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Social Cohesion and Syrian Students In Higher Education in Turkey





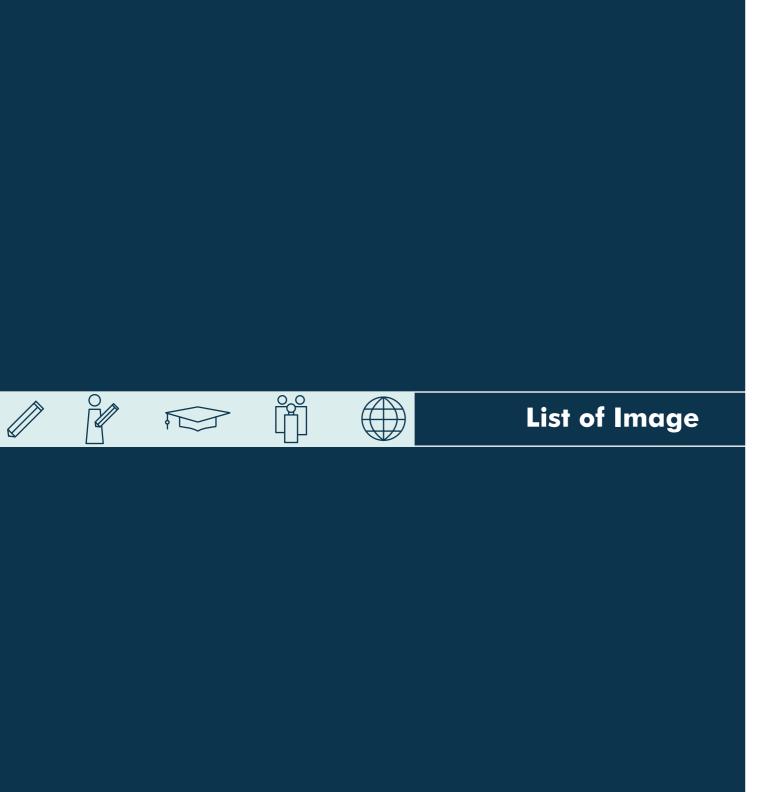






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Social Cohesion and Syrian Students In Higher Education in Turkey











1. Introduction

The higher education institutions have a key role during the cohesion processes of young individuals, who have left their homes due to forced displacement, to the society they have recently resettled. Due to its geographical position, Turkey is a country where the phenomenon of migration is always on the agenda and which is not only preferred by those moving due to forced displacement but also by students from different countries, in particular Asian, Middle East and African countries, in order to continue their education at higher education level. Considering this situation, the social cohesion issue draws attention as an issue required to be considered comprehensively in the context of higher education. Thus, the objective of this Guide, principally, is to emphasize the necessity and continuity of the studies for social cohesion in the context of Syrian students at higher education level in Turkey.

This Guide is the product of a study supported by Spark, an international non-governmental organization, with the funding of the European Union and implemented through Hacettepe University Technopolis Technology Transfer Center (HT-TTM). Within the scope of the study, principally, the needs of the Syrian migrant students at higher education level in the context of academic and higher education are determined in accordance with the opinions of students and academic and administrative staff in the selected higher

education institutions. The purpose of the seminars carried out within the scope of the study is to support the infrastructures of the universities in terms of inclusivity. And in the final phase of the study, based on the problems encountered by Syrian students during their university education and their solution suggestions, this Guide is prepared as to offer suggestions to students, academic and administrative staff.

The purpose of this Guide is to contribute to social cohesion of Syrian students in higher education institutions and draw attention to important issues in social cohesion over situations encountered by the academic and administrative staff. In the context of this purpose, principally, the education status of Syrian students in higher education in Turkey is generally assessed. After this assessment, the relation of inclusivity and communication for social cohesion in higher education institutions is focused. Within the scope of the Guide, based on the experiences of the academic and administrative staff of the universities, areas of the problems encountered and relevant solution suggestions in the context of Syrian students are expressed. And in the final section of the Guide, the theoretical perspectives regarding inclusive higher education in the international area and inferences and suggestions deemed important and necessary for the higher education system in Turkey are expressed.

2. Policies for Integrating Forcibly Displaced Students to Higher Education around the World

Education is among the key factors for the social participation of refugee and migrant children to host communities (UNHRC, 2019a). The legal framework regarding the right to education of children and youth is based on the Universal Declaration of Human Rights (1948), International Covenant on Economic, Cultural and Social Rights (1966) and Convention on the Rights of the Child (1989). The legal status and rights of refugees and migrants are drawn (UNHRC, 2019b) with the Convention Relating to the Status of Refugees (1951) and Convention Relating to the Status of Stateless Persons (1954). With the UNESCO Salamanca Statement (1994), by accepting the necessity and urgency of ensuring education to all children, youth and adults within the education system, education for all has been declared (CSIE, 2018). Despite of the legal basis mentioned, today, millions of refugee children and youth are deprived of the right to quality education. According to the data of the United Nations High Commissioner for Refugees (UNHCR) for 2019, as of 2019, while on a global scale 91% of the children have access to primary education, only 63% of the refugee children have access. The ratio of refugees' access to education decreases as the level of education gets higher. Only 24% of the refugee youth have access to secondary education and %3 to higher education (UNHRC, 2019b). The ratio of access to lower level of education indicates that refugee children and youth are deprived of their rights to edu-

cation and disadvantaged. As to eliminate the inequalities encountered by refugee and asylum-seeker children and youth, the international initiatives on the basis of equality and inclusivity in terms of access to quality education are increasing (UNESCO, 2017). In the national systems, with the inclusive, equitable and qualified means of access to education, the appropriate conditions for the learning and development of children and youth together by experiencing living in peace shall be provided (UNHRC, 2019b). Accordingly, in 2015, in the World Education Forum organized by the UNESCO, UNICEF, World Bank, UNFPA, UNDP, UN Women and UNHCR, more than 1.600 participants from 160 countries have adopted the Incheon Declaration: Education 2030. With the Incheon Declaration: Education 2030, as to meet the needs of the children, youth and adults, including the displaced individuals and refugees, the development of more inclusive, sensitive and flexible education systems is aimed (UNESCO, 2016). Within the Incheon Declaration: Education 2030 Framework for Action, the importance of considering the educational needs of displaced individuals and refugees are emphasized. Another initiative as to eliminate the increasing inequalities of access to education is the adoption of the Global Compact on Refugees by the member states of UNHCR in 2018 (UNHRC, 2019b). The main objective of these initiatives carried out in the international area is, with the inclusion of all children in education, to

provide the appropriate conditions for their learning and development together. With the practice of inclusive pedagogy in all levels of education, the development of more effective and efficient education system facilitating the social integration processes is envisaged. Among the levels of education, the higher education acts as a means facilitating the cohesion of forcibly displaced youth to the communal living (Colucci et al., 2017; Kontowski and Leitsberger, 2018; Zorlu, 2013). Therefore, the establishment of an effective higher education integration system for refugees has a quite critical role in supporting the sociocultural cohesion and educational needs of this group and development of their potentials. The refugee students placed in university encounter problems, mostly, relating to resettlement to the host country, cohesion to the new belief systems, values and traditions and academic study (Earnest, Housen and Gilleatt, 2007; Elliott, 2002). In order to prevent these problems, the universities are suggested to develop and pursue programs specially prepared as to acquire the necessary skills and sensitivities for student diversity (Kramer and Weiner, 1994). The curriculums are quite important for facilitating the social and cultural integration of students, who do not have enough information regarding the culture of the society and functioning of the university, to the university environment. This importance arises from the potential of curriculums for developing a sense of belonging to the university culture

by ensuring that students become an active member of the learning community. In fact, the scientific studies point out that with the implementation of strong programs involving various communities and teaching staff in the context of higher education, psychosocial welfare and academic development of refugee students increase (Earnest and DeMori, 2008). In the current situation, though the number of refugee students in the universities around the world is relatively few, it is observed that during the recent years the number of refugee students has increased (UNHRC, 2019). Therefore, in order to ensure the best possible support to refugee students, it is necessary for higher education institutions to be prepared as to meet the diversity (Earnest and DeMori, 2018). The structuring of higher education system on the basis of inclusive education paradigm is suggested as a facilitating solution approach for set of problems from inequality of access to education to social cohesion and quality of education system, from lack of pedagogical formation to employment.

In the relevant literature, it is stated that despite of the development of various integration policies as to facilitate the cohesion of refugees to the society (Hernes, 2018), the importance of the policies and scientific studies for integrating forcibly displaced students to higher education are underestimated (Morrice, 2013). In many countries, the approaches for the participation of refugees in higher



education and social inclusion have become an official part of the educational policies; however, the policies relating to refugees are generally considered under umbrella terms such as "underrepresented groups"; in other words, the policies developed are not stated under a special title in the context of refugees (Abamosa, Hilt and Westrheim, 2020). This situation can be due to the insufficiency of the intellectual infrastructure underlying the educational policies specific to refugees. In fact, there is no common or valid single model or approach for integrating forcibly displaced students to higher education (Castles et al., 2002). In this respect, in the context of higher education, it is quite important to consider theoretical frameworks facilitating the cohesion of forcibly displaced youth to the university culture and practical for higher education system and reflect these theories to the educational policies.

As an approach for integrating refugee students to higher education systems, in the framework developed by Ager and Strang (2008), the rights and citizenship concepts underlie the integration process and it is asserted that facilitators such as language and cultural information, security and stability are required to be put into practice during the social cohesion and integration processes of refugees. The social bonds with people of the same origin, social bridges with the host community and social connections with the

tion (Ager and Strang, 2008, p. 184). Therefore, according to the integration framework of Ager and Strang (2008), two effective factors for effective integration of refugees to higher education include facilitators and social connections. The factors facilitating the cohesion of refugee students to higher education are indicated as language and integration courses, recognition of previous learning, academic preparation, financial resources and sheltering. And the social connections refer to the friend systems/mentorship, student service and support systems among refugees (Ager and Strang, 2008; Earnest and DeMori, 2008). And Gidley et al. conceptualize the social inclusion of refugees to higher education institutions with three main aspects as access, participation and strengthening (Abamosa, Hilt and Westrheim, 2020). During the researches, it appears that in the OECD countries, the policies are pursued based on the three main aspects mentioned. However, it is stated that in the European countries such as Austria and Poland, there are certain deficiencies in the refugee social inclusion policy at the national and institutional levels (Kontowski and Leitsberger, 2018). It is seen that in Germany, the policies regarding the integration of refugees to higher education are framed in order to respond to the needs of the national labor market and overcome the difficulties encountered in the ageing demography of the country (Abamosa, Hilt and Westrheim, 2020) and in France, the national inclusion policy is based on the

principles of "social responsibility with social justice" (Goastellec, 2018; Akt. Abamosa, Hilt and Westrheim, 2020, p. 631). According to Gidley et al. (2010), since it can lead to missing out the social anxieties of higher education, it is required to go beyond the human capital needs in theorizing the social inclusion.

In order to support the transition of refugee students to higher education, ensure their access to quality higher education and strenathen the sociocultural and psychological cohesion of students through higher education system, action plans recognizing their qualifications and covering pre-learning, bridge programs, guidance and consultancy services and financial support issues are implemented for the asylum-seekers and refugees (European Commission/EACEA/Eurydice, 2019). The large-scale measures of the Organization for Economic Co-operation and Development (OECD) countries for integration to higher education include grants or scholarships, language training, welcoming/introductory programs, online programs for refugees and asylum-seekers, personalized guidance, training of the personnel working with refugees and asylum-seekers, support to institutions and fee exemption. Within the framework of the European Commission/EACEA/Eurydice (2019) report, Germany is stated as the country with the most complete package of measures as to ensure the effective integration of refugee youth to higher education. The

refugee higher education programs directed by the German Academic Exchange Service (DAAD) are based on a four phase model as admission, preparation, study and career. The programs developed in Germany for the integration of migrant students to higher education cover admission, preparation and academic study phases and particularly, refer to the difficulties of determining and recognizing skills and abilities, academic preparation of students to higher education studies and supporting integration to higher education institutions. The measures taken for effective higher education integration aim to expedite the acceptance process of refugees to university; determine their abilities for studying in Germany and classify their professional language skills (European Commission/EACEA/Eurydice, 2019). With respect to the higher education areas, the Global Compact on Refugees, the comprehensive policy basis developed for refugees, aims to expand the access of at least 15% of the young refugees to accredited higher education institutions; include refugee youth in quality national higher education systems and eliminate systemic implementation and policy barriers (UNHRC, 2019b).

