



EDUCATION AND INTEGRATION: A SYSTEMATIC REVIEW OF NATIONAL AND INTERNATIONAL LITERATURE ON SYRIAN CHILDREN'S ACCESS TO EDUCATION IN TURKIYE

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Abstract:

Following the outbreak of the Syrian civil war in 2011, Türkiye has become the country hosting the largest number of Syrian refugees worldwide. In this context, access to education and educational integration of Syrian children have emerged as central issues in both academic research and public policy debates. The aim of this study is to systematically review national and international academic literature published between 2011 and 2025 on Syrian children's access to education and integration into the Turkish education system. Within the scope of the study, academic publications indexed in TR Dizin, Web of Science, Scopus, and Google Scholar were reviewed. Based on predefined inclusion and exclusion criteria, a total of 36 studies were included in the systematic analysis. The selected studies were examined under the main themes of access to education, language and academic adaptation, school environment and social relations, psychosocial dimensions, and education policies. The findings reveal that Syrian children face significant structural barriers to education, including bureaucratic registration procedures, limited school capacity, economic deprivation, and language barriers. Moreover, inclusive school environments and supportive teacher attitudes were found to positively influence students' academic adjustment and social integration. However, persistent regional disparities and institutional capacity constraints continue to limit the effective implementation of education policies. In conclusion, this study demonstrates that education for Syrian children is not only an academic issue but also a fundamental component of long-term social integration. Based on the findings, the study offers policy recommendations aimed at developing inclusive, sustainable, and comprehensive educational approaches.

Keywords: Syrian children, forced migration, education, integration, systematic review

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1. Introduction

Forced migration is a multifaceted social process in which individuals are forced to leave their homes involuntarily due to reasons such as war, armed conflict, violence, oppression, and human rights violations. The civil war that began in Syria in 2011 led to one of the largest forced migration movements since World War II; Turkey, due to its geographical location and open-door policy, became a primary destination country for this migration. Today, Turkey hosts the largest number of Syrian refugees in the world (UNHCR, 2023).

Children constitute a significant portion of Syrians living in Turkey under temporary protection status. This situation has made access to education, along with housing, health, and social services, a central policy area in terms of both humanitarian and social integration. In the context of forced migration, education is considered not only a field where academic knowledge and skills are imparted, but also a critical social space where children's psychosocial well-being is supported, social belonging is built, and the foundations for long-term integration are laid (Dryden-Peterson, 2016).

In the literature, the lack of continuity in access to education for refugee and asylum-seeking children is considered one of the main factors increasing the risks of school dropout, learning loss, and social exclusion (Fazel et al., 2012). Furthermore, it should not be forgotten that education also functions as a protective mechanism that mitigates the devastating effects of forced migration on children. However, the ability of education to fulfill this function is directly related to the extent to which education systems can respond to the specific needs of migrant and refugee children.

In Turkey, access to education for Syrian children was addressed with temporary solutions in the early years of migration; educational services were provided through Temporary Education Centers (TECs). Over time, this approach has been replaced by integration policies aimed at including Syrian children in official schools affiliated with the Ministry of National Education (Emin, 2016). However, this transition process has encountered numerous structural and social problems, such as language barriers, school capacity, teacher qualifications, economic deprivation, and societal attitudes (Şimşek and Kula, 2018). These problems in accessing education directly affect not only individual educational experiences but also the social integration processes of Syrian children.

Educational environments are one of the key spaces where different social groups come together and interact with each other. Therefore, education is considered both an indicator and a determining tool of integration (Ager & Strang, 2008). The quality of relationships children establish with the host community is closely related to language proficiency acquired during the educational process, areas of social interaction, and the accumulation of cultural capital. Academic studies on the education of Syrian children in Turkey have increased significantly in the last decade.

These studies focus on different dimensions such as access to education, school adjustment, academic achievement, teacher experiences, parental attitudes, and education policies. However, it appears that systematic reviews that address this

literature from a holistic perspective and evaluate national and international studies together are limited. Most existing studies are conducted through specific samples or limited contexts, making it difficult to evaluate the findings within a general framework. The main objective of this study is to systematically examine the national and international academic literature addressing the relationship between access to education and integration of Syrian children in Turkey between 2011 and 2025.

This study aims to identify prominent themes in the literature, reveal the structural and social factors affecting access to education, and evaluate the education-integration relationship from a holistic perspective. In this context, the study aims to offer guiding insights for both policymakers and education practitioners.

