

A CASE STUDY: EXPLORING THE EXPERIENCES OF EDUCATIONAL
STAKEHOLDERS IN RELATION TO REFUGEE EDUCATION AT A PUBLIC
SCHOOL IN MAMAK

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ABSTRACT

A CASE STUDY: EXPLORING THE EXPERIENCES OF EDUCATIONAL STAKEHOLDERS IN RELATION TO REFUGEE EDUCATION AT A PUBLIC SCHOOL IN MAMAK

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The aim of this study is to investigate the experiences of educational stakeholders in relation to the refugee education process in a public school in Mamak district in Ankara that serves refugee students as well as special need students. A qualitative case study was conducted. Data were gathered through semi-structured interviews with five administrators, ten teachers and five refugee and five local parents. Descriptive analysis was used for the analysis of the participants' data and the thematic analysis was used for the analysis of the main data. The findings of the study indicated that educators experienced difficulty in communicating with refugee students and their parents due to the language difference which is considered as the biggest factor influencing the educational process. There are also issues arising from working conditions such as crowded classrooms. Educators have not received any training based on teaching diverse groups before and they have reached no support in terms of their professional development to prepare them to better cope with the process. Moreover, teacher and school factors are seen as the most beneficial factors for students' wellbeing. The results indicated that although the experiences of educators were generally negative, their attitudes towards refugee students were not negative. While the statements of local parents revealed their negative attitudes against these students, the statements of refugee parents showed their satisfaction regarding the education that their children access. Finally, the study presents

some recommendations for including refugee students into mainstream classes, increasing their adaptation and ensuring high quality education.

Keywords: Refugee Education, Educational Policies, Educational Stakeholders, Inclusion, Mainstreaming.



ÖZ

DURUM ANALİZİ: MAMAK'TA BULUNAN BİR DEVLET OKULUNDAKİ EĞİTİM PAYDAŞLARININ MÜLTECİ EĞİTİMİNE İLİŞKİN DENEYİMLERİNİN ARAŞTIRILMASI

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Danışman: Yrd. Doç. Dr. Gökçe Gökarp

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Bu çalışmada amaç, Ankara'nın Mamak ilçesinde özel eğitim ihtiyacı olan öğrencilerin yanısıra mülteci öğrencilere de hizmet veren bir devlet ortaokuldaki eğitim paydaşlarının mülteci öğrencilerin eğitim sürecine dair deneyimlerinin incelenmesidir. Niteliksel durum araştırma yürütülmüştür. Veriler beş okul yöneticisi, on öğretmen, beş mülteci veli ve beş yerel veli ile yapılan yarı yapılandırılmış görüşmelerle toplanmıştır. Katılımcılar ile ilgili verilerin analizinde betimsel, ana verilerin analizinde ise tematik analiz kullanılmıştır. Çalışmanın bulguları, eğitimcilerin eğitim sürecini etkileyen en büyük faktör olarak görülen dil farkı yüzünden mülteci öğrencilerle ve ebeveynleriyle iletişim kurma konusunda olumsuzluklar deneyimlediklerini göstermiştir. Kalabalık sınıflar gibi çalışma koşullarından kaynaklanan hususlar da vardır. Eğitimciler daha önce çeşitlilik içeren gruplarla çalışmaya yönelik bir eğitim almamışlar ve süreçle daha iyi başa çıkabilmek için mesleki gelişimlerini arttıracak bir desteğe ulaşamamışlardır. Dahası, öğretmen ve okul unsuru öğrencilerin refahı için en etkili faktörler olarak görülmektedir. Eğitimcilerin genel olarak sürece dair olumsuz deneyimlerini paylaşımlarına rağmen, onların ifadeleri mülteci öğrencilere yönelik tutumlarının olumsuz olmadığını göstermiştir. Yerel ebeveynlerin olumsuz deneyimleri, bu öğrencilere yönelik olumsuz tutumlarını ortaya koyuyorken mülteci ailelerin ifadeleri çocuklarının eriştiği eğitimle ilgili memnuniyetlerini göstermektedir. Son olarak, çalışma,

mülteci öğrencilerin, devlet okullarındaki sınıflara dahil edilmesi, adaptasyonlarının artırılması ve yüksek kalitede eğitimin sağlanması konusunda bazı öneriler sunmaktadır.

Anahtar Kelimeler: Mülteci Eğitimi, Eğitim Politikaları, Eğitim Paydaşları, Kapsayıcı, Kaynaştırma.





To my beloved ones,

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CHAPTER 1

INTRODUCTION

Throughout this chapter, respectively background of, the purpose and the significance of the study, and my motivation for the topic under research are presented. In addition, the definition of the terms is explained with the related literature of the terms, concepts and subjects.

