regulation on asylum seekers entitled "Regulation on the Procedures and the Principles Related to Mass Influx and the Foreigners Arriving in Turkey or Requesting Residence Permits with the Intention of Seeking Asylum from a Third Country". With the implementation of this new regulation, Turkey has developed tools and regulations to deal with the non-European asylum seekers (İçduygu & Keyman, 2000). "In 2019, Turkey remained home to the largest registered refugee population in the world, with over four million people. Nearly 3.6 million Syrians —including over 1.6 million children— are under temporary protection, 98 percent of whom live in host communities. In addition, Turkey remains a leading transit country for unregistered refugees and migrants on the move. In 2019, over 183,000 people —primarily Afghans, Syrians and Iraqis— attempted to cross by sea and land from Turkey into the EU, a nearly 70 percent increase over 2018." (UNICEF, 2019)

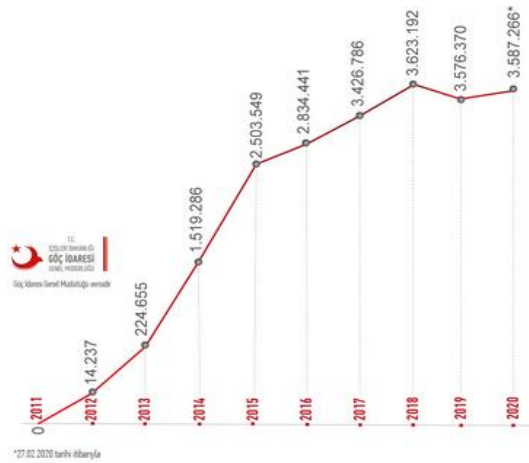


Figure 4: number of refugees in Turkey over years. (Göç İdaresi, 2020)

Turkey has experienced significant refugee flows over the years as mentioned above. However, with the war in Syria, Turkey has faced yet a significantly bigger challenge with refugees coming to Turkey from its neighbouring regions. Since March 2011, over 4 million people have fled civil war in Syria to neighbouring countries such as, Turkey, Jordan, Egypt and Lebanon (Koca, 2015).. In the context of the refugee movements from Syria to Turkey since 2011, Turkey has pursued a policy of largely open borders, i.e. granting temporary protection to refugees as “guests” from Syria, because, as mentioned above, Turkey does not recognise non-European refugees under the Geneva Convention. These “guests” were subject to the non-refoulement principle but lacked the rights such as education, work, health etc.

3.2. The situation of refugee and migrant children in Turkey

In Turkey, there are almost 4 million refugees mostly from Syria (3.6 million approximately) as mentioned in the first part, Afghanistan, Iraq, Iran etc. adding up to more than 4 million refugees as of November 30, 2019 (UNHCR 2019). Furthermore, Turkey hosts with 1.7 million the largest number of refugee children in the world (UNICEF 2017). The number of children at school age from countries other than Syria, most of which being Afghani, Iraqi, Iranian and Somalian was 42,221 in 2016 (Akyuz et al. 2019). As of 2019, approximately 680,000 of these children are registered to schools and getting their formal education whereas almost 400,000 of them are outside of school (UNICEF 2018).

The influx of this large number of refugee children and adolescents have posed enormous challenges for Turkey, especially considering Turkey’s lack of experience in the context of immigration as mentioned in chapter 3.1., which have had some negative results in different contexts including education. Syrian children were forbidden to go to school in Turkey until 2014 because - according to the government’s interpretation - it was assumed that they would go back to Syria after the end of the war. When it became clear that the war was not going to end soon, it was decided to allow the children to go to school - especially to promote their social integration into Turkish society, as Yusuf Büyük (Deputy

Undersecretary for Education) states “If we cannot educate these pupils, they will fall into the wrong hands, they are going to be exploited by gangs or criminals and we are trying to improve the standards in our country which means also improving standards for Syrians.” (Reuters, 2015).

When the so called ‘mass migrations’ have started in 2011, Temporary Education Centers (TEC’s) started to operate for Syrian children in and outside the camps where the language of instruction was Arabic and the Syrian Curriculum was followed by Syrian and Turkish teachers. Only the ones registered in the camps were being monitored by the Ministry of National Education (MoNE). By the end of 2014, MoNE began registering non-camp TEC’s so that they could be incorporated into the national education system. Also, MoNE supervised the Syrian baccalaureate exam (upon completion high school) that will be recognized by Turkish universities in 2015 (HRW, 2015). After MoNE began registering non-camp TEC’s they also made Turkish public schools officially available for all Syrian primary and secondary school-aged pupils with the condition of them being registered in the temporary protection beneficiary of the government. As long as they have been able to present their foreigner ID’s, they were eligible to register at any Turkish public school free of charge. After a while MoNE has started to view temporary education centers as “transitional schools” to prepare Syrian children before attending public schools with their Turkish peers. This new view was thought to help the social inclusion and integration of these children into the Turkish society and educational system. By this end MoNE has planned to gradually close down TEC’s until 2020. Starting with 2016, all first graders (preschool, primary, secondary and high school) then had to register in a Turkish public school in order to promote the process of inclusion; at the same time these children were offered extra courses like Arabic, Syrian History and Culture etc. about their own identities and cultures.⁷

Academic Year	Number of Students in Public School	Percentage of Students in public schools	Number of Students in TECs	Percentage of Students in TECs	Total number of enrolled students	Number of School-aged students	Total school enrollment rate
2014-15	40,000	17.39%	190,000	%82.61	230,000	756,000	30%
2015-16	62,357	20.03%	248,902	%79.97	311,259	834,842	37%
2016-17	201,505	40.91%	291,039	%59.09	492,544	833,039	59%
2017-18	384,245	63.13%	223,049	%36.87	608,702	976,200	62.35%

Figure 5: Syrian Student’s Access to Education in Turkey (Akyuz et al. 2019)

As we can see from the table above, the plan on the gradual phase-out of the TEC’s seemed to work with an almost 4 times higher registration rate in public schools. The plan of the phase-out of the TEC’s

⁷ see also: <https://www.meb.gov.tr/demirci-gemler-uc-yil-icinde-misyonunu-tamamlayacak/haber/11850/tr>

was intended to be realized gradually for a variety of reasons but the major one was the “inadequate infrastructure, i.e., lack of classrooms and buildings”. For the need of education infrastructure only the EU provided Turkey with a fund of 200 million euros (Akyuz et al. 2019). Already overcrowded schools faced with an influx of pupils which made the need for more capacity even more urgent (HRW 2015) so Turkey also started to work on the infrastructure problem.

Aside of the legal and infrastructural barriers in accession to education for children, there have been significant other challenges these children were facing even if they have been able to register to schools; language barriers, discrimination, bullying, social and cultural differences, socioeconomic insecurities etc. There might be Turkish children who mock Syrian children for their language mistakes while trying to speak in Turkish (HRW 2015) or they discriminate against them for other kind of social conflicts (Akyuz et al. 2018). Also, another problem can be counted as Syrians in Turkish society are wrongly considered as “job takers” because they are being regarded as low-cost labour thus responsible from economic difficulties Turkish people experience (Soylu et al. 2020). Furthermore, some Turkish families – due to prejudice or stereotypes – do not want their children to join the classrooms with Syrian children which causes another social conflict area. Turkish families fear that the children of refugee families do not get a good influence from their parents. So there exist many stereotypes, fears and social barriers that hinder personal contacts between Turkish and Syrian people and finally lead to social exclusion.