For the realization of these aims, the Global Compact on Refugees expects the higher education institutions to undertake the realization of the below mentioned priority areas (UNHRC, 2019b, p. 30):



- To expand the scholarship programs for refugees and vulnerable host community students;
- To ensure the equal access of refugees and asylum-seekers to places and scholarships in universities;
- To promote and use non-discriminatory curriculums to train about refugees;
- To adopt welcoming campus policies and inclusive student support systems as to ensure full integration of refugee students to the academic and student life in campus;
- To ensure adequate training of teaching and support staff as to respond to the needs of refugee students:
- To promote refugee participation as a component of general internationalization goals;
- To host academicians-at-risk and
- To inform refugees about higher education programs and to promote research as to increase data usability and availability.

In order to ensure the above mentioned priority areas, with respect to higher education, it is suggested that access to information regar-

ding career guidance and other consultancy services are supported; inclusive curriculums are used in higher education; welcoming campus policies and inclusive student support systems are adopted and teaching and support personnel have adequate training to respond to the needs of refugee students (UNHRC, 2019b). Despite of the mentioned measures and implementations, the scarcity of the policies and scientific studies for integration to higher education specific to refugee students at institutional level fall short to establish inclusive higher education service (Abamosa, Hilt and Westrheim, 2020).

For the simultaneous progress of social cohesion processes of refugees by ensuring their continuation in higher education with international and national regulations, it is important that all countries take actions such as recognition of previous learning and regulation of application processes within their own education systems. However, while regulating the learning processes of refugee, migrant and asylum-seeker students and students under temporary protection, it is required for higher education institutions to develop regulations appropriate to the own context of each country. At this point, an overview of the dynamics of the country, accepting those resettling with forced displacement, for encountering migration phenomenon can be descriptive in terms of showing the status of migration phenomenon. This section focuses on the status of Syrian students in higher education.

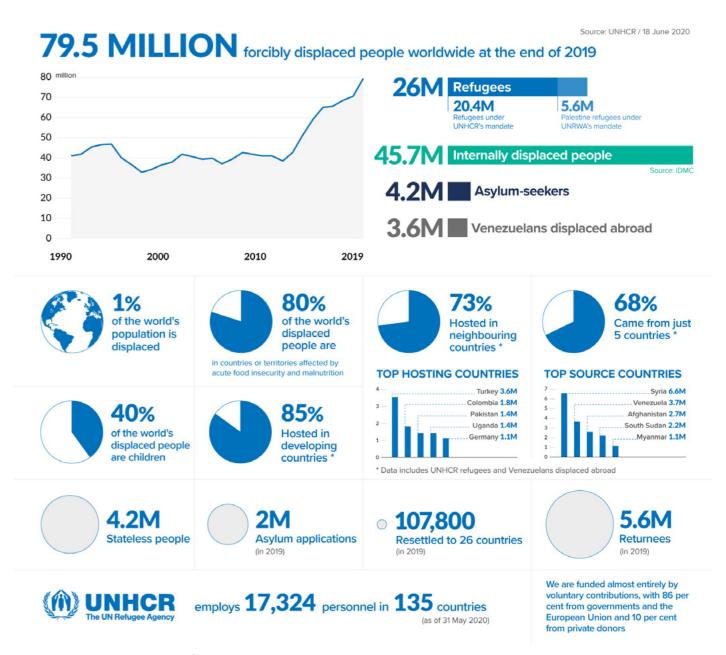


3. Overview of the Status of Syrian **Students in Higher Education**

An overview of the status of Syrian students in higher education is important to shape the implementations to be developed during social cohesion through the adoption of principles of inclusivity in higher education institutions. And an overview of the flow of migration from Syria to Turkey and population movement can give an idea on future regulations required to be made by higher education institutions. Therefore, this section, principally, presents an overview of the structure of migration from Syria to Turkey and afterwards, the status of Syrian students in higher education.

a. Overview of the Migration to **Turkey from Syria**

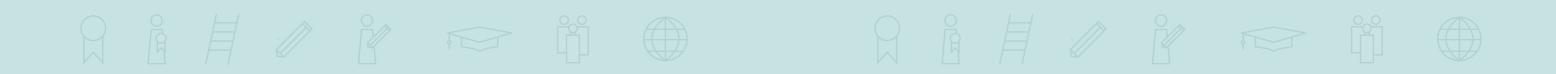
The data of the United Nations High Commissioner for Refugees (UNHCR) for 2020 points out that there are in total 79.5 million forcibly displaced persons around the world. While with 6.6 million people Syria is the first among the countries left, Turkey is the first among the countries hosting the largest number of Syrians. 40% of the displaced people consist of children and young individuals (Image 1). This situation clarifies the importance of education for social cohesion and migration.



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Image 1. UNHCR overview of the migration around the world

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The first mass migration to Turkey from Syria started with a group of 252 persons entering from Cilvegözü border crossing in Yayladağ district of Hatay province on 29 April 2011 and

afterwards, these entering continued non-stop until 2015 (Erdoğan, 2015, p. 317). In Image 2, the numbers of Syrians under temporary protection by years are stated.

When Image 2 is examined, the rapid increase of the movement of migration during 2011-2015 draws attention. In Image 3, the provinces in which the Syrians under temporary protection have resettled/have been resettled

most densely according to the data of T. R. Directorate General of Migration Management are shown.

SYRIANS UNDER TEMPORARY PROTECTION BY YEARS



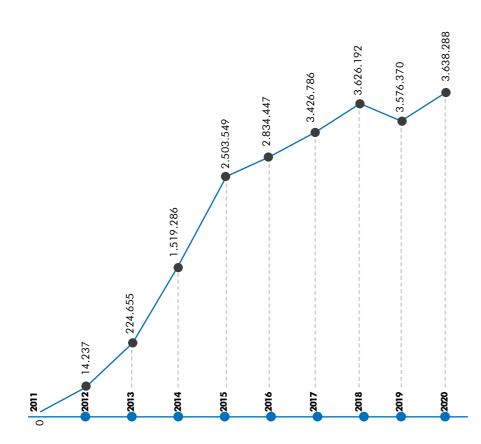
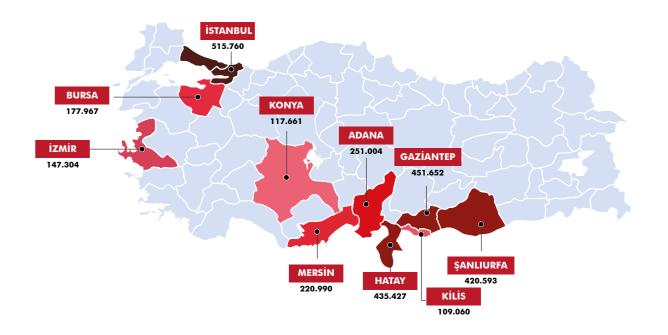


Image 2. Syrians under temporary protection by years

*As of 25.11.2020

DISTRIBUTION OF SYRIANS UNDER TEMPORARY PROTECTION BY THE TOP 10

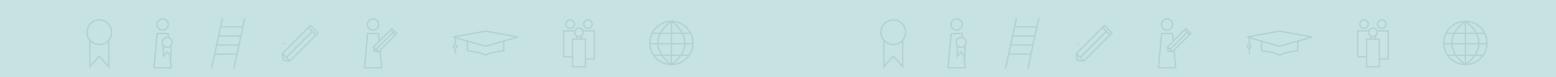




Görsel 3. Distribution of the Syrians under temporary protection on the basis of first 10 provinces



.8



In Turkey, while 59.254 Syrians under temporary protection are living in the temporary accommodation centers, 3.576.034 Syrians are outside the temporary accommodation centers (T. R. Directorate General of Migration Management, 2020). The major part of this population consists of young population under the age of 30. Between the ages of 0-9, there are 1.048.966 Syrians and between the ages of 10-18, there are 652.210 Syrians. And between the ages of 15-24, which is important in the context of higher education, there are 763.289 Syrians (T. R. Directorate General of Migration Management, 2020). The Ministry of National Education has stated that 35.553 students receive education in kindergarten, 3338.807 in primary school, 222.703 in secondary

school and 89.518 in high school as of 30 June 2020. According to the statement of the Ministry of Interior, as of 30 December 2018, out of 110.000 Syrians, to whom Turkish citizenship has been granted, 53.000 are adults and 57.000 are children. And the number of Syrians who have returned home are 414.061 (Refugees Association, 2020).

The issue drawing attention in overview of the migration to Turkey from Syria is that the major part of the population from Syria is between the ages of 0-24. And between the ages of 15-25, which is important in the context of higher education, there are 763.289 Syrians. In the next section, information is given with respect to the status of Syrian students in higher education.

b. Status of Syrian Students in Higher Education

Istanbul University (2761 students) is the first among the universities in which Syrian students in higher education receive education densely in Turkey. After Istanbul University, comes Harran University (2677 students), Gaziantep University (2147 students), Karabük University (1949 students), Anadolu University (1904 students), Siirt University (1335 students) and Kahramanmaraş Sütçü İmam University (1303 students) (Council of Higher Education, 2020a) ¹ (Image 4).

Number of Syrian Students by State Universities *

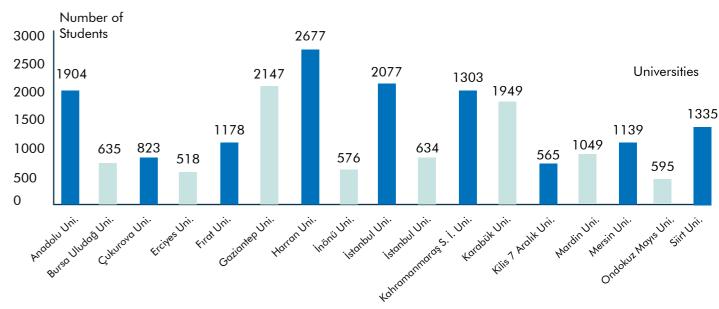


Image 4. Number of Syrian students in public universities in 2019-2020

And when the gender distribution of Syrian students registered in public universities are considered, it is seen that the number Syrian male students in public universities, apart from Mersin University, is higher (Image 4 and Image 5). Additionally, it is remarkable that the ratio of Syrian female students is close to the male students. In terms of inclusivity, the assessment of data regarding gender based participation to higher education is important.

The website of the Council of Higher Education, from which data and information with respect to higher education can be accessed, draws attention as an important address for access of Syrian students to higher education. In order to eliminate the language barrier obstructing the access of Syrian students to higher education, by showing an inclusive communication approach, the Council of Higher Education has added the option for Arabic language to its website in addition to Turkish and English (Image 8). And the buttons of "Accreditation" and "Council of Higher Education Scholarships and Supports", among the important issues regarding which Syrian students request to be informed during the higher education

¹The data of the Council of Higher Education relating to nationality is visualized as graphic.