1.1. Background of the Study

At the end of 2010, the chaos called Arabian Spring has cropped up in all Middle East Countries and had a severe impact on Tunisia, Egypt, then Libya and Syria in 2011 respectively. The events have been getting worse day by day and the protestors have been repressed violently. This war environment caused hundreds of thousands of people to die, in other words, this caused a massacre in these countries as well as forced the resignation of nearly 5 million people to other countries for their life security. Around the world, many countries have been dealing with immigrants, refugees and asylum-seekers recently. However, refugee population needs more considerable time and effort than other immigrants who do not have to settle in a different country in haste like refugees had to. As a result, this refugee issue became an issue which needs more attention. To improve the education provided to refugee children, there are various interventions are implemented in Turkey and around the world. Yet, it is hard to assess their effectiveness (Block et al, 2014). However, in the following section, a review of good practices and challenges are reviewed through the examination of the literature related to this issue.

Since 2011, records about refugees by UNHCR (2015) show that the civil war and act of violence still continue and as a result, the number of Syrian Refugees increases steadily in Turkey. Hence, they seem not to go back to their home country for a long time, as well. However, because the acceptance of Syrian citizens seems to be temporary, the resulting water, security, clothing needs, health issues and nutrition requirements have been considered on a preferential basis by Turkish authorities that opens its border gate for

refugees as in some other host countries (UNHCR, 2016). Within this period and as a result, education needs for refugee children have been considered as a secondary plan because they are supposed to return back to their homeland as soon as the war ends. Consequently, long-term planning-solutions and infrastructure preparations for education did not attract authority's attention on the spot. However, more than half of the refugee students who do not attend school in the world seem to be in countries especially like Turkey, Pakistan, Lebanon, Kenya, Democratic Republic of Congo, Chad and Ethiopia (UNHCR, 2016). Because these countries are still developing, refugee students mostly encounter with a host country in which its government still has some trouble in educating their own local students (UNHCR, 2016). As a result, when tens or hundreds of refugee students who are not able to speak the language of the country they are living in and have lost up to 4 years of education, come to the stage, schools need additional places, trained teachers and well prepared special materials for this student population (UNHCR, 2016). Hence the obstacles hindering this refugee student population from participating fully in formal schooling and the possible precautions improving such population's well-being as refugees need to be taken into consideration.

During this period, under the favor of its 'open door policy', Turkey which has the longest land border with Syria, has had to accept and host more than 4 million Syrian and Iraqi citizens who have escaped from the war and clashes in their country (DGMM, 2018). During this process, World Public Opinions have not been looking for a long-term solution and these intensified conflicts in Syria, as a result, the increase in the number of Syrian people who immigrate to neighbor countries including Turkey became inescapable. As the Syria refugee crisis entered the 8th year in 2018, Turkey became the host to the largest refugee population around the world (UNICEF, 2018). According to the data of the General Directorate of Migration Management (DGMM), by August 2, 2018, a total of 3 million 542 thousand 250 Syrian citizens continue their existence inside and outside of the camp found by Republic of Turkey Prime Ministry Disaster and Emergency Management (AFAD) in 10 provinces of Turkey. Of these, while 206 thousand live in 25 settlement centers established in 10 provinces, the remaining 3 million 335 live outside of the camp (DGMM, 2018). However, whereas the current number of registered refugees is 3,542,250, there are many unregistered refugees located in different cities of Turkey besides camp areas found by AFAD. Besides nearly 3.6 million Syrians of whom over 1.6 million were children, there are also over 366 thousand refugees from Afghanistan, Iraq and Iran of whom 116 thousand were children (DGMM, 2018). According to the data of UNHCR (2017), 55% of Syrian immigrants are in

the 0-18 age range and this corresponds to 1.645.911 Syrian children. Among them, the number of school aged children is 621 thousand (MoNE). However, according to Turkey Immigration Report released in 2016, 116.482 of Syrian and 23.971 Iraqi students are studying in public schools. According to the information from DGMM (2018), 564,552 Syrian refugees enrolled in formal education whereas 39,377 non Syrian refugees enrolled in formal education. When the number is compared to the entire population of children of newcomers, the proportion that continues to study seems very low, but between 2016 and 2018, the number of Syrian and non-Syrian registered students in formal education seems to have increased dramatically. Moreover, since 2011, over 200 thousand Syrian babies were born in Turkey (Erdoğan, 2015). This number reached 311 thousand in 2018 (TBMM Göç ve Uyum Raporu, 2018). Therefore, not only the existence of Syrian refugee children in school age needing to be trained, but also the population born, growing and approaching the age of education oblige Turkey to develop long term educational policy for Syrian children. The reluctant displacement of Syrian children and non-Syrian children and the extent of the crisis have adverse effects on their education process, but Turkey has been struggling to reach as many refugee children as possible on such short notice (UNICEF, 2015d).