The language barrier, however, is counted as the biggest challenge (HRW 2015; Taşkın & Erdemli 2018; Akyuz et al. 2018). According to the survey done by Human Rights Watch, 8 out of 50 Syrian families count “language” as the primary reason they do not want to send their children to school and 12 cited language as a hardship that significantly influenced their children’s access to school. This may not cause a problem for early grade school children but when it comes to fourth, fifth graders the learning process becomes more challenging (HRW 2015). Language related problems also complicate the communication of refugee children with their peers and instructors. Instead of interacting with people around them to integrate into the society, it is more likely for them to feel isolated. Language related problems complicate the integration process of refugee children into the Turkish education system too. Teachers in classrooms have limited time to spare for refugee children who are not able to understand the topics that are being covered and this situation demotivates pupils.

A Syrian mother explained their experiences by saying that his son would cry every day and that he didn’t want to go to school. She says that they had a desperate search for language education centers but they couldn’t find one for primary school pupils (HRW 2015). Because of the traumatic experiences of these children they are inclined to act in a more violent way (Soylu et al. 2020) and it becomes harder for teachers to maintain the discipline in class. But in the case of these children, for those who need help, the opportunities vary from province and school. Another point is that Turkish teachers need professional development to work with Syrian children, especially with the ones who have experienced trauma and war (UNICEF 2015). Teachers in Turkey also lack the ability to deal with multicultural classrooms with non-Turkish speaking refugee children because they are not experienced. (Akyuz, Aksoy, Madra & Polat, 2018). Despite all these facts, in the past few years, MoNE seems to have ameliorated the rate of registering to schools of refugee children over the years. According to UNHCR enrolment rate of refugees in education for primary school is 61 percent worldwide (UNHCR 2018) whereas the enrolment rate for refugees in Turkey is almost 96.3 percent (TEDMEM 2018).

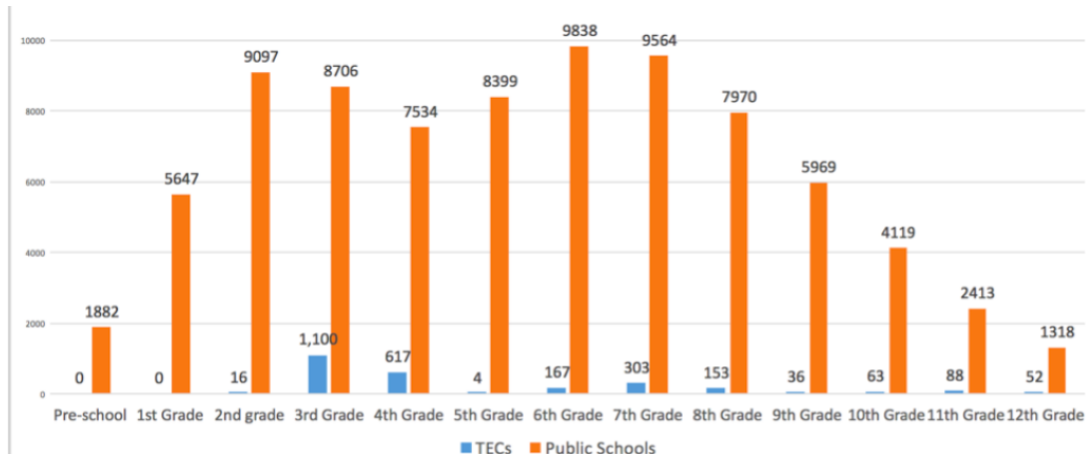


Figure 6 Number of Syrian Students with more than 10 days of non-attendance by grade level (Akyuz et al. 2019)

As it can be seen from the graph, the non-attendance rates of refugee children are very high. The reasons for this are manifold, two are for example child labour or early marriage (Akyuz et al. 2019). Although Turkey has approved the international conventions that prohibit child labour, there are lots of unregistered children working in the industry and with the mass influx from Syria the problem of child labour deepened. The main problem is that the ban on child labour does not apply to farms with fewer than 50 employees. Therefore, many working children are employed in the agricultural sector – however, their work is often necessary for Syrian families living in extremely precarious situations to survive. This, too, is an imbalance that must be taken into account when it comes to integration and living together. In summary, the Turkish government has opened the public school system to Syrian refugees. However, there are many challenges. A two-shift system has been introduced at state schools to ensure that Syrian refugees also have access to education. However, the state schools do not have the necessary quantitative and qualitative capacities, the latter especially concerning language barriers but also dealing with stereotypes and discrimination.

3.3. Examples of good practice from Turkey

Because of the high number of refugee children, in September 2014 the Ministry of National Education (MoNE) has regulated Educational and Learning Services for Foreigners (Taşkın and Erdemli 2018). Since lots of refugee children has been under protection, according to the research done by the General Directorate of Immigration Administration in 2016, there have been lots of camps and temporary accommodation for migrants and refugees.

Good Practice 1: Temporary camp education centres (TECs) have been established and available for both refugee children and their families' education, but the centres provided only primary school level. Although camp education centres have been established by AFAD (the Disaster and Emergency Management Presidency), the lessons and the curriculum was not fixed. Moreover, teachers in the camps haven't actually been teachers in their professional lives, few of them were teachers back in Syria and there have been university pupils or other people from other professions among them, so TEC's are

kind of non-formal educational institutions. The centers followed an almost identical curriculum to that of Syrian schools which has been prepared in cooperation of the Syrian Interim Government's Ministry of Education and the Turkish Ministry of National Education (Taşkın and Erdemli 2018). Additionally, except Turkish classes, all lessons have been told in Arabic. Thus these institutions have been an obstacle for children to integrate into the Turkish Culture and Turkish Educational system because the language barrier was still there. However, to get over the language barrier, children took Turkish lessons from Turkish teachers employed by the MoNE. Türkiye Diyanet Foundation have found the Syrian instructors and UNICEF supported them financially (Taşkın and Erdemli 2018) which can be counted as a good practice until the TEC's close down and all Syrian children have been integrated into the Turkish educational system by enrolling in public schools which are all monitored by MoNE.

Good Practice 2: For children staying outside of the camps schools are available without any tuition fee. Nevertheless, it is greater issue to adapt Turkish National Education System without knowing Turkish language and Turkish culture. However, to overcome the language problem that refugee children faced with, MoNE provides some **cue cards and language cards** for development of more familiar perceptions for Turkish National curriculum and Turkish language (Human Rights Watch, 2015). Additionally, MoNE has carried out several projects to integrate refugee pupils into Turkish educational system. One of the these projects refers specifically to Syrian children and is called Promoting Integration of Syrian Children to the Turkish Educational System (**PICTES**)⁸ (Akyuz et al. 2018). The purpose of project is integrating Syrian children who are under protection into Turkish National Education. Project embraces lots of activities for refugee children and their families.

- The activities of PICTES include: Language Activities: Both Turkish and Arabic language lessons have been given as a language course to communicate with pupils' peers and to adapt Turkish language easily.
- Catch-up and Back-up Training: To integrate Syrian children into Turkish Educational system and for catch-up level of their grade and in case of any failure these extra lessons are good for pupils.
- Transportation services: Providing free transportation for refugee pupils.
- Stationary, Textbook and Clothing Assistance: Supplying materials for pupils.
- Provision of educational services
- Awareness Raising Activities
- Guidance and Counselling Activities
- Training of Trainers, Administrative Personnel Trainings
- Monitoring and Evaluation

Good Practice 3: Even though the education and school supplies are free, Syrian families struggle economically, as the mentioned in previous part, and the rate of attendance is really low. As a result with the partnership of EU, Ministry of Family, Labour and Social Services, the Ministry of National Education, AFAD, Turkish Red Crescent and UNICEF, there is a programme to ensure the accessibility of education for refugees. The programme is called **Conditional Cash Transfer for Education**

⁸ See project website: <https://piktes.gov.tr/Home/FaaliyetlerENG>

(CCTE). If the child attends school regularly, the financial support will be given (Turkish Red Crescent, 2020). In addition, according to Akyüz et al. (2018) this financial support may depend on pupils’ gender and their grades. With the CCTE the rate of enrolment of the school has increased.