2. Conceptual and Theoretical Framework

This section examines the conceptual and theoretical foundations of the study in order to understand Syrian children's access to education and their integration processes. First, the relationship between forced migration and education is explained, followed by a discussion of the concept of integration and its relationship to education. Finally, prominent theoretical approaches in the context of refugee children's education are evaluated to establish the analytical framework of the study.

2.1 Forced Migration and Education

Due to war, conflict, and violence that threaten security, individuals may be forced to relocate against their will. This forced displacement process creates significant vulnerabilities for children in terms of social adaptation, psychological well-being, and continuity of education.

In this context, education is considered not only a fundamental human right for children experiencing forced migration, but also an important protective mechanism that mitigates the negative effects of migration (UNESCO, 2019).

The uncertainty and displacement processes created by forced migration make it difficult for children to participate regularly in education; consequently, learning losses and academic adjustment problems arise. In addition, traumatic experiences before migration and uncertainties encountered after migration negatively affect children's learning motivation and psychosocial well-being (Fazel et al., 2012).

Educational environments offer children who have experienced forced migration more than just cognitive learning; they provide spaces where trust is rebuilt, social connections are established, and daily life can be restructured.

In international studies, the education of refugee children is often associated with the "education in emergencies" approach. This approach offers a framework aimed at ensuring the continuity of educational processes and supporting children's development in the long term, despite conditions of crisis and uncertainty (INEE, 2010).

However, it is emphasized that the education services provided through temporary solutions are insufficient in the context of long-term forced migration; therefore, more sustainable and inclusive policies are needed.

Approaches to the education of Syrian children in Turkey have become more multifaceted as forced migration has transformed from a short-term situation into a permanent phenomenon. Initially implemented through temporary solutions, educational services have been reshaped through policy arrangements that prioritize integration. This shift reveals that education cannot be considered solely in terms of access to school; it requires a holistic perspective encompassing dimensions such as quality, equality, and inclusivity (Emin, 2016).

2.2 The Concept of Integration and Education

In migration studies, integration is conceptualized not as a linear or one-way process of adjustment, but as a multi-layered process that progresses simultaneously in different social spheres and is based on mutual interaction.

This process involves the participation of immigrants in the economic, social, cultural, and political spheres of the host society, as well as requiring the host society to adapt to this participation (Castles et al., 2014).

The integration model developed by Ager and Strang (2008) is one of the most widely used theoretical frameworks in this field. According to this model, integration consists of four basic dimensions: structural (education, employment, housing), social (social relations, belonging), cultural (language, values), and facilitating factors (rights, security). In this model, education is positioned both as a structural indicator and as a central element supporting the other dimensions of integration.

Language proficiency, which develops during the educational process, significantly affects not only children's academic performance but also their peer relationships and daily social interactions. Schools stand out as the primary spaces where children from different cultural backgrounds come together, and social bonds are established through these interactions. In this respect, education is considered not merely a passive outcome of integration, but a fundamental dynamic that directly guides the process (Crul et al., 2019).

Reducing integration solely to the efforts of immigrant individuals to adapt has been the subject of significant criticism in the literature. Critical approaches point to the fact that education systems can reproduce existing structural inequalities and lead to immigrant children being positioned in a state of persistent disadvantage. Therefore, integration is considered a process that cannot be equated with assimilation; it must be evaluated on the basis of the principles of equality, participation, and mutual adaptation (Schinkel, 2018).

2.3 Refugee Children's Education: Theoretical Approaches

Prominent theoretical approaches in the literature on the education of refugee children make it possible to analyze the educational experiences of these children in a multidimensional way. Among these approaches, the human rights-based approach, ecological systems theory, and social capital theory stand out.

A human rights-based approach views education as a universal and inalienable right, emphasizing undiscriminated access to educational services for refugee children (UNICEF, 2018). This approach focuses on the obligations of states and the design of education policies based on rights.

Bronfenbrenner's (1979) ecological systems theory explains child development through the interaction of individual characteristics as well as factors at the family, school, community, and policy levels. Within this framework, the educational experiences of refugee children are shaped by the intersection of numerous factors such as language policies, school climate, teacher attitudes, and the socioeconomic conditions of their families. This approach reveals that problems in accessing education cannot be explained solely by individual deficiencies; structural conditions are crucial.