Since 2012, in order to define a stable policy on refugee education, several regulations have come into effect. In 2012, the policies intended especially to improve education facilities for refugee children within the camps, because the policies were determined depending on the idea that Syrians would return back to their homeland as soon as the war ends. However, the number of Syrians increased steadily. As a result, on April 26 and September 26 in 2013, two notices focusing on education issue at an institutional level were released (Emin, 2016). These notices explained what should be done about the education process of Syrian students. According to the regulations, these students should continue to live in an educated way without any interruption and losing their years in vain. In the event that they return back to their home country or move to another country, at least they would not pass years away from educational environment. In addition, the teachers who graduated from a teaching department and teach Arabic language and the ones who are able to teach in spite of not graduating from any teaching department can take part in teaching refugee students without demanding any compensation (MoNE, 2013b). Additionally, with the directive announced on April 26, MoNE paid more attention to the surveillance of works and institutions which were founded by NGOs and local authority for Syrian children. What were done was

examined in terms of their adequacy and inadequacy so that MoNE could make up for inadequacies (MoNE, 2013a).

In April, 2014, the Law on Foreigners and International Protection which is the first comprehensive legal regulations on Syrians in Turkey took effect.

In October, 2014 with the Law on Temporary Protection, Syrians had access to various services such as education and health (Resmi Gazete [Official Gazette], 2014).

The Education which Syrian children are ready to receive became standardized with a public mandate titled “Education for Foreigners” on September, 2016 (MoNE, 2014). Furthermore, for the first time in MoNE’ s 2015-2019 Strategic Plan, a subject related to refugee education was included (MoNE, 2015).

For the Syrian refugee students in Turkey, as the first alternative education, temporary education centers were founded and financed by NGOs inside and outside the camps (MoNE, 2014). Refugee children have been provided access to education in Arabic according to the Syrian curricula with the assumption that they would return to their homeland in a short time. However, according to International Displacement Monitoring Center (IDMC, 2014), the duration of refugees in host countries is 17 years in average. Hence, MoNE and other international organizations have increased these centers’ efficacy by improving and putting emphasis on them. And currently, Temporary Education Centers are considered as a unique body that none of the countries around the world use (Coşkun & Emin, 2016). The number of students in temporary education centers inside the camps is more than the ones outside the camps. This difference occurs because of the inefficient infrastructure and insufficient education facilities in centers outside the camps whose building are generally “apartment-turned schools or public school facilities during the school’ downtime” (Coşkun & Emin, 2016, p.18).

Non-formal education activities have developed modules of Turkish education according to different age levels to accelerate the adaptation of Syrians and other foreigners to education. Turkish instructional module suitable for foreigners between the ages of 6-12 is also available. Even in 2017, B1 level courses were opened and a total of 1,390 people were registered. The department of migration and emergency education was established on May 23, 2016 within the body of lifelong learning department.

According to the data taken from foreign students information operating system (YÖBİS) and e-school system on March 5, 2018, in 318 Temporary Education Centers in 21 provinces of Turkey, a total of 222,740 students, all of whom are Syrians, are educated on basic Turkish education. In addition, 9,619 students 4.917 of whom are girls enrolled in open schools. According to the data, 604,183 students had access to education in 2017-2018 education years. Students in temporary education centers are gradually transitioned to public schools. Since the 2016-2017 academic years, the enrollment of children of 1, 5 and 9 graders was made to public schools instead of temporary education centers. This situation indicates that after about 4 years, temporary education centers will lose their function.

In addition, Conditional Education Assistance Program which aims to support school attendance of refugee children; to reduce school dropout rates and to increase the number of refugee children who barely continue their education for Refugee Children has been launched with a protocol signed among the Ministry of Social Policy, Türk Kızılay, UNICEF and MoNE in Ankara on June 8, 2017. The program also includes an important component to provide support for the elimination of barriers to access to school for the most disadvantaged children and, where appropriate, to benefit from child protection services. Since 2003, the Government of the Republic of Turkey have already offered conditional education assistance to needy families in Turkey. With this collaboration, the program now became widely available to cover the most vulnerable group of children in schools and temporary education centers in Turkey, as well. From the end of May to early June in 2017, 56,000 refugees have benefited from the Conditional Education Assistance Program (UNICEF web sayfası, 2017).

In addition to what have been done in Turkey, in 2015, members of the UN regulated a goal for Sustainable Development for the next fifteen years which is to 'ensure inclusive and quality education for all and promote lifelong learning' by 2030. However, in order to realize this goal and leave no one behind, education needs of refugees or asylum seekers should be met first and foremost (UN, 2015).

The concepts of immigrant, migrant, asylum seekers and refugee are generally used interchangeably but the circumstances which people are exposed to for each concept are different from each other.