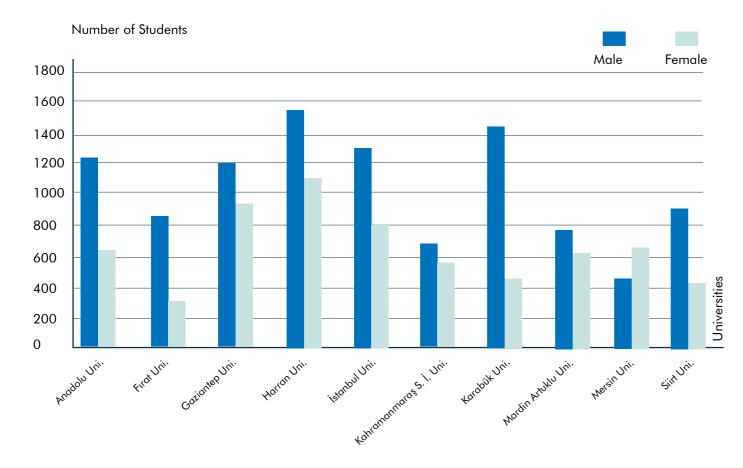


Image 5. University based gender distribution of Syrian students registered to public universities in 2020-2021

processes, included on the homepage of the Council of Higher Education ensure rapid access to the relevant issues by students. This implementation is a reminder of the concrete communication implementations of institutions for supporting the access and participation of students to higher education.



Image 6. Screenshot of the Arabic version of the website of the Council of **Higher Education**

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In order to support the participation and access of Syrian students to higher education, the Syrian students placed in universities according to the principles determined by the Council of Higher Education are exempted from first tuition fee. Additionally, various scholarships given to Syrian students in Turkey also support their access to higher education. The Presidency for Turks Abroad and Related Communities-Turkey Scholarships, in partnership with the Presidency for Turks Abroad and Related Communities, UNHCR DAFI program funded by the Germany Foreign Ministry, EU-HOPES scholarships and scholarships of international non-governmental organizations such as Spark, can be shown among the scholarships given to Syrian students. The regulations for tuition fee exemption and increased scholarship opportunities are quite effective for supporting the social cohesion of Syrian students through education. With the exemption of Syrian students from first tuition fee, contribution has been made to the "institutional integration" expressed by Dryden-Peterson et al. (2018), which has become effective by ensuring the access of refugees to the national education systems. Nevertheless, with respect to the "relational integration" consisting of the processes of social cohesion and belonging of Syrian students, the higher education institutions and stakeholders have other duties. The social cohesion in higher education is possible with the adoption, implementation and continuation of principles of inclusive education. This section focuses on the concept of communication in inclusive education and social cohesion relation.



4. Inclusive Education and Social Cohesion in Higher Education

Inclusivity points out that it is necessary to act in accordance with principles of justice and equality for the access of individuals with different needs and characteristics to fundamental rights in institutional and social contexts (UNESCO, 2020). Inclusivity is a concept used in order to eliminate the discrimination obstructing, interrupting or slowing down the access to rights based on various factors of identity such as age, class, sex, gender, race, ethnicity, disability and old age associated with diversity (Ahmed, 2012, p. 51). However, in order to prevent discriminatory discourses and implementations highlighting the differences associated with identities and reproducing and circulating the prejudices and stereotypes, the change efforts of international organizations against discrimination is not sufficient on its own. It is only possible through the development of awareness at social level and perspective in favor of diversity for the societies to have an inclusive perspective. Those resettling in different countries due to forced displacement encounter both differences in their official status in the country they have recently resettled (refugee, asylum-seeker, under temporary protection etc.) and restriction for access to rights associated with these differences and poverty and various difficulties arising from poverty. Those forcibly displaced, in addition to these difficulties, can have communication problems arising from language and cultural differences. In this context, (for compulsory and voluntary reasons), the integration of migrant communities to the education system of the country they have recently resettled is important in terms of the elimination of language barrier and increase of communication in educational environments. This section focuses the social cohesion and communication in inclusive education based on the practice of education according to individual differences and needs.



Image 7. Inclusive education concept cloud



The goal of "Quality Education", 4th Article of the United Nations Sustainable Development Goals, for achieving inclusive and quality education for all, emphasizes the belief for education being one of the strongest and tested means for sustainable development. With this goal, until 2030, the completion of free primary and secondary school by all girls and boys and equal access to cost effective vocational training, elimination of gender and wealth inequalities and access of all to quality higher education are aimed (UNDP, 2020). The inclusive education is considered together with the concepts of access, participation and support and emphasizes the learning environments enabling all learners to learn from each other and together. And there are two important dynamics for the presence of an inclusive educational institution. The first one is the cooperation among the stakeholders and the other is communication (We are Together in Education Community Guide, 2019). The cooperation in the context of inclusive education is developed and carried out with the effective communication of academic and administrative staff, administrators and students from the organization of curriculums in higher education institutions with inclusive principles to their continuation. This continuation also enables the development of equipment necessary for the occurrence of an inclusive institutional culture.

The inclusive education acts with the goal of

making the concept of education, which is against discrimination and carried out with principles of justice and equality, accessible for all. And at this point, the importance of interpersonal communication is revealed once again. As much as self-expression and expressing feelings and thoughts, developing effective listening skills is also an important component of interpersonal communication. It should not be forgotten that interpersonal communication is two-way; finds presence in the interaction of people exchanging roles and is not a process where only messages are exchanged, essentially, where meaning is created and exchanged. This process continues by being shaped by the intentions of parties and accumulates and increases in time (Hartley, 2014, p. 40-51).

The cooperation among the stakeholders, which is necessary for the adoption of inclusive education in higher education, is only possible with the communication of stakeholders with the intention of understanding each other. Keeping in mind the components of interpersonal communication pointed out by Hartley (2014) is important for two reasons. First one is that in order for Syrian students to express themselves, it is necessary to create the sense that they are being listened in the interaction. And this is only possible with the intention of listening. The second one is that each encounter at interpersonal level creates a repertoire for others similar and as the positive encounter repertoires increase, tension is not caused in interactions. The positive interactions of Syrian students in

higher education with other students, academic and administrative staff make difference in their higher education and thus, in their attachment to society.

By ensuring the necessities of inclusive education in higher education, eliminating the barriers for access to education, which is a human right, for all and supporting access and participation to education, achievement of a more inclusive society is also facilitated. When the communities under temporary protection, disadvantaged, poor, refugee and migrant (vulnerable) communities have access to higher education through inclusive education together with others experiencing difficulties in access to resources in a country, an important step is taken also for the elimination of inequalities at community level. When Syrians under temporary protection is in question, it is more appropriate to consider the concept of inclusive education together with the concept of social cohesion.

b. Social Cohesion and Higher Education

During the difficult periods experienced by those forcibly displaced and resettled in another country and under temporary protection, considering their rights of access to education, health, shelter and food from the perspective of access to fundamental human rights is important. The access of migrant communities to fundamental rights is only possible with social cohesion activities. Social cohesion, at the same time, has an official aspect with the

development and performance of the policies and implementations regulating the access of migrants to the rights and services in the country they have recently resettled. Apart from this official aspect, social cohesion points out also to a social and relational aspect requiring the building and continuation of the processes for all individuals in the society to understand each other with awareness and volunteering.

The official policies and legislations of institutions implementing policies are important in terms of indicating how the cohesion process is defined and considered within the framework of which activities in a country. In our country, T. R. Ministry of Interior Directorate General of Migration Management is the governmental agency assigned for the cohesion studies in accordance with Article 96 of the Law on Foreianers and International Protection. Within the framework of the relevant Law and cohesion activities of the Directorate General, cohesion is defined as follows: "The cohesion envisaged in the Law and studies of our Directorate General is neither assimilation nor integration. It is the harmonization that occurs when migrant and society understand each other on the basis of volunteering" (Directorate General of Migration Management, 2020). This official expression indicates that in discourse cohesion is defined as harmonization, which emphasizes understanding each other and develops on the basis of mutuality and volunteering, rather than implementations of assimilation resulting with migrant community losing its own factors of identity and understanding of integration allowing migrant communities to keep some of their factors of identity. In this definition, it



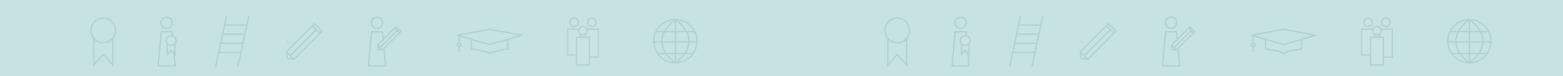
is also pointed out that harmonization has a functioning concerning all segments of society. Though the concept of social cohesion is not very new, it has started to have an important place especially in the government policies as of 1980's (Burns et al., 2018, p. 1). This is the era when the advantages provided by the harmonious societies were realized. While there are more stable democracies and more civil participation in societies where social cohesion is achieved, the resistance against productivity, growth and economic shocks increases; the quality of life improves and the sustainability of this and more tolerance against diversity and multiculturalism (Burns et al., 2018, p. 2) are ensured. With these advantages, this can also sometimes lead to "social isolation" (Green and Janmaat, 2011) of interconnected societies by closing themselves to i.e. minority and migrant groups. On the other hand, certain localized implementations supporting cohesion in society can sometimes not harmonize with national and regional values. Therefore, the necessity for the development of policies by taking all these predictions into consideration reveals the need of a common social cohesion definition. Thus, it will be appropriate to say that the concept of social cohesion has expanded recently as to generally cover all societies defined within the boundaries of nation-states (Burns et al., 2018, p.3). Pervaiz, Chaudhary and Van Staveren (2013, p. 5) define social cohesion as "a phenomenon of unity that can be useful for holding society together and in harmony". The importance of the emphasis on "unity", expressed by Pervaiz et al. (2013) and not allowing segregation and polarization in society, is apparent for reaching the social

advantages mentioned by Burns et al. (2018). And this unity activity is also for implementation and requires facilitators. Social cohesion is associated with the implementable programs and policies especially for governments, international donators and non-governmental organizations (Burns et al., 2018, p. 3). "Unity", in addition to being a key concept for the prevention of the possible polarization that can occur due to segregation, implies that it is necessary for all components of a society to take responsibility.

Considering the fact that it is a term frequently used especially by governments and non-governmental organizations, the use of social cohesion with different meanings depending on the context can sometimes create various risk areas (Burns et al., 2018, p. 1). In order to avoid these risks, it will be useful to determine a framework agreed with respect to the meaning of the concept. Burns et al. (2018), examine the social cohesion definitions of the OECD, Council of Europe, World Development Report of the World Bank and United Nations Development Programme (UNDP) in this context. According to the OECD, "a harmonious society works for the welfare of all members: minimizes inequalities and prevents marginalization" (OECD, 2012, p. 52-53). And according to the Council of Europe, "the ability to provide security in a society is social harmonization. It is the respect to issues such as access to resources, diversity, individual and collective autonomy and long-term welfare of all individuals" (Akt. Burns, 2018, p. 4). And within the framework of the World Development Report 2013 of the World Bank, social cohesion covers justice and equality among the values shared, identities and norms; security of access to livelihood and basic services and different tolerance levels for social mobility of different societies (Burns et al., 2018, p.5) And according to the United Nations Development Programme (UNDP), social cohesion has two aspects as reducing inequalities and social exclusion and strengthening social relations, interactions and connections. Inharmonious societies are facing risks as increased social tension, crime of violence, targeting of minorities, human rights violations and violent conflict. In order to reduce these risks, in other words to increase social harmonization, it is necessary to emphasize the conversion of the binding forms of social capital [...] to social capital, bridge interconnecting different groups with an inclusive approach (UNDP, 2009, p. 14). The common factor in social cohesion definitions of all these international institutions is ensuring access to resources in a society on the basis of equality and justice. According to Burns et al. (2018), while forming a framework for the concept of social cohesion as to also cover these definitions, it is necessary to begin from small sub-groups different from each other. The coexistence practices of sub-groups, which form the society and have different dynamics in itself and different interactions with other sub-groups, is guite important. In order to be in harmony, a society, the members of which belong to several sub-groups, should unselfishly cooperate not only within itself but also among the sub-groups without difficulty. This situation can be achieved in two ways. The first one is the members of sub-group should have the sense of belonging to a larger group in

the society at the same time, in other words as individuals should be motivated to cooperate with the members of other sub-groups. And the second way is in case the representatives of several harmonious sub-groups in the group ensure adequate cooperation among different sub-groups, without the need for same motivation, all individuals can be included in the integrity of society (Burns et al., 2018, p. 9). In accordance with the "social cohesion" framework presented above, as to ensure cooperation and communication among different groups in a society, all educational institutions principally higher education institutions have a strategic responsibility. The higher education institutions can take an active role by adopting principles of inclusive education and achieving exemplary implementations in social cohesion with the internalization of inclusive pedagogy both for the performance of administrative transactions and pursuance of academic programs. The researches, developments and practical works carried out with respect to inclusive practices in higher education institutions and other educational environments offer various suggestions for more effective social cohesion among different segments of society.