Social capital theory emphasizes the importance of social networks and relationships that children possess in their educational processes (Bourdieu, 1986). The limited social capital of refugee children can make it difficult for them to adapt to the education system. School-based social relationships are considered an important resource that supports both the academic success and social integration of these children.

These theoretical approaches make it possible to address Syrian children's access to education and integration processes not only at the individual level but also within a multi-layered and structural framework. This study aims to evaluate the findings in the literature within a thematic framework, based on these approaches.

3. Method

This study is designed as a qualitative systematic literature review aiming to comprehensively evaluate the national and international academic literature addressing the issue of Syrian children's access to and integration into the education system in Turkey. The systematic review method allows for the analysis of the literature in a transparent, repeatable, and structured process, in line with a specific research question. In this respect, the method strengthens the reliability and scientific quality of the study.

3.1 Research Design

This research adopted a qualitative research approach and utilized a systematic literature review design. A systematic review is a method that involves comprehensively scanning, selecting, and analyzing the literature according to defined criteria. This study was conducted based on the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines; however, thematic analysis was preferred over quantitative meta-analysis (Moher et al., 2009).

3.2 Literature Review Process

The literature review was conducted to cover studies published between 2011 and 2025. The review process was completed in March 2025. **TR Dizin** was used for national literature, and **Web of Science** and **Scopus** databases were used for international literature. These databases have high coverage for peer-reviewed studies published in the fields of education and migration.

Turkish and English keywords were used together in the search process. Turkish keywords included "Syrian children", "access to education", "refugee education", "integration", and "forced migration"; while English keywords were "Syrian children", "refugee education", "access to education", "integration", and "Turkey". The keywords were searched using different combinations with the conjunctions "and" and "or".

3.3 Inclusion and Exclusion Criteria

Certain criteria were used to include studies in the systematic review. Accordingly, for a study to be included:

- 1) It must have been published between 2011 and 2025,
- 2) It must address the access to education and/or integration of Syrian children in the Turkish context,
- 3) It must have been published in peer-reviewed academic journals,
- 4) It must be qualitative, quantitative, or mixed-methods research.
- 5) Editorial articles, reports, theses, and publications that have not undergone peer review are excluded.
- 6) It must be qualitative, quantitative, or mixed-methods research.
- 7) Studies that do not directly address the Turkish context are also excluded.

3.4 Selection of Studies

The studies obtained from the screening process were first subjected to a title and abstract review. Studies that did not meet the criteria were eliminated at this stage. The full texts of the studies deemed suitable were reviewed, and the final selection was made. As a result of this process, a total of 36 academic studies were included in the systematic review.

The transparency and traceability of the election process were structured in accordance with the PRISMA flowchart. Details of the studies regarding the election process are presented in detail in Table 1 in the Findings section and in the Appendices section.

3.5 Analysis of Data

Thematic analysis was used in the analysis of the studies included in the review. Thematic analysis is a qualitative analysis method that allows for the systematic identification of recurring patterns, themes, and conceptual relationships in data (Braun & Clarke, 2006).

The analysis process consisted of the following stages:

- 1) Repeated reading of the studies and familiarization with the data,
- 2) Coding of meaningful statements and findings,
- 3) Grouping the codes under themes according to their similarities,
- 4) Reviewing and conceptually clarifying the themes,
- 5) Defining and reporting the final themes.

In this process, the analyses were carried out in line with the purpose and conceptual framework of the research; the compatibility of the themes with theoretical approaches in the literature was taken into consideration.

3.6 Reliability and Limitations of the Study

To enhance the reliability of the research, the literature review process was reported in a clear and systematic manner. Inclusion criteria were clearly defined; themes were linked to widely accepted conceptual frameworks in the literature during the analysis process. However, the study has some limitations. Limiting the review to only peer-reviewed journal articles may have led to the exclusion of some important findings in the grey literature. Furthermore, the fact that only Turkish and English publications were reviewed resulted in the exclusion of studies published in other languages.

4. Findings

This section presents findings from studies on the access to and integration of Syrian children into education in Turkey between 2011 and 2025. Thirty-six academic studies included in the systematic review were evaluated using thematic analysis, and common trends highlighted in the literature were identified. The findings are first discussed through the descriptive characteristics of the studies examined, followed by a detailed discussion of the identified main themes.

4.1 Descriptive Characteristics of the Studies Examined

The studies evaluated within the scope of the systematic review were analyzed in terms of publication year, methodology, data source, and the main topics they focused on.