Hence, to overcome these obstacles for Syrian children have encountered, there are private initiatives and non-governmental organisations. These organisations tend to fund the refugee pupils’ school supplies and sometimes children are trained by voluntary teachers. The teachers try to teach Turkish curriculum. However, private schools might follow Syrian curriculum but in addition to the curriculum, Mathematic, Science and Turkish classes must be taken in there (Taşkın and Erdemli 2018). Temporary protection beneficiaries, without any age and gender discrimination, tend to take advantage of free language education courses offered by Public Education Centres structured under each Provincial Directorate of National Education. Additionally, non-governmental organizations may offer some free language classes and vocational courses to them (Akyüz et al. 2018). Moreover, non-governmental organizations do not only supply financial supports and academic help, they try to provide them psychological support. As an example, the Mother Child Education Foundation (2016) stated that in order to provide better refugee generation, in Istanbul the organization focused on psychological treatment of the children and their families. Similarly, Provincial Directorate of National Education in Istanbul preferred to give lots of seminars for teachers and refugees’ parents about children’s mental situation and their healing process (Akyüz et al. 2018). The table shows numbers of school enrolment and pupils:

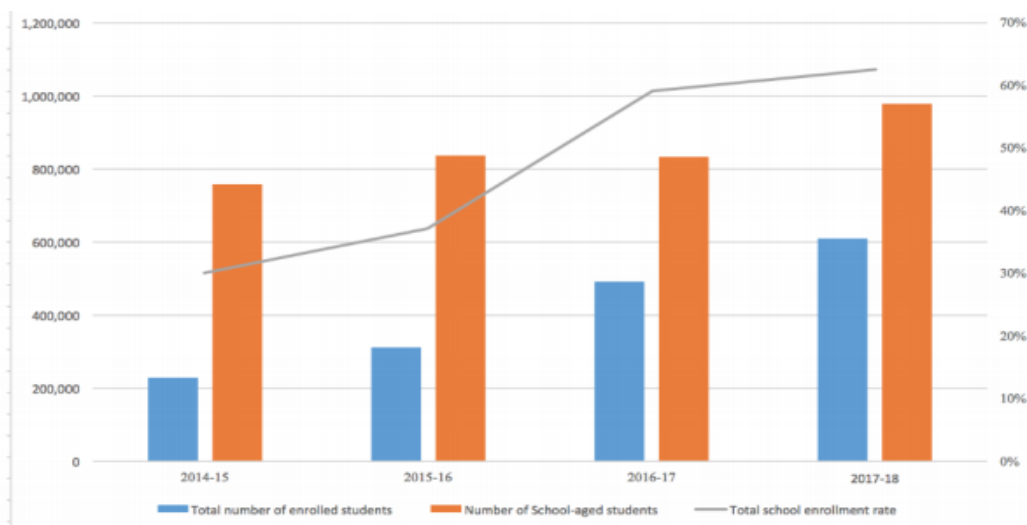


Figure 9 : Syrian Children’s School Enrollment in Turkey (Akyuz et al. 2018)

3.4. Survey data from the Turkish Education System

(Conducted by Turkey Youth Clubs Confederation on the integration of refugee pupils into national school education)

This survey investigates the real-life situation in integrating refugee pupils (RS) into Turkish Education System (TES). To this end, it aims to measure the level of 1) communication of RS with Turkish students, 2) communication of RS with their teachers, and 3) school life adaptation of RS. In addition, this survey explores whether math course can be used as a practical tool to intensify the integration progress of RS. In line with the general logic of the Universal Language of Mathematics (ULM) project, math course can be taught without extensive usage of national language of education system. Thus, refugee students, whose knowledge of host country's national language is very low (if any), can learn math along with learning national language. Being able to learning math promotes the self-confidence of RS and facilitates their integration into national education system.

The survey was conducted in capital city of Turkey, namely Ankara between, 25th May and 14th June 2019. By visiting 14 middle schools, 383 refugee and 342 Turkish students were surveyed. Based on official data obtained from Ministry of National Education (MEB), the middle schools which were be visited were selected but the distribution of class and sex of the students were determined according to the number of present students during visits. Thus, distributions represent the real-life situations of middle schools in Ankara.

3.4.1. Communication of Refugee Students with Turkish Students

The first and the most important sign of the integration of students is their communication among themselves. Therefore, this survey aims to firstly reveal the communication frequency/level of refugee students (RS) with Turkish students. But before this point, age structure of RS in comparison with Turkish students is presented in Table-1. For students attending 5th-class, the average age of RS, which is 11,77, is higher than the age of regular class in TES which is represented by Turkish students. In other words, RS are almost 10 months older than Turkish students and the difference is statistically significant. Similarly, average age of RS attending 6th-class (i.e. 12,92) is also higher than the average of regular class (11,83). Thus, on average RS are 14 months older than Turkish students at 6th-class. This fact is valid for both 7th and 8th classes too. But the age gap is closing through classes and reduces to 2 months for 8th-class which is statistically insignificant.

	5th-class		6th-class		7th-class		8th-class	
Refugee	11,77		12,92		13,28		14,03	
Turkish	10,97		11,83		12,87		13,83	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Refugee	11,76	11,78	12,86	13,00	13,32	13,23	14,00	14,11
Turkish	10,88	11,07	11,76	11,90	12,83	12,96	13,78	13,91

Table – 1: Average age of students

To sum up, RS are older than Turkish students for all classes of middle schools in Turkish Education System (TES). The age gap can be serious problem in communication among refugee and Turkish students. Therefore, school managers and teachers should be aware of this fact and must be trained by MEB to be able improve the communication among students at various ages.

This age-gap can be perceived as normal when the natural structure of refugee students is considered. Since the movements of refugee children is out of the control of national education system, the age structure of RS cannot converge to the age of regular classes in a short period of time. To investigate this issue further, RS were asked for how long they have been in Turkey. The results are reported in Table-2. For RS attending 5th-class, only 43% of them are at regular age of 5th-class and the rest 57% are older. 76% of these older RS have been in Turkey for at least 4 years. In other words, the majority of these RS cannot be included school life on time although they have been in Turkey. The situation is same for 6th, 7th and 8th classes too. 70% of older RS at 6th-class, 89% of older RS at 7th-class and 80% of older RS at 8th-class have been living in Turkey for at least 4 years (Table-2). Therefore, the age gap problem in TES is a result of failure in timely inclusion of refugee children to school life.

	5th-class	6th-class	7th-class	8th-class
Regular age	11	12	13	14
% of regular age	43%	36%	67%	69%
In Turkey more than 4 years	76%	70%	89%	80%

Table – 2: Age structure of refugee students

As a measure of integration of RS into school education, the communication frequency/level of RS with Turkish students, teachers, refugee friends and their families in Turkish are exhibited in Table-3. As expected, for both refugee girls and boys, the highest Turkish communication frequency is observed in communication with Turkish friends. Then, talking with teachers comes in the second order. But the difference is not statistically significant for neither girls nor boys. When girls and boys are compared, refugee boys' level of Turkish communication with Turkish friends and teachers is higher than refugee girls' level of communication. The difference between communication levels of boys and girls is statistically significant for talking Turkish with Turkish friend and it is not for talking Turkish with teachers (Table-4). Therefore, refugee girls need more support and encouragement to intensify their communication level.

	Family	Refugee Friends	Teachers	Turkish Friends
Girls	1,74	≈ 1,77	< 2,54	≈ 2,57
Boys	1,48	< 1,9	< 2,62	≈ 2,69

Table – 3: Refugee students' talking frequency in Turkish. (**Note-1:** How often do you speak Turkish with your family, native friends, teachers and Turkish friends? 3-Always, 2-Sometimes, 1-Rarely.

Note-2: The sign ≈ means that the difference is not statistically significant.)