Qvortrup and Qvortrup (2018), in their studies, emphasize that the understanding of inclusivity in education is much more than just about a certain group of students with special needs. Inclusive education is about the inclusion of all students (Qvortrup and Qvortrup, 2018, p. 805). Qvortrup and Qvortrup, considering inclusive education, a phenomenon concerning all students, in three aspects, first of all put emphasis on the numerical aspect of inclusive



education and ask the question "is the student physically involved in the community?" The second aspect is the social aspect asking the question "is the student socially active in the community?" And the third aspect is the psychological aspect asking the questions "Does the student think that he/she is recognized by other members of the community? Is there a sense of belonging to the school?" (Qvortrup and Qvortrup, 2018, p. 812). In addition, the study defines five different social area categories related with the three aspects of inclusivity stated and regarding the inclusion-exclusion processes. Qvortrup and Qvortrup (2018) point out to social areas, in which the students can be included, through interpersonal relations among students and interpersonal relations between individual students and one or more adults, in student groups professionally organized, classrooms as the integrity of interaction systems and encounters that are related with but not an official part of school community (Qvortrup and Qvortrup, 2018, p. 813). These five social area categories are important in terms of pointing out, in implementation, through which encounters social cohesion emerge.

In their studies focusing on social cohesion and inclusion of refugees to inclusive education, Taylor and Sidhu (2012) mention the contribution of education to successful resettlement of refugee children and role of education during this process. According to the writers, it is necessary to provide educational practices establishing, pursuing and valuing "culturally and linguistically inclusive learning environments" (Taylor and Sidhu, 2012, p. 53). Based on this purpose and research findings, it is concluded

that in inclusive education, it is necessary to follow a common curriculum accessible for all students for them to study together; to ensure a safe and supportive school community, which is really valued and respected, for all students; to meet the social and emotional needs and intellectual needs of students and to nurture and pursue the sense of social commitment and belonging for all students (Taylor and Sidhu, 2012, p. 54).

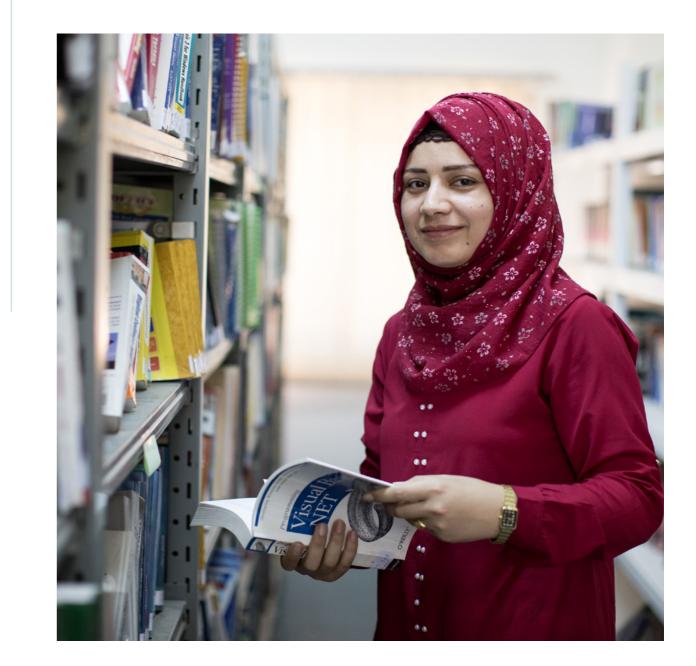
And the study of Ponzoni, Ghorashi and Sylvia van der Raad (2017) is important in terms of focusing on the examination of social cohesion of refugees and offering an insight regarding situations that can also be encountered in higher education. This study indicates how the discursive areas ontologically both include refugee groups and limit their inclusion. The research analyzes the triple narratives of refugees, employers and mediators (mediating between institutions and refugees seeking job). With the examination of narratives, it is determined that the refugees and migrants does not have any resistance against the discourse of "deprivation" defining a sort of deficiency. It can be generalized from the narratives that the refugees, with the acceptance of what is meant with this narrative, are aware of their deficiencies and grateful for the chance to participate in organizations. This gratefulness and overly adaptable attitudes in the narratives of refugees reveal to what extent the discourse of deficiency has been normalized (Ponzoni et al., 2017, p. 232). According to the interpretations of researchers, though the refugees believe that they can change this deficiency perception, they do not challenge the dominant discourse structures and reproduce these structures. And this situation leads to refugees being vulnerable in long-term (Ponzoni et al., 2017, p. 232). When the narratives of mediators are examined, the short-term pragmatic strategies, such as lowcost labor and hard work of refugees, used by mediators to convince the companies to employ refugees draw attention (Ponzoni et al., 2017, p. 232). It is observed that in the relation between employers and refugees, the mediators are somewhat successful in increasing the inclusion of refugees. However, during this process, they do not challenge the discourse of "deprivation" and take it as truth. Among these triple narratives, the most different and layered narratives belong to employers. Though the employers in small and large scale companies seem to talk different from the mediators and refugees with respect to the inclusion of refugees and this diversity, they also do not challenge the discourses of "deprivation" and "deficiency" (Ponzoni et al., 2017, p. 232). While the employers of small scale companies adopt a position of "sameness", which reproduces exclusion, by assuming to be neutral about race, culture and gender differences, though the employers of large scale companies seem to be professional about international diversity speeches related with the issues of inclusivity and added value, they continue to use the discourse of "deficiency" when defining refugees individually. The reason this is emphasized is that the deficiencies such as assertiveness, skillfulness and fluency, the abilities which the refugees are considered to lack, have precedence over the added values such as their efforts to survive and struggle and cultural advantages (Ponzoni et al., 2017, p. 232). The refugees, whose

differences create added value, are expected to be more same in order to comply with the norms. Thus, two contradicting expectations, as being same by complying with the norms and creating added value by showing his/her difference, come side by side. And refugees find themselves in this contradiction. As it can be seen from these narratives, without adequately considering the exclusion dynamics and power of dominant discourses within an organization, it is quite hard to think about inclusivity and improve practices (Ponzoni et al., 2017, p. 232-233).

According to another study prepared as a suggestion to inclusive education from a broad perspective (Dias and Soares, 2018), the inclusion of citizenship aspects, such as civics, skills or values, to the academic curriculums can be an effective step for the internalization of the understanding of inclusivity. In the organization of the practices of coexistence in a country with social cohesion, being informed about the laws in effect in the country resettled is important for access to rights. This importance is directly associated with acquiring awareness of citizenship as learning outcome. The study, recognizing education as a global public funding and pursuing an understanding, which requires change in the traditional learning perspective, emphasizes the collective aspect of education as a common social effort (shared responsibility and commitment to solidarity) (Dias and Soares, 2018, p. 362). Beyond gaining skills and knowledge, education, in addition to equal access opportunities for all individuals, should be dealing with the issues of civil society, citizenship and social justice.

In the current social context, the purpose of higher education is inseparable from the new social, cultural, economic and citizenship requests and difficulties encountered by students. Accordingly, higher education should support students (and future professionals) to cope with these complex problems. To do this, education should go beyond technical knowledge and skills and include civic values, skills, civics and behaviors in the curriculum (Dias and Soares, 2018, p. 731). And the second one is, due to the progress of students with awareness of citizenship, with the concretization of a step towards more inclusive education, students become more skillful at building a new and more inclusive society. When the higher education institutions include civil aspects as part of their mission, the connection between the learning of students and awareness of citizenship can become a reality. And this will be step towards more inclusive education practices (Dias and Soares, 2018, p. 372).

The common point of the studies mentioned in this section is the importance of having rights defined and having relevant rights accessible on the communicational level for those living in a society during social cohesion within the framework of inclusivity. And another important point that we found out in the literature is that social cohesion can be possible with practices of mutual understanding and making these practices possible. And this can be achieved by supporting various harmonization mechanisms such as strengthening multilingual educational practices; employing translators (including sign language) and ensuring access to guidance information in native language as well as creating and facilitating positive interaction ecologies where these can be requested. This section covers the issue of communication for inclusive higher education.



5. Contribution to Social Cohesion with All Students in Higher Education

Supporting the access to education of all students with principles of inclusivity can make an important contribution to social cohesion of students under temporary protection like Syrian students. Education has an important place during the cohesion processes of refugees, asylum-seekers and all communities under temporary protection, forcibly displaced and trying to make a life in countries accepting them in many parts of the world, to the host country. The intention of parties to listen and understand each other is the two most effective factors of mutual harmony and the harmony exist with the joint efforts of the host society and forcibly displaced.

With reference to the studies of Dryden-Peterson et al. (2018, p. 40), indicating the importance of individual stories in terms of building

bridges between the parties for the formation of sense of belonging, which is one of the important components of social cohesion, this section, mainly, includes the stories and voices of Syrian youth in higher education. The individual stories reflecting various experiences provide an opportunity to pay attention to the lives quantitatively expressed with statistics. Paying attention to the importance of a life faithful to principles of equality and justice against discrimination, which is the main issue of inclusivity, by following first person narratives is a component required to be considered in the fight against prejudices and stereotypes in higher education institutions. As it is expressed with the suggestions made in the continuation of this section, the creation of interaction opportunities organized within the framework of mutual respect is a factor that will contribute to

the increase of experience sharing for the implementation of inclusivity in higher education institutions and thus, development of intercultural communication and understanding.

Three of the stories told during the digital storytelling workshops² organized with the participation of migrants, refugees and Syrian university students under temporary protection point out the different aspects of social cohesion in higher education underlined in this Guide³.

Marginalization is not just a situation encountered by those under temporary protection and migrants. In the same society, discriminatory attitudes can be encountered for various reasons. The digital story told by Dilek, a participant of the On the Road Digital Storytelling Workshop⁴, organized with the cooperation of UNHCR and

Hacettepe University Faculty of Communication and with the participation of two Syrian and one Turkish university students carrying out voluntary activities for social cohesion with youth, focuses on the discrimination experienced by Dilek due to financial difficulties, her educational adventure which she transformed into an adventure of empowerment by facing this situation and voluntary social cohesion activities which she carries out with migrants. This story, which tells how discrimination happens through verbal and non-verbal communication and how a young woman has empowered with voluntary social activities gathering migrant youth and how she has shaped her own education life, points out that youth can experience same disadvantages in terms of access to resources.

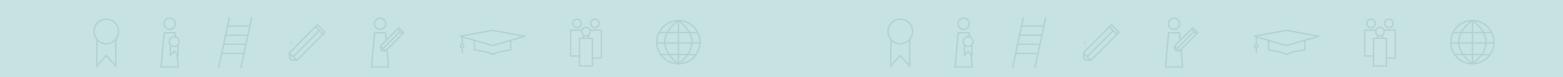
Within the framework of the "Social Cohesion

² From the website of Hacettepe University Faculty of Communication Digital Storytelling Workshop, which is an active center for sharing individual stories about social issues through the digital storytelling workshops conducted with various groups in Turkey, www.dijitalhikayeler.org, it is possible to also access other workshops conducted with migrants and refugees. For digital storytelling, see Şimşek, B. (2018), Digital Storytelling In the Context of Communication Studies: Concepts and Turkey Experience. Alternative Informatics Association. https://files.cargocollective.com/488285/Dijital-Hikaye-Anlatimi Kitap BSimsek.pdf

³The digital stories mentioned in this section and digital stories of students of higher education can be accessed by scanning the QR code in the ANNEX.