Refugee is a person who has to flee from his or her home country because of some harassments, chaotic situations, civil or military wars causing people to die and need to be protected internationally (UNHCR, 2016). As for asylum seeker, they are the ones looking forward to having a status similar with refugees in the host country. When it comes to the definition of immigrant, they are the ones who leave their own country and resettle into another one to have a better living conditions for a long time. On the other hand, migrant is more common concept inclosing the other concepts. It is obvious that although these concepts do not have strict differences in their definitions, it had better to be aware of what they refer to specifically. Whereas immigrant and migrants can choose to move to another country on their own will without external force, refugees and asylum seekers have to escape from their hometown due to external factor such as wars and stop over in refugee camps impermanently (McBrien, 2005). Turkey has hosted the people who came from the countries outside EU and this hinders them to have refugee status because Turkey has a legal restriction about time and geographical borders to consider people as refugee in the Geneva Convention Turkey signed in 1951. Although in 1967, 'time' limitation was removed, geographical limitation was not removed and it hinders people coming from outside of European countries to access refugee status. Hence, the people who Turkey has hosted are considered as asylum seekers. However, in this study, 'refugee' concept is used to mention about people who came from Syria, Iraq and Afghanistan.

Refugee students have experienced the sense of exclusion and low self-confidence as well as language barriers, resulted from various cultural differences. Teachers should remember that students' behavioral problems may be caused by issues such as trauma, peer bullying, language problem and different education system they are in (McBride, 2018). Moreover, refugee children might have some serious physical and psychological problems such as being sexual or psychological abused caused by the events faced during resettlement process (Neugebauer, 2013). The literature generally also shows that refugee children's educational experiences can be positive or negative. Refugee students may face many reactions, such as 'welcoming' or 'rejecting' (McBrien, 2005, p.335)

In terms of language education, it was stated by a participant who participated in Candappa et al's (2000) research that the students were especially good at receiving language training separately from other children and spent the most of their time in the classroom with other peers. However, Rutter (2006) states that besides learning the language of the arrival

country, the students should continue and improve their native language because it is not generally good to put these students in the formal environment where they are forced to use solely the language of the host, because making them prolong to use their native language lets them develop and maintain a positive feeling of living in a new environment. It is important because of the fact that some parents feel afraid of losing their culture, language and self during this process (Taştan & Çelik, 2017).

Some schools which have already had a very large number of inclusion students with a relatively large student population, when compare to other schools in the same district, has been exposed to a diversity of students from different backgrounds with the increase of refugee inclusive education, as well. With this persistent and widespread inclusive refugee education, many challenges and benefits experienced by teachers, administrators and parents of both minority and host may appear and the solutions to get over challenges and improve conditions considering benefits seem to be mostly unique to each school given the multiple circumstantial variables. In essence, this study is an exploration of experiences and the approaches middle school administrators, teachers and parents use to systematically overcome the challenges of a school that has both refugee and inclusion students with a high student population create while allowing the voice of the administrators, teachers and parents to be heard regarding the difficult work of education taken place in such a school serving refugee inclusive and inclusion students with a relatively large student population.

1.2. Statement of the Problem

Given the increasing number of refugee students attending public schools in Turkey due to the directive 2014/21, the importance of paying attention to the experiences of middle school teachers, administrators and parents have become prominent. The research conducted on refugee education till 2019 has shown that there are some problems with refugees, their education and the people who interact with them during their training process in educational settings. For instance, it is mentioned that there are girls who cannot participate in educational activities because of mixed education, as well as boys who have to work to contribute to family income because of economic problems. As schooling reduces early child labor and early marriage (Watkins and Zyck, 2014), cultural barriers such as the language problem experienced by these children having the concern of forgetting their own language, and transportation problems which are considered a huge barrier to continue their

education should be resolved. For example, some temporary education centers use public schools after they end their shift, so closing times can be very late. And the students are in the classroom even after sundown. That's why there is also a security concern added to transportation issue which is already a problem for refugee students. Furthermore, some families and children are deprived of knowledge and skills in school enrollment and document procurement. Even though refugee students managed to register, they suffer from lack of orientation and motivation (Taştan & Çelik, 2017).

Until now, selection and placement exams refugee students have to take in order to study in a good and qualified high school have been prepared in Turkish. This hinders these students from being successful in this kind of exams. As a result, they have to register to other schools in which the number of students per class is very high. As it can be seen, the existing researches have mostly focused on just one party which is refugee students, teachers or parents separately. None of the existing research as I have reviewed focuses on three groups of people who are parents, teachers and administrators together. The research on the topic is limited and little attention is given to this aspect of the issue in Turkey. Hence, it seems necessary to conduct a case study to see what legislations have been enacted and as a result of the legislations, what kinds of challenges school, school administration, and teachers have experienced as well as parents, and whether these stakeholders have capability to overcome challenges effectively to improve faculty of these individuals so that success can be achieved in schools where refugees are present because the capability of teachers and administrators may not be sufficient for dealing with these new circumstances which is the abrupt existence of refugee children. Also, I aimed to reach a wholistic picture about the challenges and experiences of parents of refugee students and of the host ones.