	Girls		Boys
Family	1,74	>	1,48
Refugee Friends	1,77	<	1,9
Teachers	2,54	≈	2,62
Turkish Friends	2,57	<	2,69

Table – 4: Refugee students' talking frequency in Turkish. (**Note-1:** How often do you speak Turkish with your family, native friends, teachers and Turkish friends? 3-Always, 2-Sometimes, 1-Rarely.

Note-2: The sign ≈ means that the difference is not statistically significant.)

For both refugee boys and girls, there is a big difference between Turkish communication frequency of RS with refugee friends and communication frequency of RS with Turkish friends (Table-3). In national Turkish middle schools, RS differentiate their Turkish friends with their refugee friends and tend to communicate with their refugee friends in their native language. This fact is more apparent for refugee girls (Table-4).

The lowest Turkish communication frequency of RS is naturally with their families. In cases of Turkish communication with Turkish friends, teachers and refugee friends, refugee boys have higher frequency relative to girls. But in case of Turkish communication with families, refugee boys have lower frequency than girls. Refugee girls do not distinguish their families from their refugee friends whose native language is same as their native language in their Turkish communication preference. But refugee boys differentiate their families from their refugee friends. Although their refugee friends and families have the same native language, refugee boys prefer less Turkish communication with their families. In family communication, refugee girls tend to use Turkish more than boys.

Refugee Students		Girls		Boys
<i>How often do you speak Turkish with your Turkish friends?</i>	Always	70%	<	79%
	Sometimes	17%	>	11%
	Rarely	13%	≈	10%

Table – 5: Refugee students' talking frequency in Turkish with their Turkish friends.

Turkish Students		Girls		Boys
<i>How often do you speak Turkish with your refugee friends?</i>	Always	49%	>	43%
	Sometimes	32%	≈	31%
	Rarely	19%	<	26%

Table – 6: Turkish students' talking frequency in Turkish with their refugee friends.

(**Note:** The sign ≈ means that the difference is not statistically significant.)

Refugee and Turkish students' frequency of talking in Turkish with each other is reported in Table-5 and Table-6, respectively. 79% of RS boys always talk to Turkish friends in Turkish and only 10% of

refugee boys rarely speak Turkish with their Turkish friends (Table-5). The percentage of RS girls who always speak in Turkish with their Turkish friends is 70%. It is significantly less than the percentage of RS boys. Rarely speaking girls constitutes only 13% of RS girls. This percentage is higher than the fraction of rarely speaking boys (10%) but the difference is not statistically significant (Table-5). These figures indicate that both boy and girl refugees are open to talk Turkish to their Turkish friends. Therefore, the situation in school education is promising in terms of RS's communication with Turkish friend. Relative to RS girls, RS boys are more open to communicate in Turkish with their Turkish friends.

For Turkish students, the case is the opposite and is not promising. Relative to Turkish boys, Turkish girls are more open to communicate with her refugee friends and the percentage of Turkish girls who always speak Turkish with her refugee friends is only 49% (Table-6) which is more less than the percentage of RS girls who always speak Turkish with her Turkish friends (%70). On the other hand, the percentage of rarely speaking Turkish girls is 19% which is significantly higher the fraction of RS girls who rarely speak Turkish with her Turkish friends (13%). Rarely speaking ratio increase to 26% for Turkish boys. One out of four Turkish boy do not prefer to communicate with his refugee friend.

The fraction of students who are close to communication is higher for Turkish students. This fact is a crucial obstacle putting back the communication among Turkish and refugee students and hindering the integration progress of RS into TES. Therefore, school managers and teachers should be aware of this fact. Teachers must be equipped with related curriculums and supplementary material to educate Turkish students to make them more eager and open to communication in a multicultural environment.

As talking, playing game is another important sign of the degree of communication among students. Refugee and Turkish students' frequency of playing with each other is shown in Table-7 and Table-8.

Refugee Students		Girls		Boys
<i>How often do you play games with your Turkish friends?</i>	Always	27%	<	33%
	Sometimes	36%	<	41%
	Rarely	37%	>	26%

Table – 7: Refugee students' playing frequency with their Turkish friends.

Turkish Students		Girls		Boys
<i>How often do you play games with your refugee friends?</i>	Always	17%	≈	19%
	Sometimes	37%	≈	40%
	Rarely	46%	>	41%

Table – 8: Turkish students' playing frequency with their refugee friends.

(**Note:** The sign ≈ means that the difference is not statistically significant.)

The figures in Table-7 and Table-8 reporting refugee and Turkish students' frequency of playing with each other reveal that the communication among students is weak and the integration of RS is very limited. Only 27% of refugee girls and 33% of refugee boys always playing games with their Turkish

friends (Table-7). The situation is worse for Turkish students; lower fraction of Turkish girls (17%) and boys (19%) always plays with their refugee friends (Table-8). Among these low ratios, willingness of both refugee and Turkish boys to play games with each other is higher relative to girls as expected.

On the other hand, the majority of Turkish students are reluctant to play with their refugee friends. This fact is a signal for very serious problem and urgent precaution is needed. Otherwise, the integration process of RS come to a halt and RS start to isolate themselves individually or as groups. Then, this isolation step-by-step leads to exclusion of RS by Turkish students, fights (families become part of these fights), hatefulness against others, learned helplessness, attendance problems, dropping out school, taking part in gangs and finally racism. School managers and teachers must give very special attention to encourage both refugee and Turkish students to play with each other. Teachers should promote and take part in games between refugee and Turkish students. Besides, MEB should support school managers and teachers with related policies to foster interaction among refugee and Turkish students through playing games.

3.4.2. Communication of Refugee Students with Teachers

As a second measure of refugee students' integration to Turkish Education System (TES), this survey investigates the students' frequency of communication with their teachers and the results are summarized in Table-10. 22% of RS girls and 21% of RS boys rarely ask a question to their teachers during the lectures. The difference between rarely asking boys and girls is not statistically significant. Thus, more than one fifth of RS are very reluctant to ask question to their teachers.

		Refugee Students		Turkish Students	
		Girls	Boys	Girls	Boys
<i>Can you ask question to your teachers?</i>	Always	23%	<	35%	52% ≈ 50%
	Sometimes	55%	>	44%	40% ≈ 41%
	Rarely	22%	≈	21%	8% ≈ 9%

Table – 9: Communication of students with their teachers.
(Note: The sign ≈ means that the difference is not statistically significant.)

In the same school environment, the fraction of Turkish students who rarely ask question to their teacher is very low relative to RS. It is 8% for Turkish girls and 9% for Turkish boys. Unlike RS, there is no significant difference between Turkish girls and boys in terms of their frequency of asking questions to their teachers. The majority of Turkish students always ask question to their teachers (52% and 50%). The fraction of RS who always ask question is very low relative to Turkish students. Especially for RS girls, the fraction is very low, 23% which is less than half of the percentage of Turkish girls.

Therefore, it is revealed that the communication of RS with their teachers is very low relative to Turkish students in the same class. Teachers should encourage RS to ask question. It would not waste of time. Instead, both refugee and Turkish students get opportunity of better understanding.

3.4.3. School Adaptation of Refugee Students

Adaptation to school life is a key achievement in integration of students into education system. Its basic two ingredients are sense of safety in school and belief to be successful in education. Table-10 reports the replies of students about their sense of safety in school. The vast majority of Turkish students feel safe in school and only 13% of Turkish girls and 15% Turkish boys are devoid of safety feeling. In terms of safety, there is no statistically significant difference between Turkish boys and girls. However, the difference between refugee girls and boys is statistically significant: the percentage of RS boys who do not feel safe (33%) is higher than the ratio of RS girls (22%). Contrary to general wisdom, refugee boys need more support to feel themselves safe in school.