^{4&}quot;On the Road" Digital Storytelling Workshop, organized by Hacettepe University Faculty of Communication Digital Storytelling Workshop, with the cooperation of UNHCR Turkey, with the intention of gathering refugee and Turkish youth carrying out voluntary activities in order to strengthen the social cohesion of refugee youth in Turkey, took place in Hacettepe University on 3-4 March 2018 with the participation of three youth.

The digital stories collected in this workshop was screened for the first time in the symposium titled "Daily Life of Young Refugees in Turkey", which took place on 9 May 2018 in Hacettepe University Beytepe Campus Mehmet Akif Ersoy Conference Hall with the cooperation of Hacettepe University Faculty of Communication Digital Storytelling Workshop, Hacettepe University Migration and Politics Research Center, UNHCR Turkey and Eurasian Strategic Research Center-Association for Solidarity with Asylum-Seekers and Migrants Mamak Branch.



and Gender in Turkey: Syrian Female Students in Higher Education Project" conducted in 2019 in cooperation with Spark, three digital storytelling workshops⁵ have been organized with the participation of Spark scholar Syrian female students living and continuing their university education in Gaziantep, Kahramanmaraş and Hatay. In these workshops, during which experiences have been shared through facilitators trained in this area, as much as the difficulties experienced by Syrian young women during access to higher education, their hopes for the future, longing for their countries and gratitude to Turkey, where they have hold on to life, have also been expressed. Nazlı, a participant of the workshop named as "Determination Digital Storytelling Workshop" by young Syrian women university students themselves, tells in her digital story the exams she taken in order to be placed in an university, waiting periods and what she has done in the meantime to improve herself.

And in two digital storytelling workshops⁶ organized in Mersin and Kahramanmaraş

within the framework of the "Social Cohesion and Gender in Turkey: Syrian Male Students in Higher Education Project", a study conducted in 2019 in cooperation with Spark, experiences of Spark scholar Syrian male students in higher education have been collected. Like the stories told in three workshops organized with Syrian female students, in the stories of Syrian male students, the narratives about how the prejudices and stereotypes about the Syrians living in Turkey are experienced in individual lives draw attention. Bedi, a participant of the "Success Digital Storytelling Workshop⁷", during his story about his university entrance process, also mentions, while wandering though, how the old streets of Kahramanmaraş reminded him of his own country and draws attention to his efforts for completing his university education as to rebuild his country.

The experiences we paid attention to in the stories of Syrian university students point out to the problems encountered by Syrian youth in higher education. The efforts of the vast majority of Syrian students to tell their stories in Turkish

despite of the presence of a translator in these workshops are an important indicator of their efforts to eliminate the language barrier during social cohesion. In these workshops organized with Spark, inadequacy of language, financial difficulties and socialization difficulties are principally listed among the difficulties experienced. Based on the studies examining the problems encountered by Syrian students in Turkey in higher education, the problems encountered by Syrian students in higher education are gathered under four main headings: Inadequacy of Language: The inadequacy to use Turkish for academic purposes stands out as a quite serious problem for Syrian students registered to higher education institutions. The language problem obstructs Syrian students in many areas from socialization in campus to bureaucratic processes (Attar and Küçükşen, 2019, p. 1049). The socialization of Syrian students only with their Syrian friends in campus because of not being able to adequately benefit from information channels due to inadequacy of language (Erdoğan, 2017, p. 42) and problems in speaking Turkish (Attar and Küçükşen, 2019, p. 1049) also complicates the healthy progress of their social harmony processes.

Financial Difficulties: Not being able to pay school expenses such as tuition fees due to financial difficulties arises as another problem encountered and expressed by Syrian students (Erdoğan, 2017, p. 44). And the number of Syrian students expressing to not receive scholarship though applying for scholarship is also

quite a lot (Erdoğan, 2017, p. 44). Due to the financial difficulties, it takes long years for Syrian students to access higher education. In terms of social harmony processes, it is quite important for Syrian young individuals to gain university student status and benefit from the school-campus opportunities and participate in joint activities. Besides, the possibility of not being able to complete their education increases the requests of Syrian students to leave Turkey (Erdoğan, 2017, p. 53).

Lack of Guidance Services and Social Activities: The insufficiency of guidance services for Syrian students and social activities in which Syrian students can actively participate is assessed as another problem area (Attar and Küçükşen, 2019, p. 1043).

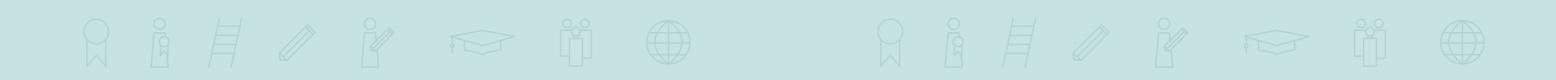
Socialization Problems: Especially the Syrian representations in the media and prejudices fueled by the perception as Syrians being placed in universities without any examination weaken the socialization practices of Syrian students with Turkish students. In the situation of Turkish and Syrian students, though they belong to the same religion and geography, the compulsory coexistence of the citizens of these two countries presents an opinion in favor of the residents. The locals expect Syrians to adopt more to their own cultures (Attar and Küçükşen, 2019, p. 1046).

And the sub-headings and solution suggestions of these problems mentioned in general

⁵Determination Digital Storytelling Workshop, 9-10 July 2019, Gaziantep http://digitalstoryhub.org/filter/migration/Azim-Determination
Courage Digital Storytelling Workshop, 13-14 July 2019, Kahramanmaraş http://digitalstoryhub.org/filter/migration/Cesaret-Courage
Passion Digital Storytelling Workshop, 17-18 July 2019, Hatay http://digitalstoryhub.org/filter/migration/Tutku-Passion

⁶Happiness Digital Storytelling Workshop, 25-26 September 2019, Mersin http://digitalstoryhub.org/filter/migration/Mutluluk-Happiness
Success Digital Storytelling Workshop, 29-30 September 2019, Kahramanmaraş

⁷http://digitalstoryhub.org/filter/migration/Ba-ari-Succes



terms are addressed in the report titled "Syrian Students' Participation in Higher Education in Turkey" resulting from the project named "Integrating Syrians into Turkish Higher Education through Recognition of Qualifications" funded by the European Union (EU). The problems and solution suggestions revealed by this project, observing a seven-year process, are as follows:

- The determination of the authenticity of documents submitted by Syrian students to universities is revealed as a quite important issue (Yıldız, 2019, p. 22). Through the establishment of a network ensuring access of universities to each other's database, inter-university coordination can be ensured up to contribution to reducing financial burden by sharing previously translated and approved documents.
- 2 Knowing the previous teacher and with respect to the problems encountered during adaptation processes, in case of any course content provided by students coming from the same school in Syria among the same departments of different universities, sharing these course contents with other universities and appointment of Syrian academicians in adaptation commissions will facilitate the performance of these processes.
- With respect to those that cannot submit a diploma/certificate of graduation, apart from the necessary information provided on English websites, access to application requirements, which are common for

all universities, from a single source can facilitate the process.

- Since most of the students have to work due to financial difficulties, attendance problems occur. These can be effective in terms of following the attendance and success of scholarship students. Yet, in any case, it is important to have trained coordination units from which Syrian students can receive support.
- Despite of having valid language certificates of Turkish Language Teaching, Application and Research Center (TÖ-MER), the language barrier causes students to be shy when using academic and daily language. The development of free language support programs can provide students the opportunity to develop their language skills.
- The lack of information on which institution to apply for the recognition of qualifications constitutes a problem. And in this respect, it can be useful to regulate the processes in cooperation with the Vocational Qualifications Authority and Council of Higher Education.
- As also expressed by Yıldız (2019), ensuring access to information during university application process through communication channels prepared for this purpose is important during the participation of Syrians to higher education. This, at the same time, is necessary for

the prevention of the circulation of false information causing stereotypes and ease of social cohesion and development of positive interactions. Indeed, Erdoğan and Erdoğan (2020) emphasize the necessity of developing a safe communication in order to simultaneously and accurately inform both Turkish and Syrian students (Erdoğan and Erdoğan, 2020, p. 249). This way, the misunderstandings or negative attitudes against Syrians can be reduced.

When we focus on Syrian students in higher education, as to organize the lives of students after graduation, their participation in decision making processes in universities should be ensured in order to better and more accurately understand the problems encountered by them during social cohesion and solution suggestions envisaged by them for these problems. "Syrian students and graduates should be defined as solution partners and this mass should be provided the opportunity to strengthen the communication and interaction between Syrians and Turkish society" (Erdoğan, 2019, p. 24). In this context, as emphasized by Attar and Küçükşen (2019), the implementation of communication strategies improving social cohesion in higher education institutions and creation of an atmosphere of tolerance and cohesion will form basis also for the implementation of macro policies in terms of social cohesion. Attar and Küçükşen (2019) point out

that the development and support of activities such as speaking clubs for the development of language skills, inclusion of Syrian students in decision making processes for finding solutions to expectations, systematic psychological support as to overcome problems of Syrian students arising from adaptation and organization of orientation programs, in which senior Syrian students support, for new university students are communication implementations useful for the social cohesion of Syrian students in higher education (Attar and Küçükşen, 2019, p. 1050-1051).

The studies and implementations expressed in this section, within the framework of the problems encountered by Syrian students during social cohesion and solution suggestions suggested for these problems, point out the importance of communication networks, effectively obtaining information, for access to information, which is important for all students. The use of new media technologies will not only contribute to the access to education of migrant and refugee students and students under temporary protection but also to other disadvantageous groups for access to resources in social union. The next section offers suggestions for the implementation of principles of social cohesion to academic staff appointed in higher education institutions and inclusivity.

⁸The False Facts about Syrians Living in Turkey of the Refugees Association is functional for the prevention of the circulation of similar contents and prejudices and stereotypes and elimination of discrimination encountered in daily life. https://multeciler.org.tr/suriyeli-lerle-ilgili-dogru-bilinen-yanlislar/

6. Suggestions on Principles of Social Cohesion to AcademicStaff and Inclusivity in HigherEducation

Inclusive education is about the elimination of all barriers to learning and access to and participation of all students, which are vulnerable against exclusion and marginalization, to opportunities for education and refers to a strategic approach designed to facilitate learning success for all (UNESCO, 2008; UNHCR, 2012). The inclusive education approach is defined as a role and responsibility area for schools which is physically safe, psychologically and emotionally healing, socially integrated and cognitively transforming (UNHCR, 2012). Within the framework of Refugee Education 2030: A Strategy for Refugee Inclusion, it is stated that the inclusion of refugees to equal quality education in national systems strengthens community participation by developing the resilience of individuals; consequently, it is the best policy option for refugees, forcibly displaced and stateless children and youth and host communities (UNHRC, 2019c).

During the inclusive refugee education discussions, Dryden-Peterson et al. (2018, p. 10), by defining inclusivity as a "process of uniting", addresses as a sociocultural cohesion process "including both sense of belonging or loyalty at the individual level and social integration at the group level". In this respect, while the micro processes of inclusivity focus on the ways

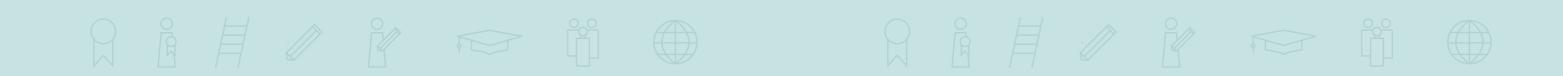
of students and teachers to build and manage inclusivity at schools, the macro processes focus on the educational structures (Bellino and Dryden-Peterson, 2018; Dryden-Peterson et al., 2018). And pedagogy is at the center of accelerating inclusive education reforms (Liasidou, 2015). Inclusive pedagogy is learning and teaching approach which considers the readiness levels, learning styles and abilities of all students and is centered on the student during the learning and teaching processes (Georgetown University, 2020). Inclusive pedagogy, by challenging the normative classroom structures, practices and curriculums weakening marginalized student groups, aims to contribute to the creation of a supportive learning environment together by the teachers and students (Atay and Trebing, 2017). In this respect, inclusive pedagogy includes the organization of in-class practice processes for equal access of students to information (Fassett and Golsan, 2017).