1.3. Purpose of the Study

The purpose of this study is to explore the experiences and challenges of teachers and administrators who work in a school serving refugee students as well as parents and gain insight into the experiences of these stakeholders on refugee education and refugee parent-school relations, as a result, provide some recommendations for educators and parents to contribute to the adaptation process of children and to support their education more effectively and adequately.

Based on the aim referred above, this study attempts to shed light upon the following research questions:

1. What are the experiences of teachers, administrators who work in a school serving refugee students?

1.1 What are the experiences of teachers with refugee students? If they see any challenges, what are they?

1.2 What are the experiences of administrators with refugee students? If they see any challenges, what are they?

1.3 What characteristics seem to contribute to improve students' well being (adaptation, academic success, communication etc.)

2. What are the experiences of parents whose children studying in such school?

2.1 What are the experiences that parents of refugee students have gone through? If they see any challenges, what are they?

2.2 What are the experiences that host parents have gone through? If they see any challenges, what are they?

1.4. Significance of the Study

The existence of asylum process of the Syrian people in Turkey puts educational issues, which have attracted little attention, into foreground. Educational issues have received little attention because such other issues as providing health, shelter, security, food for asylum seekers were more urgent. Despite of the field surveys and reports conducted, the number of studies revealing the educational situation and experiences that school stakeholders have encountered is very limited and there is no encountered studies directly focusing on the individual experiences and challenges of administrators, teachers, and parents at the same time. The importance of the study is that there have been an increasing number of refugees in recent years day by day and among the refugees, the number of school age children is so high that we cannot underestimate it. The educational needs for these children lead the authority to take some steps and introduce such legislation as the one allowing these students to register in public schools in Turkey. This challenges the teachers, administrators, students and even parents somehow the fact that the inadequacy of the existing conditions in public schools have already created some challenges for these parties. The unsatisfying current policies to integrate and include refugee children in Turkish public schools also cause another uncertainty in implementations of educational practices in schools. Under these

circumstances, it is significant to learn how education is served at schools, what challenges are encountered, how to deal with these challenges and what the overall attitudes of teachers, administrators and parents based on their experiences regarding the process are.

When it comes to what is investigated in literature, it can be asserted that there are plenty of studies regarding refugee education even though either their participants groups or their aims are different from each other. Beltekin (2016) analyzed the progress of Turkey in meeting the needs which emerged as a result of refugee education in Mardin, Turkey and its districts by conducting a case study through interview and observation. He interviewed with teachers and directors at schools however the parents were not on the scope of his study (Beltekin, 2016). Balkar, Şahin and Babahan (2016) conducted a study determining the opinions of Temporary Education Center coordinators and Syrian teachers working in these centers in Gaziantep province, Turkey. The focus of their study is to reveal what kinds of professional development needs they have and difficulties both Syrian teachers and coordinators working in Temporary Education Centers not in public schools during the process of educational and instructional practices. Likewise, Börü and Boyacı (2016) conducted a study focusing on the difficulties in educational settings both immigrant students and their teachers come across and their opinion about the learning process in Eskişehir, Turkey. They refer to call students resettling in Turkey after escaping from abroad as immigrant students. They interviewed with immigrant students, teachers and a school principal to reach the aim of the study except parents. Fazily (2012) did research on the perceptions of school staff and refugee parents related to the education of refugee students in a New York school. However, in this study, there was a family literacy program applied to parents and school staff and the study aimed to examine the consequences after the participation of parents and school staff in this program. A qualitative study was preferred to collect data through in-dept interviews with teachers, principal and refugee parents. The focus of this study is to evaluate the results of a program and parental involvement situation, Moreover, local parents were not included in the study. As a framework, Coleman's (1987) social capital theory was used and Fazily's (2012) study is also different from my study in terms of the aim and the participants involved in it, although it focuses on refugee children's education. Likewise, Arar, Örücü and Küçükçayır (2018) conducted research on the challenges faced inside the school and interviewed the principle and two teachers as well as their observations. Among the significant findings of their study, welcoming and integrating mistreated refugee children

into schools and developing social cohesion under uncertain and unpromising policies related to their adaptation are more prominent.

There are many other similar studies related to refugee education however, they serve different aims, interview different participant groups, apply different methodologies or base the studies on different theoretical frameworks. However, this knowledge is very crucial, given that these three school stakeholders constitute a capital root of efficient adaptation and academic engagement for both refugees and immigrant students (Morrison & Bryan, 2014). A close inspection of related data recorded by different agencies seems to indicate that the role of principals, teachers, and parents in refugee student education in schools cannot be ignored. Hence, the present study is significant in that existing research conducted on such issues as identifying experiences which school administrations, teachers and parents have gone through during refugee education process in Turkey appears to be rather limited. Hence, this study aims to cover what has not been done before.