Table 1: Descriptive Characteristics of the Studies Included in the Systematic Review

Feature	f	%
Publication Year		
2011–2015	4	11,1
2016–2020	18	50,0
2021–2025	14	38,9
Research Method		
Qualitative	20	55,6
Quantitative	9	25,0
Mixed	7	19,4
Focus Group		
Students	15	41,7
Teachers	9	25,0

Parents	6	16,7
Policies/Documents	6	16,7

The vast majority of the studies examined were published after 2016. This indicates that academic interest in the education of Syrian children has increased as migration has become a permanent phenomenon. As shown in Table 1, more than half of the studies are based on qualitative research methods. This reflects a trend towards a deeper understanding of Syrian children's educational experiences. Quantitative and mixed-methods studies are more limited in number.

4.2 Thematic Analysis Findings

The thematic analysis revealed that the most prominent findings in the literature are grouped under five main themes. These themes reflect, in a multifaceted way, Syrian children's access to education and their integration experiences.

Table 2: Main Themes and Sub-Themes

Main Theme	Sub-Themes	Number of Studies
Access to Education and Structural Barriers	School enrollment processes, school capacity, economic deprivation	24
Language Barriers and Academic Adaptation	Turkish language proficiency, academic achievement, classroom interaction	21
Social Integration and Belonging	Peer relationships, school climate, exclusion	17
Education Policies and Institutional Capacity	Teacher qualifications, support programs, policy alignment	19
Discrimination and Psychosocial Risks	Stigma, trauma, risk of school dropout	15

4.2.1. Access to Education and Structural Barriers

The most frequently discussed theme in the literature is the structural barriers Syrian children face in accessing education ($f=24$). A significant portion of the studies reveal those bureaucratic difficulties in school enrollment processes and insufficient school capacity limit access to education (Şimşek & Kula, 2018). Increased class sizes, particularly in areas with high migration rates, negatively impact the quality of education.

Economic deprivation stands out as another significant factor affecting access to education. Low family income levels can cause children to leave school early or attend irregularly. This situation leads to an increase in school dropout rates, especially at the secondary education level (Emin, 2016).

4.2.2 Language Barrier and Academic Adaptation

Language barriers are widely discussed in the literature as a decisive factor in the educational experiences of Syrian children ($f=21$). Insufficient Turkish proficiency makes it difficult for students to follow lessons and communicate effectively with their teachers

and peers (Sakız, 2016). It is emphasized that language barriers are directly related to academic failure and loss of self-confidence.

Some studies indicate that language support programs enhance academic adaptation, but these programs are often insufficient in terms of scope and duration. It is argued that language instruction should not be limited to preparatory classes but should be integrated into all stages of the educational process.

4.2.3 Social Integration and Belonging

Social integration and belonging are among the key elements shaping the school experiences of Syrian children (f=17). The literature indicates that positive peer relationships and an inclusive school climate increase students' school attendance and academic motivation (Sakız & İçduygu, 2020).

Conversely, exclusion and discriminatory attitudes weaken children's sense of belonging to school and increase the risk of dropping out. Some studies show that inclusive attitudes from teachers and supportive approaches from school administrations play a critical role in the integration process.

4.2.4 Education Policies and Institutional Capacity

Educational policies and institutional capacity stand out as another decisive theme in Syrian children's access to education (f=19). The literature emphasizes that integration policies developed by the Ministry of National Education provide an important framework; however, there are regional differences at the implementation level (Kaya & Kırac, 2016).

Teachers' competencies in refugee education directly affect the quality of the educational process. Studies show that in-service training for teachers is limited and that more systematic support mechanisms are needed in this area.

4.2.5 Discrimination and Psychosocial Risks

The final theme highlighted in the literature is the discrimination and psychosocial risks faced by Syrian children in the education process (f=15). Experiences of stigma, bullying, and exclusion negatively affect children's psychological well-being; this is a determining factor in academic performance and school attendance (Fazel et al., 2012).

Some studies highlight that school-based psychosocial support services are effective in mitigating these risks; however, accessibility to these services is limited. In this context, it is stated that education should be addressed not only academically but also in terms of psychosocial support.

5. Argument

This study systematically examines national and international literature on access to and integration into education for Syrian children in Turkey between 2011 and 2025. The findings reveal that education plays a central role in the social integration of Syrian

children, but this role is not fully realized due to structural, institutional, and social limitations. This section discusses the findings in light of relevant theoretical approaches and previous studies.