With inclusive pedagogy, the teachers create a supportive learning environment in their class-rooms which promotes social justice and allows each individual to feel equally valuable. The teachers, in order to create an educational area effectively promoting the learning and teaching processes, consider the requirements of all learners (Lindnera and Schwab, 2020). Though

there is no agreed consensus on the areas of the concept of inclusive education practices, it is notified that a few current pedagogic approaches are at the forefront in inclusive education (Loreman, 2017).

The studies of Finkelstein, Sharma and Furlonger (2019), indicate cooperation and teamwork, teaching practices, organizational practices, social/emotional/behavioral practices and determination of progress as the areas of inclusive pedagogy practices. Cooperation and teamwork include practices for the cooperation of teachers with all stakeholders. The category of teaching practices is related with the creation and organization of learning and teaching processes by teachers. It is concerned about the question of how the subject area content is educationally conveyed to students. Organizational practices include the change of learning environment in order to eliminate the learning barriers and ensure an exciting and motivating learning environment for each student. Social/emotional/behavioral practices are concerned about how a positive classroom environment, in which students feel socially and emotionally included and their behavioral needs are considered, will be promoted by teachers. Determination of progress includes individual assessment and monitoring the

success of students. The use of different assessment methods together and individual education plans by the teacher is quite important for determination of progress. The systematic literature compilation studies of Linder and Schab (2020) reveal the areas with the features of inclusive education as cooperation and teaching together, grouping, change (assessment, content, scope, teaching, learning environment, material, process, product and time frame), individual motivation and feedback and personnel support to students. Inclusive pedagogy, basically, includes individualized teaching approach based on individual success, emotions and interests of students (Jordan, Glenn and McGhie-Richmond, 2010) and differentiated teaching approach (Connor and Cavendish, 2018; Suprayogi, Valcke and Godwin, 2017). The individualized and differentiated teaching approaches reflect the concept of participatory justice in education. The individualized and differentiated teaching approaches, based on knowing a large number of students in class community, require the adaptation of the educational behaviors of teachers to the individual needs of students. Accordingly, the methodological transition to individualized teaching and learning responding to the heterogeneity of students in educational practices also offers a starting point for equality in education in the context of school (Bondie, Dahnke and Zusho,



2019). In these approaches, when designing teaching, the subject content, scope, material, support and assessment areas are customized and differentiated according to the needs of students (Tomlinson, 2014). The design of learning and teaching processes based on the concept of participatory justice also facilitates the participation and access of all students and social harmony of students by supporting social belonging.

During the adoption of inclusive teaching practices by teachers, the competencies of teachers are quite effective. The effectiveness of teachers is connected with factors such as quality of teaching and classroom and student management; especially for teachers working with disadvantageous student groups, inclusive teacher competencies are determinant for the effectives of teachers (Liasidou, 2015). Considering the main role undertaken by teachers in ensuring an effective learning and teaching environment, the issue of inclusive teaching competencies is important.

a. Suggestions on InclusiveTeaching Competencies

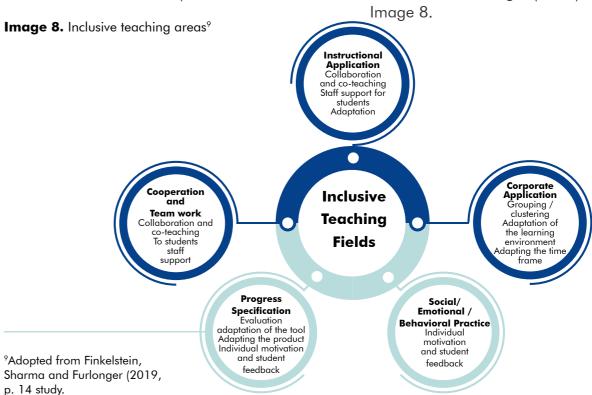
Inclusive education defends a teaching approach which considers the planning of teaching by taking the learning needs of students into consideration; is based on cooperation; is respectful to diversity and takes the voice of student and assessment that meets the needs of students into consideration (Booth and Ainscow, 2011). In the studies of Faulkner et al. (2020,

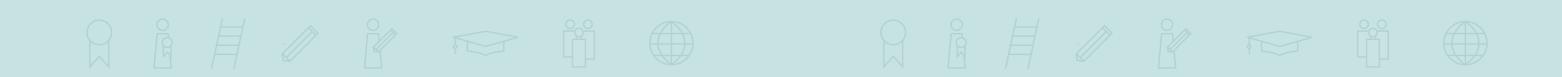
p. 14), the inclusive teacher competencies are determined as follows:

- To know the students and learn their interests;
- To create a safe and respectful classroom climate;
- To ensure effective teacher-student interaction;
- To form sense of community among students;
- To explain the expectations to students in order to create a classroom order;
- To be open to the experiences and identities of students;
- To build strong relations with the lives of students;
- To provide teaching material to students according to their interests;
- To inform students before discussing a sensitive teaching material;
- To respect the characteristics of students making them unique and their pasts and how their experiences contribute to them as students and
- To get in contact with students in order to facilitate learning.

Finkelstein, Sharma and Furlonger (2019) frame the areas of inclusive education in five areas as cooperation and teamwork, teaching practices, organizational practices, social/emotional/behavioral practices and determination of progress. Teaching practices are related with how the content of teaching will be conveyed to student; institutional practices are related with the how the teachers will organize the learning environment appropriate to the needs of students and social/emotional/behavioral practices are related with how the students will take the social, emotional and behavioral situations of students into consideration. While cooperation and teamwork are related with how the teachers will work in cooperation with their colleagues and other stakeholders; the determination of progress is related with how the progress of students will be followed (Lidner and Schwab,

2020). The mentioned theoretical frame include, by taking the diversified and differentiated learning needs of all students into consideration, the adaptation of curriculum, subject area content, learning and teaching approaches and methods of student assessment and sparing and planning special time for the learning of students. And in behavioral aspect, on the basis of communication, interaction and cooperation values, the teacher roles as to value all students; constructively support students and develop positive expectations for the learning of all students and attempt to produce solutions to educational problems in cooperation with all shareholders contributing to educational processes. Within this scope, the inclusive teaching areas according to the theoretical framework of inclusive teaching developed by Finkelstein, Sharma and Furlonger (2019) are shown in





Cooperation and teamwork include practices for cooperation of teachers with all stakeholders. The category of teaching practices is related with the creation and organization of teaching and learning processes by teachers. It is concerned about the question of how the subject area content is educationally conveyed to students. Organizational practices include the change of learning environment in order to eliminate the learning barriers and ensure an exciting and motivating learning environment for each student. Social/emotional/behavioral practices are concerned about how a positive classroom environment, in which students feel socially and emotionally included and their behavioral needs are considered, will be promoted by teachers. Determination of progress includes individual assessment and monitorina the success of students. The use of different assessment methods together and individual education plans by the teacher is quite important for determination of progress. Despite being the most important factor for the realization of inclusive education, teacher competencies are not the only factor. The effective classroom practice is also connected with the approach of entire school in order to ensure the consistency of good pedagogical practice school-wide (Liasidou, 2015). In this respect, it is clear that it is necessary to ensure the consistency of practice school-wide through cooperative and supportive networks facilitating effective pedagogical practice for student diversity and thus, to develop an inclusive school culture.

b. Suggestions on Inclusive School Culture

When the appropriate support and respond are not provided by school, the students can show lack of participation, feelings of weakness, absence, failure in forming and maintaining healthy relations and less learning performance (Porche et al., 2011). These factors, by leading to loop of disadvantage, cause the weakening of the coping strategies and resistance of students and increase of social exclusion. The effects of social exclusion and stress related with resettlement increase its negative effect on mental health by aggravating the effects of trauma (Correa-Velez, Gifford and Barnett, 2010). Sznitman, Reisel and Romer (2011), in an international comparison of educational attainment and emotional well-being, find out that emotional well-being also has a direct effect on educational attainment. In this respect, the schools, with the support provided, are at the first place in order to support refugee student and address social exclusion, mental health problems and poor education results. Effective participation to formal education in a supportive environment can improve the self-esteem of students; promote social inclusion; improve the resistance and potential of the individual and make ways for future success in terms of further education (Downey, 2012). In this respect, the inclusive schools, by interconnecting classrooms and communities through meaningful ways, ensure that the diversified abilities, features and skills of all students are valued (Booth and Ainscow, 2011;

De Vroey, Struyf and Petry, 2016). The inclusive schools, by supporting the sense of inclusion and belonging to a community wider than school environment, support as to ensure the contribution of learning environment to the individual and social productivity of learners. The main principle of inclusive school is the learning of all children and youth together as much as possible, support and service continuity of schools and recognition of diversified needs of students and response to these needs (CSIE, 2018). The educational approaches, supporting development and learning and suggesting developmentally integrative features, draw a wide frame by including roles of school principals, participation of parents, expectations of teachers and general school climate (Hamilton, 2004). Furthermore, since learning can be realized through formal and informal ways, the inclusive school culture is developed through supporting the intentional interactions with classroom, school and community. For the settlement of inclusive school culture, principally, the change and transformation of assumptions and values on the basis of the principles of equality, social justice, participation, access, social inclusion and belonging are necessary. School based change required leadership and thus, the change and transformation should be facilitated and supported by the education authorities (Taylor and Sidhu, 2011). For the development of inclusive school culture, principally, it is necessary that all students are included in educational processes and education and training services are qualified. Since they

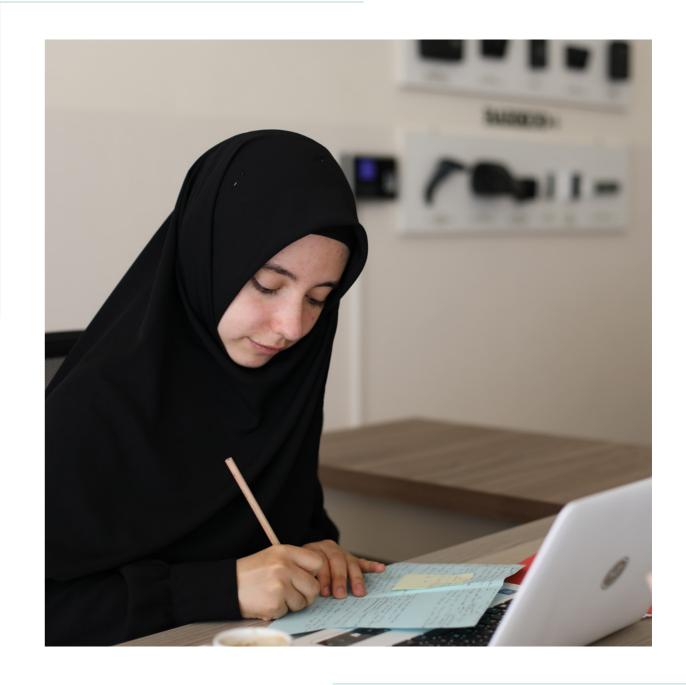
are at the center of teaching practices and

student interactions, the primary actors are teachers. Despite of the sheer amount of roles of teachers for the development of inclusive school culture, the attitudes and behaviors of school principals and in-class, interclass and out-of-school activities organized as to gather students with all community in a meaningful way uniquely contribute to the development of inclusive school culture. And the quality of education and training is related with in-class practices in addition to the attitudes of teacher regarding inclusive education and value and importance given to social inclusion and equality.