When RS are compared with Turkish students, it is revealed that their sense of safety is lower. 85% of Turkish boys feel safe in school but this percentage is just 64% among RS boys. The fraction of RS boys who are lack of sense of safety is 33% which is more than two times higher than the percentage of Turkish boys (15%). Although it is less severe, this fact is valid for RS girls. Relative to Turkish girls, less fraction of RS girls feel safe in school and hence, more fraction of RS girls are devoid of safety feeling.

Therefore, the figures indicate that RS require special attention. Firstly, all daily training/education routines, methodologies, materials, applications, must be reviewed to check for possible risk of damaging safety feeling of RS. Second, new methods, materials, applications, policies and programs dedicated to support the students' sense of safety must be generated.

		Refugee Students		Turkish Students			
		Girls	Boys	Girls	Boys		
<i>Do you feel safe in school?</i>	Yes	75%	>	64%	87%	≈	85%
	No	22%	<	33%	13%	≈	15%
	No reply	3%	≈	3%	-	-	-

Table – 10: Safety feeling of students.

(**Note:** The sign ≈ means that the difference is not statistically significant.)

The second basic ingredient of school adaption is the belief that students will be successful in school education. Table-11 presents the fraction of both refugee and Turkish students who believe that he/she will be successful. Almost 80% of RS think that they can be successful in Turkish Education System (TES). Thus, the situation is promising in terms of school adaptation of RS. But improvement is still needed. Because the percentage of RS who think that they are going to fail is much higher than the percentage of Turkish students.

		Refugee Students		Turkish Students	
		Girls	Boys	Girls	Boys
<i>Do you think you'll be successful in school?</i>	Yes	79%	≈ 80%	93%	≈ 96%
	No	21%	≈ 20%	7%	≈ 4%
	No reply	-	-	-	-

Table – 11: Confidence about their success.

(**Note:** The sign ≈ means that the difference is not statistically significant.)

About the school adaptation of RS, Table-12 uncovers a vital fact. There is high amount of uncertainty on their willingness to stay in school education. Under the presumption that “the belief to be successful” determines the willingness to continue school education, the situation of integrating RS to TES becomes more promising. A student who cannot be confidence about his/her success in school education loses his/her willingness to stay in school. This fact can be seen when Turkish students’ panels of Table-11 and Table-12 are compared. Table-12 reports that the ratio of desperate RS who do not want to continue school education is close to the ratio of desperate Turkish students. Therefore, the difference between refugee and Turkish students’ belief to be successful reported in Table-11 is originated from the uncertain life conditions that RS face with. Thus, if supportive programs and policies reduce the uncertainty about the life conditions of RS and/or convince RS about the additive structure of education, willingness of RS can be raised to comparative levels.

		Refugee Students		Turkish Students	
		Girls	Boys	Girls	Boys
<i>Do you want to continue your school education?</i>	Yes	72%	> 59%	93%	≈ 96%
	No	1%	< 7%	7%	≈ 4%
	Don't know	22%	≈ 27%	-	-
	No reply	5%	≈ 7%	-	-

Table – 12: Willingness to stay in school education.

(**Note:** The sign ≈ means that the difference is not statistically significant.)

Like the belief to be successful, family help is an important determinant of willingness to continue school life. As seen in Table-13, RS who do not want to stay in school education suffers from inadequate family help in their lessons. While 75% of RS boys who want to continue education receive family help, this fraction is 57% for RS boys who do not want to continue. Therefore, families would be informed about the TES and importance of education for their children, and they would be trained to be able to support their children.

		<i>Does your family help you in your lessons?</i>		
		Girls		Boys
<i>Do you want to continue your school education?</i>	Yes	58%	<	75%
	No	40%	<	57%
	Don't know	46%	<	65%

Table – 13: The effect of refugee students' family support to lessons on their willingness to stay in school education. (**Note:** The sign \approx means that the difference is not statistically significant.)

The comparison of RS with Turkish students in terms of family help they receive is presented in Table-14. For Turkish student, the difference between boys and girls is not statistically significant and the vast majority (82% - 86%) of Turkish students take advantage of family help in their lessons. However, lower fraction of RS can receive family help. There is a significant discrimination against RS girls and the lowest ratio of family help is observed. 56% of RS girls are supported by their families in their school education. As a result of great efforts in TES, discrimination against girls is in phase of elimination and a similar effort is needed again to promote family help to RS girls.

		Refugee Students		Turkish Students	
		Girls	Boys	Girls	Boys
<i>Does your family help you in your lessons?</i>	Yes	56%	<	70%	82% \approx 86%
	No	44%	>	30%	18% \approx 14%
	No reply	-	-	-	-

Table – 14: Family support to lessons. (**Note:** The sign \approx means that the difference is not statistically significant.)

The willingness to stay in education is among the most important inputs of school adaptation. All adaptation policies and programs become meaningless and useless, if students do not want to continue their education. Alike family help, this survey further investigates the other possible factors which are capable of affecting willingness to continue education. The effects of Turkish language level on school continuation is reported in Table-15.

As seen, all reported Turkish language levels pretty high and close to "good" level of Turkish. The results of RS boys are a bit misleading: the highest Turkish score (4.32) belongs to boys who do not want to go to school (Table-15). Thus, for boys there is no rational relationship between desire to go to school and Turkish language level. However, generally, refugee students who get the lowest Turkish scores are those who are not sure whether he/she is able to continue education. This fact is valid for both refugee girls (3.54; the lowest score among girls) and refugee boys (3.72; the lowest score among boys). At this stage it is difficult to identify the direction of causality. The uncertainty on the life condition of RS may restrain them to improve their Turkish language.

		<i>What is your level of Turkish language?</i>	
		Girls	Boys
<i>Do you want to continue your school education?</i>	Yes	3.98	4.01
	No	3.71	4.32
	Don't know	3.54	3.72

Table – 15: The effect of refugee students' Turkish level on their willingness to stay in school education. (**Note:** 5-very good, 4-good, 3-fair, 2-weak and 1-very weak.)

Another factor which can affect the want to go to school is age. As seen in Table-16, there is no significant difference in average age. Therefore, age cannot explain the wish to continue school education.

		<i>Average age</i>	
		Girls	Boys
<i>Do you want to continue your school education?</i>	Yes	12.62	12.51
	No	12.61	12.14
	Don't know	12.52	12.67

Table – 16: The effect of refugee students' age on their willingness to stay in school education.

Finally, the frequency of communication with teachers is considered as the possible determinant of the willingness to continue school education. The related scores are shown in Table-17. The average communication frequency of RS girls who want to go to school is 2.57 which is slightly above the score, 2.33, of RS girls who do not want to go to school. The difference between scores are very small to explain the desire to go to school. But as expected, a student who does not want to stay in school education prefers not to communication with teachers. In accordance with this, the lowest frequency of communication with teachers belongs to students who do not want to go to school (Table-17).

		<i>How often do you speak Turkish with your teachers?</i>	
		Girls	Boys
<i>Do you want to continue your school education?</i>	Yes	2.57	2.71
	No	2.33	2.47
	Don't know	2.48	2.51

Table – 17: The effect of refugee students' communication with teachers on their willingness to stay in school education. (**Note:** How often do you speak Turkish with your teachers? 3-Always, 2-Sometimes, 1-Rarely.)

To grasp some insight about differences between refugee and Turkish students' lifestyles, students were asked for their favorite animal and color. The results are summarized in Table-18 and Table-19, respectively. For Turkish boys and girls, three of top four favorite animals (cat, dog and bird) are in common. While Turkish girls prefer rabbit, boys grade lion among the top four favorite animals. For refugee boys and girls, two of top four animals (cat and bird) are in common. Refugee girls like rabbit and butterfly. On the other hand, refugee boys prefer lion and dog.