Likewise, in the literature, the importance of this study is emphasised, the fact that the students' experiences have been mentioned and research has been done in their eyes and the teachers, school administrators and parents are not included in the research (Kardeş & Akman, 2018). However, school is "the primary acculturating institution where refugees often make their first contact with the host society" (Sarr & Mosselson, 2010, p.549). Because the host society consists of both local and refugee parents, their existence and their experiences cannot be ignored as well as school staff in the study.

In addition, when the research in the area is considered, there appears to be less research conducted directly on the experiences of administrators, teachers, the parents of the refugees and of the host in a middle school where minority students are enrolled. This is a gap that this study intends to address. Moreover, It was tried to include parents (any person being able to speak Turkish from each refugee family) from both refugee and host as much as possible residing in the same neighborhood. The decision was made to conduct the study in a school in one of the suburban provinces in Turkey in which the result of the flow of asylum seekers can be observed easily by looking at the number of students at schools and neighborhood as well.

Another significance of the study was related to how the findings of this study may affect the future implementation regarding refugee education. The experiences of three groups of school stakeholders will have been able to be accessible by reseachers, authorities, educators and anyone who is interested in refugee education in Turkey. By this way, the future steps in refugee education can be determined and educational policies can be developed according to what parents, both locals and refugees, teachers and administrators have experienced at school serving refugee children.

1.5. Definition of the Terms

Refugee: Refugee term is used to identify the Syrian, Iraqi and Afghan people under temporary protection who escaped from the chaos caused by the Arab Spring erupting in late 2010 in Syria and affecting many neighboring countries, and were unable to have refugee status and can be accepted as guests or ‘temporary asyless’ by the host community based on the condition in the 1967 Protocol Relating to the Status of Refugees (Uzun, 2015, p.112)

Conditional Refugee: A conditional refugee refers to people who have to be outside of their nation because of fear of persecuted for such reasons as political chaos and are reluctant to return to their hometown and are permitted to reside in Turkey till they are resettle to a 3rd county.

Temporary Protection: After 2011 with Law 6458, Turkey granted “temporary protection” status to the Syrians (Uzun, 2015, p. 113).

Capability: Capability refers to what extent teachers and school administrators are able to adopt new policies, strategies and abilities into their classrooms.

Inclusion: Inclusion ‘refers to efforts to include the child with his/her own culture and values into the school, within a culture that celebrates diversity’ (Candappa et al., 2007, p. 33).

Multicultural education: Multicultural education refers a set of principles, practices, and values which are related to social justice directly in which social justice means both a critical

questioning of power, and discrimination and intentionally response to systematic oppression (Gorski, 2009; Nieto & Bode, 2012).

Integration: Integration refers to a process that seeks to equip the child to meet the demands of mainstream education and culture (Candappa et al., 2007, p. 33).

1.6. My Incentives for the Study

The paramount factor motivating me to do this study is that I have been teaching classes in a school where refugee students are enrolled for nearly 4 years. During this time, I have witnessed both positive and negative incidents and situations occurring not only in the classroom or school but also in the school environment in other words outside the school. To give an example for a situation that happened during my class hour, while I was arranging the class seating plan, I wanted to place a refugee student into foreground, however he rejected my request by expressing if he continued to have a seat backside, he would feel more comfortable. At this point, even if I intended to insist on this issue (because I wanted him to interact more with other students), I changed my mind directly and I left him as he wished. Because of my deficiency related to how to deal with this type of situation related to refugee students and the fear that my intention may have negative impact on the student, I withdrew and ignored what I intended. However, when I left that refugee student as he wished, other students felt as if I favoured him and started to complain about their new seats altogether. At this point I had to question why I could not get any education on minority education during my graduate years however I am not sure whether there were any available courses related to minority education or not. Another example was the incident which happened outside the school after school, some of the refugee students were exposed to peer victimization by some of the host students. Because the host could not show this kind of attitude inside school because we are there to interfere immediately when this kind of attitudes is about to take place, they are prone to show their anger in the minute that they leave the school. Similar to these examples, teachers and administrators in the classroom and school have variety of experiences and they have shared these experiences in the teachers' room. While some teachers do not know how to overcome unexpected situations related to inclusive education, some of them explain the methods they have tried and found effective. While I was reviewing the literature, I did not come across any studies on the views of administrators, teachers and parents at the secondary school level all together. Generally the

existing studies focus on the experiences of refugee students, so I decided to systematically investigate the views and experiences of the teachers and administrators, as well as both the host and refugee parents, in a secondary school where refugee students are present. I wanted to understand what kinds of challenges and motivation administrators, teachers and parents experience and how they deal with the situation where both the host and refugee students are getting the same education at the same time.