Indeed, believes of teachers about their own competencies are also closely related with how they behave in class in terms of educational practices and how they interact with their students (Özenç-İra, 2017). The self-efficacy perceptions of teachers have an important role for the success of inclusive education (Sharma, Loreman and Forlin, 2012). Woodcock and Jones (2020) studies indicate that the teachers, who believe that an inclusive classroom is an effective way for teaching all students, notify higher level of teacher self-efficacy. In this respect, in order to develop the attitudes and believes of teachers, it is necessary to expand the supportive professional development support opportunities targeting inclusive education. The professional development support provided to teachers with respect to inclusive education, consequently, will develop the self-efficacy levels of teachers and classroom practices. This consequence points out to a critical point for the development of inclusive school culture. Finkelstein, Sharma

and Furlonger (2019), emphasize that the cooperation and teamwork of teachers with their colleagues are an important aspect in terms of the development of inclusive professional development. Common teaching practices with colleagues have effective results in terms of the quality of inclusive teaching practices (Hackett et al., 2020). In this respect, it is envisaged that the sharing of good practices by teachers and using teaching practices together will make significant contributions to the development of students. During the inclusion of disadvantageous groups to educational and pedagogical processes, the positive expectation of teachers for the success of all students, their feedback and support to students, creation of a safe school and classroom environment. monitoring the skills and performance of students, participation of parents to school activities, assisting the acquisition of information that supports learning and development and supporting learning from each other (Hamilton, 2004, p. 83-95) are quite important. Besides, the practice of individualized teaching approach (Jordan, Glenn and McGhie-Richmond, 2010) and differentiated teaching approach (Connor and Cavendish, 2018; Suprayogi, Valcke and Godwin, 2017) based on the individual success, emotions and interests of students in classroom by teachers is quite valuable in terms of inclusive teaching practices. The heterogeneous studying of students due to being more effective in learning and carrying out cooperative teamwork and inclusion of multiple intelligence approaches in the curriculum and assessment (Carr and Harris,

2001) strengthen the inclusive classroom environment. Additionally, in inclusive education approach, the personnel, students, parents and members of community cooperate to design and provide effective education for all students and the creativities and social skills of students are supported together (Thousand, Villa and Nevin, 2002). The responsibilities and duties of teachers in the creation of an inclusive school culture include approaches for the inclusion of students to in-class community and strengthening of belonging, positive and constructive interactions with students, implementation of curriculums, teaching materials and measurement and assessment methods adapted to the features of students and communications and sharing with other stakeholders.



Social Cohesion and Syrian Students In Higher Education in Turkey

7. Suggestions on Principles of Social Cohesion to Administrative Staff and Inclusivity in Higher Education

With the effective cooperation of academic and administrative staff in higher education institutions, the strengthening of inclusive culture can be ensured. During the relations of students with higher education institutions starting with the request of information, the administrative staff has an important role. Thus, the guidance of Syrian students during access to education correctly and with a positive attitude positively contributes to the social cohesion of this student group. In this context, as much as the academic staff contributing to social cohesion by adopting inclusive pedagogy in higher education institutions, it is also necessary for the administrative staff to take an active role in social cohesion. The administrative staff appointed in higher education institutions only finds opportunity to create solutions to the problems encountered by Syrian students in inclusive education environments enabling cooperation and communication. At this point, the cooperation among the administrators of higher education institutions and academic and administrative staff gains importance. In order to contribute to the development of an inclusive academic culture over this cooperation, the awareness of the university administrative staff about their inclusion in joint responsibility is an important variable. It is quite important for the university administrative staff to be open

for improvement in terms of what can be done by using the internal and external resources as to promote change through their roles in this responsibility.

It is possible to say that the effort for an inclusive culture is a progressive and continuous development process and therefore, this development process is continuously on the move. Ensuring equality and expanding participation, routinely, are accepted as part of all institutional functions, activities, processes and future plans. Trying to actively include the students in the development of inclusive practice and accepting them as partners and key change agents in the development of inclusive culture will facilitate the process for the development of inclusive higher education culture. In order to ensure the efficiency of individual practices and approaches for increasing the success of all students, it is necessary to develop positive relations with students. Talking about the meaning and consequences of inclusion with colleagues creates opportunities for mutual interactions and will be useful for the solutions of common problems encountered. In order to promote the understanding and practice of effective inclusive practices, it is beneficial to participate in activities involving continuing professional development, activities, advisory

and action groups, research and implementation of self-assessment means. The assessment of these types of activities, effective practices and experiences not only as sharing with colleagues but also as an opportunity to think about the personal prejudices or wrong assumptions about certain student groups is useful (May and Bridger, 2010, p. 100-102). The common point of these suggestions adapted from the suggestions of May and Bridger is the indispensability of interaction and sharing for the creation of inclusive institution culture in higher education. This section offers a university model suggestion for the development of inclusive school culture.

8. Inclusive University Model Suggestion

Language competence, behavioral participation and identification process enabling individuals to communicate and perform in different contexts can be listed as three essential factors with functional importance for successful integration of refugees to the education and training environment (Birman et al. 2002). Barriers to social integration of refugees may include lack of skills in communicating in the language of the host country, lack of social connections (Morrice, 2013), or other forms of discrimination such as racism and religious discrimination (Kontowski and Leitsberger, 2018). With the inclusive education approach, such barriers can be eliminated, language competencies of students can be developed and communal senses and belonging can be improved by supporting their active participation in the learning process. According to Gidley et al. (2010), social integration in higher education includes the access, participation and strengthening dimensions. In this respect, inclusive higher education, which includes measures at global, national and local levels, draws a multi-perspective framework with the establishment of education structures supporting the culture of the school, peaceful education of the curriculum, social inclusion and integration. Researches strongly suggest that the aspects of preparation, admission to higher education, education and training processes and facilitating services, which include guiding forcibly displaced youth

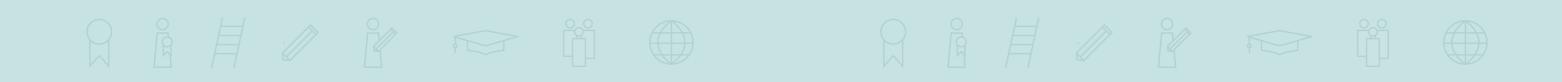
to higher education institutions and ensuring necessary guidance support, should be improved as a whole. Refugee students need access to information and support in the context of the host country's education system, structure and operation of the university, and bureaucratic affairs. Besides, structuring education and training services in accordance with the infrastructure and learning needs of refugee youth can improve their sense of belonging to the school and positively affect their academic achievements and social cohesion. In addition to all these, the institutional structure of higher education institutions that strengthens social cohesion beyond vocational formation point out to a very important issue for the inclusive higher education system. In the light of all these predictions, this section focuses on inclusive higher education model that includes refugee youth in higher education together with its aspects of guidance, placement, teaching and learning process, evaluation and assessment and cohesion.

a. Guidance

Forcibly displaced students encounter problems in access to higher education for various reasons, including language barrier (Mendenhall, Russell, and Bruckner, 2017). Due to these kinds of problems, forcibly displaced individuals are disadvantageous in access to higher education. The students who have limited knowledge about the education system of Turkey and structure and functioning of universities in Turkey can encounter difficulties when choosing department in higher education. In this respect, it is necessary to systematically strengthen students as effective learners of the education system, starting from secondary education. In this context, it is observed that the practices informing forcibly displaced students about higher education system and professions throughout high school education of students are very important. In order to minimize such difficulties encountered, it is recommended that the recognition and guidance services guiding students to university have an institutional structure.

The secondary issue which requires measures in terms of the guidance aspect is the determination and recognition of students' academic competencies as well as their interests and abilities before starting university. As a result of diagnostic assessments, students should be guided to appropriate departments. As a matter of fact, according to the findings obtained from the researches, previous education status and general intellectual abilities (Richardson, Abraham, and Bond, 2012), language skills (Fakeye and Ogunsiji, 2009) and knowledge acquired

previously (Callahan and Humphries, 2016), field-specific knowledge (Griga, 2014) of all students, including especially refugee students, play an indicative role on their academic achievements and performances in higher education programs. Findings indicate that objective and valid evaluation and assessment of the preliminary conditions for language and academic qualifications play a key role in the successful integration of refugees to higher education. The assessment of the interests, academic competencies and abilities of students upon admission to university and guidance of students to relevant departments of university as a result of these assessments can be an opportunity for the preparation of various academic courses, especially the language education to be provided to students, in accordance with the needs of students. The standardization of evaluation and assessment criteria for refugee students is considered as a proactive component for supporting students at the preference stage and improving their academic developments. It is important that students preparing for higher education are placed in departments through fair, objective and inclusive placement practices in the next step.



b. Placement

In higher education policies of Turkey concerning foreign students, particularly Foreign Student Selection Examination (YÖS) and SAT I, ACT, ABITUR equivalent examination scores as well as TÖMER language competence scores are taken into consideration when placing students in departments. Students are placed in universities according to their scores from these relevant examinations. When the measures taken for effective integration to higher education in Germany are examined, it is concluded that the aim of university placement practices is to accelerate the university admission process of refugee youth, to define their working skills and to help classify their professional language skills (European Commission/EACEA/Eurydice, 2019). For this purpose, international student aptitude tests that examine relevant cognitive abilities such as TestAS for refugees as well as various evaluation and assessment tools specially developed for international students are applied. Web-based language tests are used as higher level German and English language skills are required for higher education. Higher education institutions are also supported in the implementation of application and assessment processes (European Commission/EACEA/ Eurydice, 2019). Similarly, for higher education system in Turkey, the placement of refugee students in departments based on diagnostic assessments at objective, applicable, reliable international standards is suggested. Studies have revealed various problems of forcibly displaced students such as weakness of expressive language skills, not knowing the

structure and functioning of the university, not knowing the departments and social cohesion. In order to solve these problems, improving language services before higher education and preparing students for higher education by supporting with language courses, increasing the language score required for students, accepting refugee youth to higher education based on the results of a central examination system, carrying out strengthening studies for systems of integration of refugee youth in universities and granting autonomy to universities regarding the decisions and practices to be implemented for refugee students, providing orientation/preparation program in terms of structure and operation of the university, introduction of departments and cultural issues as well as language preparation program are important in terms of knowing and improving the students. In this context, it is suggested that especially the higher education guidance system for Syrian students in Turkey are planned upon assessment of the labor force needs of the region where the university is located, qualified labor force of the society to be rebuilt in Syria, or intermediate labor force and competences of students together. In this context, the number of department quotas can be specified in advance for the placement of students. It is thought that the balance of the number of quotas reserved for forcibly displaced youth with the number of quotas reserved for other foreign students can provide an opportunity for more equitable and inclusive placement practices.

c. Learning and Teaching Process

All over the world, ensuring inclusive education is basically based on the human rights and equality in education of students, and is "the response to individual differences within structures and processes open to all learners" (Florian, 2008, p.202). In other words, with inclusive education, all students in schools are taught together, including students with and without special needs, and learners whose native language is same or not with the host community. However, placing all students in the same classroom does not ensure that students have equal learning opportunities (Lin and Lin, 2019). Therefore, it is critical for teachers to differentiate their teaching methods to meet the different needs of all students at different grade levels (Schimmer, 2014). Effective learning and teaching approaches for inclusive education include individualized and differentiated teaching approaches. Although refugee youth learn together with the host community, educational processes can only be structured based on the educational needs of the host community students. According to inclusive education approach, needs of all student groups should be taken into account in all aspects of education and teaching processes, including the planning of learning and teaching process and preparation of learning modules, methods and techniques, alternative evaluation and assessment approaches used. Inclusive education programs strengthening the sense of belonging students to school should be at the center of

this structuring. In addition to this, the competencies in classroom practices, teaching methods and approaches followed should be strengthened with the generalization of differentiated teaching practices by developing the knowledge of instructors on culturally alert education approaches.