	Refugee Students				Turkish Students			
	Girls		Boys		Girls		Boys	
<i>Favorite animal</i>	Cat	39%	Lion	27%	Cat	37%	Dog	36%
	Rabbit	22%	Cat	25%	Dog	20%	Lion	13%
	Bird	8%	Dog	12%	Rabbit	18%	Cat	11%
	Butterfly	7%	Bird	6%	Bird	6%	Bird	7%

Table – 18: The favorite animal of students.
(**Note:** Table presents the top four animals with percentages.)

The favorite animal choice of refugee and Turkish boys are identical even though their percentages are different (Table-18). However; out of four, one favorite animal is different between refugee and Turkish girls. Like refugee and Turkish boys, Turkish girls prefer dog. But refugee girls replace dog with butterfly which is not among the top four favorite animals of refugee boys, Turkish girls, and Turkish boys.

The case of favorite color (Table-19) is more complicated but indicates interesting facts and important distinction among nationality and sex. Generally speaking, red color which is associated with blood is not an advocated color for RS. However, for refugee students, red is the most favorite color and it has unisex structure (Table-19). The top preference of almost one third of both refugee boy and refugee girl is red. Similar to RS, the most favorite color of Turkish boys and girls are same; it is blue.

	Refugee Students				Turkish Students			
	Girls		Boys		Girls		Boys	
<i>Favorite color</i>	Red	31%	Red	31%	Blue	24%	Blue	29%
	Black	14%	Blue	19%	Black	22%	Red	22%
	Green	12%	Green	17%	Purple	18%	Black	15%
	Yellow	11%	Black	10%	Red	13%	Yellow	14%
	Pink	11%	Yellow	7%	Pink	8%	Green	9%
	Blue	8%	Purple	1%	Green	6%	Purple	1%
	Purple	3%	Pink	0	Yellow	4%	Pink	0

Table – 19: The favorite color of students.
(**Note:** Table presents the top seven colors with percentages.)

Against the general wisdom, blue is not a masculine color. In fact, blue is a unisex color among Turkish student at ages between 10-15. Therefore, regardless of their sex, RS and Turkish students are consolidated on the same color as their most favorite preference.

Like refugee girls and boys, red is one of most favorite colors for Turkish boys. But the popularity of red among Turkish girls is very low (Table-19). Instead of red, Turkish girls grade purple one of the most favorite colors and purple is not among the favorite colors of other students, namely refugee boys, refugee girls and Turkish boys. The popularity of green is high among RS relative to Turkish students.

3.4.4. The Attitude of Refugee Students Towards Math Course

The ULM project aims to improve integration process of refugee students (RS) into education system by using universal language of mathematics. Since math has its own language and its learning mainly depends on learning by doing, it can be taught without intensive usage of national languages. RS, who have been learning national language of host country's education system, can learn doing math simultaneously. Therefore, this survey also investigates the attitude of RS towards math.

Firstly, the popularity of math among refugee and Turkish students is explored and the results are summarized in Table-20. The fraction of Turkish students who do not like math is very low (%7) and it is same for girls and boys. The majority of Turkish students, especially girls, like math course. The popularity of math is still high among RS but it is at lower levels relative to Turkish students. Different than Turkish students, the percentage of RS girls who like math is lower than the percentage of RS boys. Almost half of the RS girls cannot say that they like math course. The ratio of refugee boys who dislike math is only 7% which is as low as the ratio of Turkish students. For RS girls, this ratio is two times higher than RS boys, Turkish girls and Turkish boys.

		Refugee Students		Turkish Students	
		Girls	Boys	Girls	Boys
<i>Do you like math course?</i>	Yes	52%	< 71%	86%	> 81%
	Not sure	33%	> 19%	7%	< 12%
	No	14%	> 7%	7%	≈ 7%

Table – 20: Popularity of math course. (**Note-1:** The sum of percentage may not give 100 due to students who do not reply whether they like math or not.

Note-2: The sign \approx means that the difference is not statistically significant.)

The popularity of math significantly changes with class level. As reported in Table-21, the popularity of math among Turkish students declines through class. From 5th class to 8th class, the percentage of Turkish girls who like math tragically reduces from 96% to 67%. For Turkish girls, the liking of math turns into dislike through classes. A similar trend is observed for Turkish boys with a critic variation. As class of boys increases, the percentage of Turkish boys who like math declines from 92% to 64% too. But instead of turning into dislike, their liking of math becomes uncertain for the majority of Turkish boys (Table-21).

Turkish Students		Girls				Boys			
		5 th cl	6 th cl	7 th cl	8 th cl	5 th cl	6 th cl	7 th cl	8 th cl
<i>Do you like math course?</i>	Yes	96%	86%	81%	67%	92%	77%	71%	64%
	Not sure	2%	9%	10%	5%	3%	13%	21%	27%
	No	2%	5%	9%	28%	5%	10%	8%	9%

Table – 21: Popularity of math course among Turkish students. (**Note:** The sum of percentage may not give 100 due to students who do not reply whether they like math or not.)

Refugee Students		Girls				Boys			
		5 th cl	6 th cl	7 th cl	8 th cl	5 th cl	6 th cl	7 th cl	8 th cl
<i>Do you like math course?</i>	Yes	52%	56%	48%	44%	72%	66%	73%	78%
	Not sure	34%	27%	32%	44%	22%	23%	12%	0
	No	13%	14%	19%	11%	4%	9%	12%	11%

Table – 22: Popularity of math course among refugee students. (**Note:** The sum of percentage may not give 100 due to students who do not reply whether they like math or not.)

For RS, the change in the popularity of math through classes has not a specific pattern (Table-22). The percentage of RS girls who like math first increases from 5th class to 6th class, but then it decreases up to 8th class and falls to the lowest level (44%) among all Turkish and refugee students. On the other hand, the fraction of RS boys who like math first declines from 5th class to 6th class, but then it increases up to 8th class and reaches to the highest level (78%) among all students. Like Turkish students, the dislike of math among both RS boys and girls rises up through classes, except 8th class.

To sum up, the attitude of RS towards math is not negative, in fact it is positive, and it is very positive during the early stage of middle school. When compared with Turkish students, RS are not disadvantageous in terms of their interest in math. Therefore, math can be a practical tool to increase the self-confidence of RS and their belief to be successful which fosters the integration process of RS into Turkish Education System (TES). Thus, RS should be equipped with required math course's materials to start doing math while they have been learning national language of TES.

However, this survey reveals the fact that there is a problem in even having conventional math book. In TES, government is responsible for publishing and distributing textbooks of courses. The percentage of students who have the math book at the time of survey are shown in Table-23. The percentage of RS who do not have math book is around 30% which is much higher than Turkish students. If the ratio of Turkish students is perceived as normal rate of losing a math book for a regular student, then the high rate of RS requires special attention. Since having a book is a must element of understanding a course, this issue must be investigated further.

		Refugee Students		Turkish Students	
		Girls	Boys	Girls	Boys
<i>Do you have math book?</i>	Yes	68%	≈ 69%	95%	≈ 91%
	No	31%	≈ 29%	4%	< 9%
	No reply	1%	≈ 2%	1%	-

Table – 23: Math course materials.

(**Note:** The sign ≈ means that the difference is not statistically significant.)

Secondly, this survey examines the factors affecting the attitude of RS towards to math course. The students are asked for their thoughts about math book and the results are presented in Table-24. The majority of RS find math book as funny (around 65%). There is no statistically significant difference between refugee boys and girls. 7% of RS boys think that math book is boring, and this ratio is the lowest ratio among all students. The percentage of RS girls who are bored with math book is 16% and it is similar to the ratio of bored Turkish students.

Unlike RS, lower fraction of Turkish students think that math book is funny and Turkish girls significantly deviates from Turkish boys (Table-24). The percentage of Turkish girls who think that math book is funny is just 37% which is the lowest rate among all students.