CHAPTER 2

LITERATURE REVIEW

Since World War II, there has not been such large displacement of a nation's people caused by the Syrian crisis which enter its ninth year in March 2019 (Visconti & Gal, 2018). This chaotic situation and on-going harassments on people's life has urged a great number of people to escape from their homeland and seek asylum in neighboring countries like Turkey. The number of school age children among people who had to flee to Turkey is undeniably high. As a result, these children need access to equal learning opportunities like any other children.

Every child has a bestowed right to access education no sooner than they come into the world. The core of education strategy defined by UNHCR is primary education which composes the beginning of lifelong learning cycle of a child. Therefore, the schools in especially developing countries which host 92% school age refugees around the world are in need of both financial and developmental aids from development organizations, governments, private sector and NGOs to find sustainable and fruitful solutions for education of refugee students (Figures at a Glance, 2018). Most of all, as a mean of hope for future and the ticket for better living conditions, education is an essential part of the life of a child to enable them to foster sustainable development (UNHCR, 2018). There are also some bothersome issues about refugee child education internationally. Globally, we are depriving refugee children of such hope at present. According to the data of UNHCR, there are 68.5 million forcibly displaced people around the world; whereas 25.4 million of them are refugees, 3.1 of them are asylum seekers and the rest is internally displaced people (UNHCR, 2018). More than half of 25.4 million refugees consists of children in other words under the age of 18 (UNHCR, 2018). A great number of these vulnerable children have gone through traumatic experiences such as violence or loss of beloved ones. They have been forced to escape from their hometown. They have had to flee across border and seek asylum in another country. The children who have been exposed to these harassments can reach the sense of normality and a place of safety only if they can be placed into an effective education setting.

According to the report released by Save the Children organization, more than half of the world's refugee children do not have access to education and what is worse, the ones with access to education are not receiving qualified and efficient education and what is more, just a small portion of refugee children continue secondary school education (Save the Children, 2018). Especially in developing countries which host 85 per cent of displaced people around the world, the number of refugee children in secondary school education seems to be very low (Left Behind Refugee Education in Crisis). Hence, throughout this chapter, under the major heading of refugee education, factors that influence refugee education the problems experienced in refugee education, benefits of refugee education, and the studies conducted nationally and internationally related to refugee education are represented.

2.1. Relevant Theoretical Perspectives

There are different theoretical perspectives such as institutional habitus, bioecological systems theory and socio cultural theory which can be considered relevant to the case under this study.

Firstly, in order to find out the experiences of administrators, teachers and parents in the case study of B school which educates refugee students besides the host ones, it can be useful to adopt the concept of 'institutional habitus'. The term habitus was coined and used by Bourdieu to mean the practices and values belonging to certain social groups or classes (Bourdieu & Passeron, 1977). Bourdieu's habitus concept is based on two main ideas. First, certain classes and groups need to reproduce themselves. Second, there are certain classes and groups in society and they have control over some systems like education. Bourdieu connects this to the cultural capital. Cultural capital legitimizes the control of status and power over classes. Dominant class has such symbols as language and culture that allow them to surpass other classes (Thomas, 2002).

Thomas (2002) states that the habitus refers to a series of propositions and these propositions are created by interaction between objective structures and what a person has come across in the past. Experiences and interpretation of reality are included in this term, as well (Thomas, 2002). A significant part of a person's habitus is obtained in the family which configures one's educational experiences. These experiences affect and alter the habitus that continues to construct further experiences.

Habitus is also described as ‘the disposition to act which individuals acquire in the earliest stages of socialization and which they consolidate by their subsequent choices in life’ (Robbin, 1993, p. 159). Why the term disposition is preferred to use is because habitus is in everyday actions and most of it is unconscious. In spite of the continuing process of re-structuring the habitus, any change in it occurs very slowly (Thomas, 2002).

The term institutional habitus is mentioned by McDonough (1996) as the influence of a social class or cultural group on an individual’s behavior as it is mediated through an institution (Reay et al, 2001). There is no such big difference between institutional and individual habitus based on a history and developed over time. Having examined the relationship between familial and institutional habits, Reay et al. (2000) accepted how interrelated this relationship was and argued that institutional influence had a direct impact on family background. Children’s future choices and expectations say that their learning experiences are influenced by the views and attitudes of their families and teachers. The importance of organizations in Bourdieu’s work is obvious because the education system is the primary institution along with which class order is continued. According to his analysis of students in French higher education institutions, the cause of working class students being underachieved is not that they are not talented or intelligent but that the curriculum is ‘biased in favor of those things with which middle class students were already ex-curricularly familiar’ (Robbins, 1993, p.153). This means that knowledge and experiences of dominant social groups are prioritized in educational institutions and those of minority groups are ignored mostly (Thomas, 2002). This is the condition observed in B school as well; the education system including curriculum, medium of instruction and all kinds of activities in B institution is culturally and socially biased. In relation to refugee education, institutional habitus appears to be a useful tool, because some problems such as absenteeism which teachers, administrators and parents need to cope with can be caused by the process in which refugee students do not feel belonging to this institution and they feel the cultural and social practices are not suitable for them and their background knowledge is useless and underestimated. However, a student from dominant social group who ‘encounters a social world of which it is a product, it is like “a fish in water”’: it does not feel the weight of the water and it takes the world about itself for granted’ can easily go through the education arranged for them (Bourdieu & Wacquant, 1992, p.127). On the other hand, a student from refugee background who is unfamiliar to tradition, language and educational system might feel like a fish out of water. Hence they may become inclined to stay in their familiar habitus