5.1 Descriptive Features

The descriptive characteristics of the research examined in this study offer important clues regarding the temporal and methodological trends of academic interest in the education of Syrian children in Turkey. The findings show a significant increase in the number of studies published in this field, especially after 2016. This situation reveals that with the permanent settlement of the Syrian population in Turkey, education has ceased to be a temporary area of humanitarian intervention and has become central to long-term policy and integration discussions. Therefore, this increase in the literature indicates that the persistence of forced migration directly affects academic output.

The methodological distribution of the studies examined is also noteworthy. The predominance of qualitative research in the literature indicates that the educational experiences of Syrian children are addressed in depth and contextually, mostly from the perspectives of teachers, students, and parents. This trend reveals that education in the context of forced migration is a multi-dimensional phenomenon that cannot be explained solely by quantitative indicators. However, the limited number of quantitative and mixed-methods studies points to a significant gap in the literature regarding the generalizability of the findings.

On the other hand, it appears that a significant portion of the studies examined are limited to specific provinces or regions with high levels of migration. This suggests that although the educational experiences of Syrian children show regional differences, these differences have not been sufficiently addressed comparatively in the literature. Therefore, the existing literature is limited in providing a holistic view of access to education and integration processes across Turkey.

When these descriptive findings are considered together, it is seen that academic studies on the education of Syrian children in Turkey are concentrated around certain themes; however, there is room for improvement in terms of methodological diversity, regional comparisons, and longitudinal analyses. This situation offers an important area of focus for future research.

5.2. The Structural Link Between Access to Education and Integration

The fact that most studies have focused on access to education and integration reveals that structural problems in Syrian children's access to education directly affect the integration process. Bureaucratic obstacles in school registration processes, insufficient school capacity, and economic deprivation are among the main factors limiting regular participation in education. This situation shows that the "structural integration" dimension emphasized in Ager and Strang's (2008) integration model is fragile in the Turkish context.

The literature emphasizes that the failure to ensure continuity in access to education leads to Syrian children developing weak ties with the education system and increases the risk of social exclusion in the long term (Şimşek and Kula, 2018). In this context, access to education should be considered not only a result of integration but also a fundamental prerequisite that makes integration possible.

5.3. Language Barrier, Academic Achievement, and Social Integration

The fact that the second most common topic of study is school environment, belonging, and social integration indicates that language barriers play a decisive role in the educational experiences of Syrian children. Limited Turkish proficiency negatively affects not only academic achievement but also classroom interactions and peer relationships (Sakız, 2016; Dryden-Peterson, 2016).

This finding aligns with studies in the educational literature that consider language a central element in both academic adaptation and social integration. However, viewing language barriers solely as an individual deficiency risks overlooking the structural dimensions of the integration process. Indeed, some studies show that short-term and fragmented language support programs limit academic adaptation and are insufficient for lasting integration (Emin, 2016). This indicates that language teaching should be addressed within the framework of a long-term and holistic educational policy.

5.4. School Environment, Belonging and Social Integration

The fact that the third most frequent topic of studies is the school environment, belonging, and social integration reveals that the school environment is a critical social space in the integration process of Syrian children. Positive peer relationships and an inclusive school climate strengthen children's sense of belonging to school and increase their retention in the education process. This shows that children who develop positive social relationships at school also have healthier social integration processes (Sakız & İçduygu, 2020).

This finding supports the explanatory power of social capital theory (Bourdieu, 1986) in the context of education. Conversely, discriminatory attitudes and experiences of exclusion lead to children withdrawing from school and increased psychosocial risks. The weakening of the sense of belonging also negatively affects individuals' social adaptation processes. As emphasized by critical integration approaches, integration cannot be reduced solely to individual efforts at adaptation; it requires the development of inclusive policies at the school and education system level (Schinkel, 2018).

5.5. The Gap Between Education Policies and Practice

The fact that the fourth most common area of focus in studies is the gap between education policies and implementation reveals that significant policy steps have been taken regarding the education of Syrian children in Turkey; however, these policies do not always align with practical applications on the ground. While integration-focused regulations developed by the Ministry of National Education offer a general framework,

regional differences and institutional capacity deficiencies limit the effectiveness of these practices (Kaya & Kırac, 2016).

In particular, the competencies of teachers in refugee education stand out as one of the areas where this gap is most visible. The limited in-service training makes it difficult for teachers to implement classroom practices. This situation shows that the multi-layered interactions emphasized in Bronfenbrenner's (1979) ecological systems theory are not sufficiently integrated at the policy-school-classroom level.