When the literature focusing on inclusive education and teaching processes is examined, Rutter (2006) emphasizes education and teaching processes on three main focuses which are: the importance of a warm environment free from racism, meeting psycho-social needs especially for students with previous trauma experiences, and meeting linguistic needs. Arnot and Pinson (2005) examine different approaches to policies in refugee education implemented by schools in the UK. Based on these approaches, a holistic model which acknowledges the complexity of the needs of asylum seeker and refugee learners (i.e. learning, social and emotional needs) is specified. In this model, in-class educational processes are extended with the participation of parent and community connections. In addition, an intervention approach is developed to encourage positive images of asylum seeker and refugee students in educational processes. In these approaches, it is seen that learning needs focus on social cohesion and inclusion, psychological support, and especially language aspect. One of the easiest ways to provide this support is to strengthen the communication and interaction between students, families and communities. As a matter of fact, studies conducted have revealed that the cooperation of students with their peers in projects inside and outside the



classroom helps students to overcome their previous educational disadvantages (Wasley 2006).

Language barrier of refugee youth manifests as a barrier for the social cohesion of students and functionality of the education and teaching process at university. The most important factor affecting the quality of learning and teaching process is the language skills of students. In this respect, research results strongly suggest that the language education provided to refugee students should not be limited to TÖMER, preparation/orientation classes should be opened and the quality of language teaching should be improved. The second most significant problem encountered by refugee students in their education and training process is exposure to discrimination and marginalization by their friends or university staff. Marginalizing attitudes and behaviors can result in individuals' behaviors of less cohesion, distancing, and not attending the relevant course. The main factor that helps ease these behaviors is the strengthening of competencies of university staff in terms of intercultural education. Adding inclusive education subjects in curriculums, integration of inclusive education subjects to the content of other subject areas as well as providing training to strengthen the competencies of university staff in terms inclusive education support education and teaching processes.

d. Evaluation and Assessment

In-class assessment is one of the main factors of learning and teaching of students. In-class assessment is proven to be an effective teaching method to encourage the learning development of students when used correctly, and interpreted in a valid and fair way (Lin and Lin, 2019). Students with different needs generally learn by following numerous different ways (Florian, 2013). Planning the education and teaching process by considering the learning needs of students with the determination of the learning needs and ways of the students is effective. Assessment of students with special learning needs, such as those forcibly displaced, is carried out for two purpose 1) to define, analyze and facilitate learning and 2) to evaluate learning outcomes (Bourke and Mens, 2014). The combined use of multiple assessment approaches and tools has a dual effect on the determination of learning needs and assessment of learning outcomes (Bourke, Mens, and Todd, 2010). Therefore, the use of descriptive and formative assessment approaches together, in other words diversification, in order to meet the learning needs of students and define learning outcomes in inclusive education is suggested. Various assessment approaches and methods, such as observation, collecting study samples, anecdotal records, portfolio, criterion-based, peer review, self-assessment and norm-referenced assessment, can each be used together to support learning by discovering different ways of learning. In order to determine evaluation and assessment methods and approaches appropriate for individual differences, teachers must predetermine the answers for questions as 'Which outcomes? For which purpose? For whom?', and design a plan for the effective implementation of evaluation and assessment approaches. As a method integrating assessment approaches in inclusive education, assessment of learning stories of learners are recently recommended (Bourke and Mens, 2014; Picken and Milligan, 2013). Learning stories are used to 'explain' learning, and as part of this explanation, various evaluation and assessment tools can be used, including observation, self-assessment forms and tests.

e. Cohesion

Dryden-Peterson et al. (2018, p.10) define inclusion as a broad "process of unity" and consider as a sociocultural cohesion process that "includes both a sense of belonging or loyalty at individual level and social integration at group level". In this respect, micro processes of inclusion focus on the ways students and teachers build and manage inclusion in schools, while macro processes focus on education structures (Bellino and Dryden-Peterson, 2018; Dryden-Peterson et al. 2018). Adaptation is defined as the process of successfully adapting to a new environment and settled society (Ward and Kennedy, 1999). Sociocultural adaptation reflects the ability of individuals to interact constructively with a different culture. Refugee youth, who adapt in sociocultural terms, become more active and participatory in

social life. Participation in higher education supports the sociocultural adaptation, learning and academic development of refugee youth (Earnest and DeMori, 2008). There are some basic strategies that can be implemented to improve the sociocultural adaptation of students through participation to higher education. These strategies are based on individual assessment and support, especially of 'at-risk' students, strengthening consultation with lecturers, course coordinators and lecturers for effective intervention to students, and implementation of preparation/orientation seminars, online programs and culturally diverse teaching and learning approaches (Earnest and DeMori, 2008). When these strategies are implemented, students can experience the university as a safe and pleasant environment by feeling connected to the university. In addition, activities and projects socially supporting students and strengthening communication, cooperation and contribution among students and all school staff are among the mechanisms strengthening cohesion. The social cohesion of students can be accelerated through supporting their active participation in the learning process by increasing initiative and responsibilities of students.

9. Conclusion

According to the national and international literature examined in this guide, adoption, implementation and maintenance of principles of social cohesion and inclusive education in higher education are necessary in order to support and improve the access of all disadvantaged or vulnerable student groups to higher education. Therefore, in this guide, the preparation of higher education institutions as to accommodate diversity in order to provide the best possible access and educational support to all student groups, including refugee students in general is suggested. As a matter of fact, the studies regarding diversity in higher education commonly emphasize the necessity of the development of a supportive learning environment with inclusive institution culture and organization of instructional processes for individual differences. In addition, in line with the relevant literature, this guide points out that the connections and facilitators strengthening social cohesion in the higher education system should be re-considered and re-organized in the context of the education system of host community, features of students and social structure. In this respect, preparation, admission to higher education, education and training processes and facilitating services, including guidance of forcibly displaced youth to higher education institutions and ensuring necessary guidance support, are quite important. In this context, in this guide, prepared in order to contribute to adoption of principles of inclusive education and improve inclusive corporate cultures based on the problems encountered by Syrian students who

are receiving education at higher education level in Turkey, the conclusions and suggestions obtained in order to achieve an effective higher education system are stated below. When the issues considered in the study are assessed as a whole, it is seen that the prominent suggestions are grouped under four main headings. And these are educational policies and higher education, facilitators, professional development opportunities and inclusive pedagogy.

In this context, prominent suggestions regarding educational policies are as follows:

To systematically support vocational and psychological counseling services for Syrian students in higher education institutions and adequate social and cultural activities in which students can actively participate in all levels of education in preparation for higher education and after graduation from BA;

before higher education and preparing students for higher education by supporting with language courses, increasing the language score required for students, not limiting the language education provided to refugee students only with TÖMER, opening preparation/orientation classes and improving the quality of language education;

 To adopt welcoming campus policies and comprehensive student support systems;

To provide access to information during application to university through specially designed communication channels for disadvantaged student groups, including those forcibly displaced;

To ensure the participation of forcibly displaced students in the decision-making processes in universities in order to better and more accurately understand the problems encountered during social cohesion and their solution suggestions for these relevant problems;

To evaluate and assess the interests, academic competencies and abilities of students upon admission to university based on diagnostic assessments at objective, applicable, reliable international standards, and to place students in relevant departments accordingly;

 To granting autonomy to universities in terms of decisions and practices for forcibly displaced students;

> To assess the planning of guidance system of Syrian students to higher education in Turkey together with the

 labor force needs of the region where the university is located, qualified labor force of the society to be rebuilt in Syria, or intermediate labor force and competences of students and

To pre-determine the number of department quotas for Syrian students based on plans made in advance and ensure a balance of the quotas with the number of quotas allocated for other foreign students.

Second prominent sub-group of suggestions is facilitators. Facilitators include solutions focusing on more effective ways of social integration of Syrian students in higher education. In this regard, facilitators in higher education focus on channels that support forcibly displaced students in terms of active participation in both university life and social and cultural life. Suggestions prominent under the heading of facilitators are stated below:

To strengthen multilingual educational practices in higher education institutions; employ interpreters (including sign language) and ensure access to guidance information in native language;

To provide and establish facilitating factors such as language and preparation courses, recognition of previous education, academic preparation, financial resources and

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sheltering, peer systems/mentorship, student service, support systems among refugees for the adaptation of refugee students in higher education;

- To strengthen cooperation and communication among institutions and internal stakeholders;
- To improve effective communication of academic and administrative staff, administrators and students from the organization of education programs in higher education institutions with inclusive principles to their maintenance;
- To systematically provide psychological support to Syrian students in order to eliminate problems arising from adaptation;
- To organizing orientation programs in which senior Syrian students can provide support to new students;
- To adopt communication practices useful for the social cohesion of Syrian students in higher education;
- To developing practices informing forcibly displaced students about higher education system and professions throughout high school education and

To build an institutional structure for recognition and guidance services guiding students to university.

Third prominent heading of suggestions includes professional development opportunities. Professional development opportunities include the development of all staff working in university to improve the quality of educational services provided to forcibly displaced students. Therefore, the mentioned professional development activities include academic staff and administrative support staff. Prominent suggestions in this context are stated below:

- To ensure awareness of academic staff and administrative support staff based on sufficient formation and attitude in order to respond to learning, psychosocial development and communication needs of refugee students and
- To expand opportunities for supportive professional development targeting inclusive training in order to develop the attitudes and believes of academic staff about their approach to inclusive education.

The last heading in the context of suggestions is inclusive pedagogy. The skills of academic staff for planning the teaching based on the concept of inclusive pedagogy are closely related to academic, social and emotional development of all student groups. In this respect, the continuous adoptation and implementation

of inclusive pedagogy by faculty members, especially for forcibly displaced students, is quite important. In this context, the suggestions emerging in the study are as follows:

- To develop and maintain programs specially prepared for the skills and sensitivities in terms of student diversity by universities;
- To adopt inclusive pedagogy, a learning and teaching approach considering the availability levels, learning styles and abilities of all students in educational processes and centering the student in learning and teaching processes and
- To strengthen the intercultural education competencies of university and provide trainings as to ensure this, as well as add issues related to inclusive education to curriculums and integrate inclusive education issues to the content of other subject areas.

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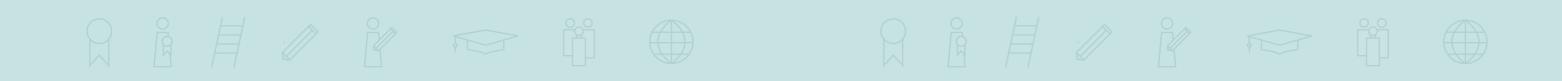
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ANNEX Voices of Students from **Higher Education with Digital Stories**



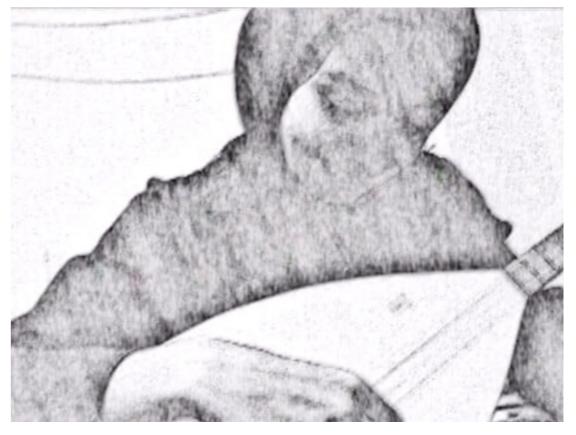
1. Dilek's Digital Story On the Roads Together



https://vimeo.com/270317376 http://digitalstoryhub.org/Yollarda-On-The-Road



2. Nazlı's Digital Story



http://digitalstoryhub.org/filter/migration/Azim-Determination https://vimeo.com/378772774







3. Bedi's Digital Story Reality



https://vimeo.com/378774200 https://digitalstoryhub.org/Ba-ari-Success







Social Cohesion and
Syrian Students
In Higher Education in Turkey



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