		Refugee Students		Turkish Students	
		Girls	Boys	Girls	Boys
<i>What do you think about math book?</i>	Funny	66%	≈ 64%	37%	< 43%
	Normal	18%	< 29%	48%	> 40%
	Boring	16%	> 7%	15%	≈ 17%

Table – 24: Thought of students about math course materials.

(**Note:** The sign ≈ means that the difference is not statistically significant.)

Therefore, it seems that there is no noteworthy problem in regular math book used in middle school from pedagogical viewpoints. But using averages of classes in middle school covers up and hides some insights about the thought of students about math book. The thought of students about their math book significantly changes through classes.

From 5th class to 8th class, the percentage of Turkish students who think that math book is funny declines and the ratios of bored boys and girls increase tragically (Table-25). The majority of Turkish girls (58%), who attend 5th class, consider math book as funny but this percentage rapidly declines through classes, and falls to 6% for Turkish girls attending 8th class. The fraction of bored Turkish girls rises up to 24%.

A similar pattern is observed among Turkish boys (Table-25). From 5th class to 6th class, the percentage of Turkish boys, who think that math book is funny abruptly drops from %65 to 37%, and when they come to 8th class their percentage declines to 9%. On the other hand, the ratio of bored Turkish boys rapidly increases from 10% (at 5th class) to 27% (at 8th class).

As a result, with these high ratios of Turkish students who are bored with math book, the interest of student cannot be directed to the math class and the case is not sustainable. Urgent actions are required to attract the attention of Turkish students.

Turkish Students		Girls				Boys			
		5 th cl	6 th cl	7 th cl	8 th cl	5 th cl	6 th cl	7 th cl	8 th cl
<i>What do you think about math book?</i>	Funny	58%	47%	13%	6%	65%	37%	17%	9%
	Normal	40%	38%	60%	70%	25%	43%	58%	64%
	Boring	2%	15%	27%	24%	10%	20%	25%	27%

Table – 25: Thought of Turkish students about math course materials.

Like Turkish students, the percentage of bored RS increases through classes. From 5th class to 8th class, the fraction of bored RS girls rapidly increases from 10% to 33% (Table-26). Similarly, the ratio of bored RS boys rises up from 4% to 14%. But the RS case is not as terrible as the Turkish students in terms of the decline in the fraction of RS who think that math book is funny. The majority of both refugee boys and girls still think that math book is funny.

Refugee Students		Girls				Boys			
		5 th cl	6 th cl	7 th cl	8 th cl	5 th cl	6 th cl	7 th cl	8 th cl
<i>What do you think about math book?</i>	Funny	72%	66%	63%	50%	71%	65%	53%	57%
	Normal	18%	17%	17%	17%	25%	30%	31%	29%
	Boring	10%	15%	18%	33%	4%	5%	16%	14%

Table – 26: Thought of refugee students about math course materials. (**Note:** The sum of percentage may not give 100 due to students who do not reply whether they like math or not.)

The objective of math book is not to amuse students. Instead, its objective is teaching math. Therefore, although the thought of students about whether math book is funny or boring is important, the core of the issue is whether students can understand math book or not. In this survey, the understandability of math book is studied, and the results are reported in Table-27. The majority of RS think that they can understand math book. The percentage of RS boy who understand the math book is %58 which is statistically significantly greater than the percentage of RS girls (51%).

For Turkish students, there is no significant difference between boys and girls. The fraction of Turkish students who understand math book is around the 72% which is much higher than the ratio of RS.

		Refugee Students		Turkish Students	
		Girls	Boys	Girls	Boys
<i>Do you understand math book?</i>	Yes	51%	< 58%	73%	≈ 72%
	Somewhat	33%	> 27%	23%	≈ 24%
	No	14%	≈ 15%	4%	≈ 4%

Table – 27: Students' understanding of math book.

(**Note-1:** The sign \approx means that the difference is not statistically significant. **Note-2:** The sum of percentage may not give 100 due to students who do not reply whether they like math or not.)

Only 4% of Turkish students cannot understand math book (Table-27). But the percentage of RS who cannot understand math book is more than 10 points higher than Turkish students. Thus, the ratio of RS who do not understand math book is above the "normal rate" if there is no significant variation in the ability distribution of refugee and Turkish students. Since the math books use the logic of explaining topics via text in Turkish, the level of Turkish language may affect the students' understanding of math book.

Table-28 indicates the effect of refugee students' Turkish level on their understanding of math book. As expected, the ability to understand the math book is increasing with the increase in Turkish level. RS who cannot understand math book have the lowest level of Turkish language. Therefore, the ULM project has very high potential to satisfy very crucial need of RS to learn math course. The fraction of RS who cannot understand math book can be reduced to the "normal rate" if the lack of good level of Turkish language is compensated with intensive usage of universal language of math in textbooks. RS would be able to doing math at their existing Turkish level.

		<i>What is your level of Turkish language?</i>	
		Girls	Boys
<i>Do you understand math book?</i>	Yes	4.20	4.16
	Somewhat	3.73	3.77
	No	3.52	3.63

Table – 28: The effect of refugee students' Turkish level on their understanding of math book.

(**Note:** 5-very good, 4-good, 3-fair, 2-weak and 1-very weak.)

Finally, this survey explores whether students can understand math teachers or not. Compared to math book, slightly higher fraction of students can understand their math teachers (Table-29). Unlike a book, teachers may respond to the students' need of help during the lessons by solving additional exercises. Thus, students get the opportunity to experience learning by doing. However, the ratio of students who cannot understand math teacher is same as the ratio of students who cannot understand math book for Turkish students, and the ratios are very close for RS (Comparison of Table-28 and Table-29). The percentage of RS who cannot understand math teacher is again above the "normal rate". Thus, the

performance of teachers cannot reduce the fraction of student who do not understand math. But increase the level of students' understanding. That is, as a result of excellent and admirable efforts of teachers, students who understand math to some extent are included to those who understand math.

		Refugee Students		Turkish Students			
		Girls	Boys	Girls	Boys		
<i>Do you understand math teacher?</i>	Yes	54%	<	64%	79%	≈	75%
	Somewhat	32%	>	21%	17%	≈	21%
	No	12%	≈	15%	4%	≈	4%

Table – 29: Students' understanding of math teacher.

(**Note-1:** The sign ≈ means that the difference is not statistically significant. **Note-2:** The sum of percentage may not give 100 due to students who do not reply whether they like math or not.)

Table-30 suggest a solution to the question of what can be done to reduce the high rate of RS who do not understand math teacher. It also highlights the importance and potential of ULM project. Table-30 shows the dependence between understanding math book and math teacher. The majority of RS who do not understand math book cannot understand math teacher. For RS girls, 42% of those who do not understand math book cannot understand math teacher. This rate is much higher for boys (53%). These ratios decline with understanding of math book. Among RS girls who understand math book, the percentage of those who understand math teacher is only 2%. For RS boys, it is only 1%.

		<i>Do you understand math teacher?</i>					
		Girls			Boys		
		Yes	S.w.	No	Yes	S.w.	No
<i>Do you understand math book?</i>	Yes	%77	%21	%2	%90	%9	%1
	Somewhat	%31	%56	%13	%23	%63	%14
	No	%29	%29	%42	%20	%27	%53

Table – 30: The relationship between understanding of math book and teacher.

Thus, the contribution of ULM project in raising the fraction of students understanding math book may have positive effect on understanding math teacher. At this stage, the attempt to identify the direction of relationship between understanding math book and teacher is not needed. The positive dependence between variables is enough to invest in math books to make them more easily understandable.

The natural consequence of refugee students' lower understanding of math can easily be detected from the math achievements. In this survey, four basic math questions are asked, and the fraction of correct answers are reported in Table-31. For RS, there is an underachievement problem in math. The gap

between Turkish and refugee students is widen through classes which is natural result of the structure of math.