5.6. Psychosocial Dimension and the Vulnerability of Integration

The psychosocial dimension and the fragility of integration, the fifth most common theme in the studies examined, reveal that the psychosocial risks faced by Syrian children in their education significantly weaken the integration process. Traumatic migration experiences, discrimination, and uncertainty negatively affect children's psychological well-being, making regular participation in educational processes difficult (Fazel et al., 2012).

While school-based psychosocial support services appear to have significant potential in mitigating these risks, the literature highlights serious limitations regarding the accessibility and sustainability of these services. Studies, particularly those conducted in Turkey, show that psychosocial support provided in schools is mostly project-based and temporary, thus failing to meet children's long-term needs (Emin, 2016; Sirin & Rogers-Sirin, 2015).

In this context, it becomes clear that integration should be evaluated not only through structural indicators but also by considering children's subjective experiences, psychological well-being, and sense of security in educational environments. The lasting and inclusive progress of the integration process depends on integrating psychosocial support mechanisms into the education system.

6. Conclusion and Recommendations

This study systematically examines national and international academic literature on access to and integration into education for Syrian children in Turkey between 2011 and 2025. The findings of this systematic review reveal that education plays a central role in the social integration of Syrian children; however, this role is not effectively fulfilled due to structural, institutional, and social limitations (Ager & Strang, 2008; Emin, 2016).

The study's findings demonstrate that the problems Syrian children face in accessing education are multifaceted. Bureaucratic obstacles in school enrollment processes, insufficient school capacity, and economic deprivation are among the key factors limiting access to education. This reveals that access to education cannot be explained solely by individual or temporary problems; it is directly related to structural inequalities and institutional capacity (Şimşek & Kula, 2018; Kaya & Kırac, 2016).

Language barriers stand out as another decisive factor in the educational experiences of Syrian children. The literature emphasizes that limited Turkish language

proficiency negatively impacts academic achievement, classroom interaction, and peer relationships; and that existing support mechanisms for language teaching are often fragmented and short-lived (Sakız, 2016; Dryden-Peterson, 2016). In this context, language should be considered not only a learning tool but also one of the fundamental components of social integration.

One of the study's key findings is that the school environment plays a critical role in the social integration of Syrian children. An inclusive school climate, positive peer relationships, and supportive teacher attitudes strengthen children's sense of belonging to the school and increase their retention in the educational process. Conversely, discriminatory attitudes, experiences of exclusion and stigmatization weaken children's psychosocial well-being and increase the risk of school dropout (Bourdieu, 1986; Schinkel, 2018).

From an educational policy perspective, while significant steps have been taken in Turkey regarding the education of Syrian children, a noticeable gap exists between policy and implementation. It appears that integration-focused regulations developed at the central level are only implemented to a limited extent at the local level due to institutional capacity deficiencies and regional disparities. In particular, the inadequacy of professional support for teachers in the field of refugee education directly affects the quality of classroom practices (Kaya & Kırac, 2016; Emin, 2016).

Based on these findings, the study's recommendations for policy and practice can be summarized as follows:

- 1) **Structural strengthening of access to education:** This requires increasing school capacity, simplifying enrollment processes, and expanding support mechanisms for economically disadvantaged families.
- 2) **Holistic structuring of language support programs:** Turkish language teaching should be addressed within a long-term policy framework integrated into all stages of the education process, instead of temporary and limited applications.
- 3) **Supporting an inclusive school climate:** Strengthening anti-discrimination policies in schools, expanding practices that encourage peer interaction, and supporting teachers in inclusive education are important.
- 4) **Increasing professional development programs for teachers:** Regular, practical, and sustainable in-service training should be provided for teachers working with refugee and migrant children.
- 5) **Expanding psychosocial support mechanisms:** School-based guidance and psychological counseling services should be strengthened; support for children's trauma and adjustment processes should be systematized (Fazel et al., 2012; Sirin & Rogers-Sirin, 2015).

In conclusion, this study reveals that significant academic knowledge has been accumulated in Turkey regarding access to education and integration of Syrian children; however, this knowledge needs to be reflected more strongly in policy and practice. Education should be considered a fundamental area supporting not only the academic but also the social, emotional, and community development of Syrian children. Inclusive

and sustainable education policies developed in this direction will contribute to the long-term social integration of both Syrian children and the host community.

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