

## **Module F Note**

### **Protection Ethics and Practices of Care and Solidarity**

#### **Abstract**

Title: The Conceptualization of State Linguistic Policies and Educational System for analyzing Community Solidarity: Practices and Protection of Refugees.

The consistent emergence of refugees, due to continuing poverty, conflicts, violence, civil wars, developed a sense of responsibility for host society to accommodate refugees persecuted in their state of origin. In the ongoing refugee crisis, the host society provided shelter and basic human necessities. However, the intake of refugees from diverse cultures develops complexities in the adjustment with the societies. The influx of refugees in 2015 from Syria to Germany escalated the debate of integration in German society. State intending to integrate Syrian refugees, the initial step was to provide a 'compulsory integration program' for all the refugees arriving in Germany. The program tooled with compulsory German language, along with the historical and cultural background of Germany. The program was adopted under state policies to promote the productive and substantial integration of refugees. Along with integration policies, the German state adopted welfare policies for the refugees by providing them accommodations and basic expenses for their basic needs such as food, clothes, and other essential items. However, despite immense state policies providing protection and welfare to the refugees in the integration process, the lack of socio-cultural and traditional parameters of refugees backgrounds creates multiple complexities and a wider gap in the formulation and implementation of these state induced policies and practices.

The paper will analyse the state policies induced for the integration of refugees with host societies. However, it will limit its analyses to the inculcation of linguistic and the role of state educational policies. It attempts to understand how the state policies impact the integration process in a multilingual diversity. The compulsory language training to adapt to the host society seems to be a way forward in the welfare and substantive integration of the refugees. Nevertheless, the method and inculcation of language training created layers of complications with the refugees and the host society. The state's lack of cultural sensitivity towards others languages and refugees sense of fear of losing their native language in the integration process unfold multiple complications. Besides, it results in growing community's alienation due to the language barrier and developing an alternative community within the community, influencing the cooperative coexistence between multicultural identities. In a counterargument, the growing alienation produces alternative community solidarity. For instance, a separate and segregated space was formed for Arabic and Turkish-speaking migrants and refugees in Germany. It further intensified the psychological differentiation between the state, locals, and the refugees. Thus, the language plays a significant role in either alienating the community or forming an alternative community based on their language, interest, and choice.

Thus, the paper explores the negative repercussions of the integration plan of the state policies in practice and the protection of refugees. On the other hand, the sustainability of the native language by the refugees and the host language to adapt to the society can provide a new sense of solidarity among refugees with the host society. The idea of multi lingua propositions can ethically protect refugee's backgrounds and a motivation to be actively involved in the cultural integration process. The paper will be scrutinised under Durkheim's conceptual analysis of 'organic solidarity' in the view of the preceding argument. Further, it will inquire about the state's education system for refugee children and its impact on organic solidarity in the community. The school education system induced by state policies impact the personalities and development of the individual within societies. In 2015 with the refugee influx, the Arabic-speaking refugee students were given extra classes and training to cope with the existing school curriculum without any due respect to one's native language. Thus, it inculcates the fear of losing one's language, as a child shaped in school will be synchronized with German identity and has the prospect of evading one's own native language. In the conclusive premises, the paper will study the long term process of integration, within the conceptual underpinning of organic solidarity, along with multilingual language class in the education system that can form a pluralistic and tolerant society.

Keyword: State linguistic policies, education system, host society, refugees, community solidarity