	1 st Question		2 nd Question		3 rd Question		4 th Question	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Refugee Student	%36	%38	%25	%17	%14	%10	%7	%1
Turkish Student	%75	%74	%73	%56	%70	%54	%57	%73

Table – 31: The fraction of students who solve math questions correctly.

4. Wrapping Up: Recommendations for teaching refugee and migrant pupils in Germany, Italy and Turkey

As mentioned in the previous chapters, all three countries – Turkey, Italy and Germany – face administrative, legal, structural and organizational challenges due to the influx of refugee children. especially in the area of school and education many needs for teachers, pedagogical staff and institutions become clear. Although approaches to training have already been developed for the latter (see, e.g., examples of good practice), there is still a great need in this area. This finding is also confirmed by other studies: “In many countries teachers report that they lack appropriate training and support to deal with diversity in the classroom” (Crul et al. 2016). This chapter will therefore go into more detail and briefly wrap up needs from a pedagogical and didactical point of view:

- The provisions for regular **second language** instruction are very different across countries (Crul et al. 2016). Nevertheless, it is reported from all three countries that there is an enormous need in this area as a lack of language proficiency is the main obstacle refugee children face in accessing education. At the same time, however, understanding for **multilingualism as a competence** should be created in order to recognize existing skills or provide classes in children’s native language.
- Competencies in managing **diversity** of backgrounds among newly-arrived students are needed. (Eurocities 2017) This is less about “culture-specific knowledge” but rather about awareness and recognition of a student body characterized by social, cultural, and linguistic diversity. Working with the diversity approach is not about practicing tolerance, but about mutual recognition and learning to **actively deal with differences**. This includes self-reflection and critically questioning personal ideas of normality – entirely in accordance with the motto: „Diversity is not about the others – it’s about you.” Diversity therefore aims at the greatest possible openness in the teaching and learning process and at accessibility in order to open up equal learning opportunities to students regardless of age, gender, religion, sexual orientation, social class, etc. However, these requirements do not only refer to teachers or students but also to schools as an organization and institution, to other personnel and to the framework conditions of education. (KMK 2013)
- Dealing with **psychological trauma and specific health issues** is an important topic in schools. However, teachers must not be left alone with this issue, because they are not trained psychologists. It is important that teachers and educational staff acquire a basic understanding of mental illness, but that in addition to teaching, psycho-social counselling opportunities are offered for affected children, working closely with educators and teachers.
- **Counselling services** for students as well as parents should also be made available and work closely with teachers. In this way, offers for **individual school development**, explanations of the curriculum, supplementary support (e.g. with learning or homework), recognition of previous qualifications or also school/vocational goals can be implemented.

In-service training and **professional development opportunities for teachers** and educational staff should be provided to develop understanding of the specific situation of newly arrived children, their parents and families. How do families in other countries raise their children? How does the school system work there? How do refugee families experience their

arrival in Germany/Italy/Turkey? - These are all questions and background information that are necessary and important for a change of perspective, but also for the individual support and promotion of students.

Last but not least, schools should be embedded in a **network** of psychological counselling centers, associations for leisure activities, cultural organizations, migrant self-organizations, libraries, further education institutions, etc., in order to support students in their participation in everyday life.

However, teaching refugee children and young people not only poses challenges for the teachers and pedagogical staff, but also for the teaching material. Teaching is done via language, which cannot be used to such an extent, as already mentioned above. As a result, the work processes in a class are severely impaired. Increased heterogeneity means that many teaching materials cannot be used. For example, challenging tasks, such as in math, must be set in such a way that they can be solved with basic language skills. Since traditional textbooks do not meet these requirements, new teaching materials must be created. (Jungkamp/John-Ohnesorg 2016)

Against this background, Bilgehan Ayik, a secondary school mathematics teacher in Ankara, came up with the idea of the ULM project. She narrates her experiences and motivation on starting the project as "Teaching in integrated classes was always difficult because of many reasons. Refugee pupils didn't know Turkish, and these were just children. If they don't understand anything in the class, of course, they would feel unwanted, start to talk to each other in Arabic, distract other pupils, and even drop out of school. Classroom management was highly challenging for all my colleagues, as well. However, I believe that when you try to find a solution and empathize, there is always a solution. I started to simplify the Turkish mathematics textbooks with fewer words and more images and gave my refugee pupils as activity papers during my classes. I was also giving them some homework from those papers. The results were amazing. I observed how their self-confidence improved in a year. They understood that they were equally valuable members of this learning environment. And, they were successful as much as others." And she continues "After a few years, one of my refugee pupils came to me to say that my efforts encouraged her to study, and now she is the most successful student among both refugee and local pupils."

The erasmus+ funded project "The universal language of mathematics" will build on these needs and experiences in the field of teaching materials and books. The cooperation project of three NGOs in Turkey, Italy and Germany aims at accelerating the process of refugee children integration into a host society through the use of mathematics and therefore contributing to the promotion of communication amongst refugee pupils, their parents, their teachers and native pupils. By developing new digital learning materials, it contributes to the solution of shortage in supplementary learning materials for refugee pupils and supports teachers and social workers in tackling early school leaving amongst refugee pupils. (See more information on the project website: <http://ulmproject.com/anasayfa>)

5. Summary and Conclusion

Refugees should not only receive asylum in **Germany** and thus protection from war and persecution. They should find access to society; they should be able to participate and shape it. This is one of the reasons why the education system, as described above, is so important as a building block of integration. As shown above, many services and projects have been developed in recent years to support refugee pupils in their arrival and integration into the German education system. Nevertheless, the need to firmly establish structures and support systems for the integration of immigrants, the understanding of language and multilingualism, reliable and multi-professional support, the embedding of school activities in a network, the provision of teaching materials tailored to the needs of refugees, the integration into informal learning settings represent some starting points for the sustainable further development of the German education system in order to make schools compatible in a multicultural society. (Jungkamp/John-Ohnesorg 2016)

Italy has come a long way in the process of transition from an emigration into an immigration country. It has a wide experience in receiving big numbers of migrant and refugees over the past 40-45 years, starting from Eritrean, Ethiopian and Kosovar refugees in the late 90s and large numbers of migrants from West Africa in the 2010s. However, with steep increase in numbers in recent years and the respective response within the political system in the country, the reception systems and even the legal situation of many of migrant/refugee people, especially minors, have changed drastically. Together with the imperfections of the school system, it makes their integration into their new society much more difficult. There is a serious need for specialised trainings for school staff (teachers, school psychologists and guidance counsellors, principals) on the main competences needed for the effective work with pupils with migrant/refugee background. Consequently, there are already impressive results from said trainings, implemented in different regions of Italy, and from other good practices, described above. However, there is room for improvement in order to embrace the children in an education system that plays an important role in their process of integration.

With almost 1.7 million of refugee children in **Turkey**, the Turkish school system has faced serious challenges. Due to its recent transition to an immigration country, Turkey still develops new policies to handle the challenges more accurately and appropriately. Especially with the influx of refugees from Syria in the last 10 years, Turkey was forced to take action. Focusing on education, we can say that although Turkey was a little late to create new policies on the status of refugee children, Turkey has come a long way with good progress. Turkey still tries to reach children who do not have access to education, to increase the enrolment rate but Turkey should also develop more elaborate ways to monitor pupils' attendance rate and try to increase their learning efficiency in classes. Language courses' effectiveness could be tried to be improved. Since the public-school system and curriculum in Turkey are intended for national pupils, multicultural activities should be added to the curriculum to reach a wider scope of student profiles. But also the socio-economic situation of the refugees must be improved by regulations - this concerns in particular improved laws to prohibit child labour or early marriage. So, Turkey needs to improve its standards in education or in socioeconomic life to be able to better integrate the refugees into the society and to create good and respectful learning environments for both local and foreign pupils.

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