which is home. Thomas (2000) argued that if an institutional habitus appraises or favors specific compositions, on the contrary welcomes and appreciates diversity and differences, students from different background in terms of language, ethnicity, culture, country can better utilize the institution in which their knowledge are accepted, appreciated and respected. As a result they can continue their education more enthusiastically. It is needed to explore and understand what kinds of institutional practices are implemented by teachers and administrators, their own experiences and the impact of all these factors on refugee student education in order to apply the concept of institutional habitus. Hence the focus is not on providing a certain list of institutional factors, rather to explore the experiences of educational stakeholders in B school in relation to refugee education from the lens of teachers, administrators and parents from both refugee and host community. In coping with academic hardships and access to effective learning, within a certain 'field' students and teachers is seen as fundamental part of education in order to understand the institutional habitus.

For many years, psychodynamic, biophysical, behaviorist and sociological models have agreed upon that internal and external forces have an influence in human behavior but these models differ in the degree of care they take. For instance, although psychodynamic and biophysical models both focus more on understanding internal factors, whereas biophysical theorists attach importance to physiological conditions leading to some typical behavioral patterns, psychodynamic theorists focus on needs and impulses. On the other hand, sociological and behavioral models are mainly related to external factors. Behaviorists try to understand stimulus-response patterns and reinforcing and punishing conditions in the environment forming behavioral patterns. Sociologists are interested in a broader environment that includes institutions, culture and society to understand the forces that drive individuals or groups of individuals to do certain behaviors (Davaslıgil, 1997). However, Ullman and Krasner (1969) believed that the behavior which was accepted as abnormal needed to be evaluated by taking the behavior itself, social conditions and observer into consideration. Similarly, ecological model does not approach a child alone. This approach takes all processes and elements of the interaction, namely the whole system which is considered to be influential and instead of focusing on only child itself, it believes that the behavior of a child is caused by the interaction between child and the environment around her/him (Apter, 1982). When the different factors of the child's system work together in harmony, the ecosystem, in other words, the interaction between the organism and its

environment is in balance and the child is said to be normal (Davaslıgil, 1997).

Bronfenbrenner (1977a) was in the process of understanding human behavior in natural environment and aimed to bring broad perspective to research in human development over time, but when the subject is human, investigations performed only in natural environment is not enough. Investigating human development requires an in-depth study of interactions of multiple systems in which more than one people are included. Bronfenbrenner stated that the ecological environment is the arrangement of intertwined structures, each of which includes the next one. There are five ecological systems that a developing person has interaction with. The first of these five levels is the microsystem. It is a compound of relations between individual and the environment around the individual such as family, school in which the developing individual are, in other words, it examines the structures having direct contact with individual and relationship between the individual and his/her parents, friends.

Structures in this level consist of social and physical environment such as school, family, childcare centers around the individual. Psychology educators believed that classrooms can be used as a based environment in which all aspects of school and schooling are present and teachers role should be broadened and undertake the coordination responsibility in various parts developing students' life (Davaslıgil, 1997). Hence, Apter (1982) asserted that the people who provide supportive education services for both students and teachers can be either expert or only consultant. The second of these levels is the mesosystem. It is a practice of microsystems. It includes multiple interactions between the structures of microsystem (Berk, 2000). As an instance, the interaction between developing child's parents and their school teachers can be given. The third of these levels is the exosystem which includes structures of microsystem which do not have directly impact on the developing individual but indirectly. For instance, economic hardships parents try to surmount may influence their child indirectly. The structures in this layer can affect the development of a child only if these structures are interacting with some structures in her microsystems (Berk, 2000). The fourth level is macrosystem. It is the system that tries to understand how the general judgment, traditions, customs, social structure and culture of the family in which the child is living affect the development of the child based on religious, political and economic systems. For instance, children raised in chaotic environment because of wars go through different sort of development than children who are raised in a peaceful country. The last and outermost level is the chronosystem referring to consistency and change in the feature of individual and the environment around him/her. For instance, the changes over time in the socioeconomic status of family structure can be seen as chronosystem (Bronfenbrenner,

1994). Moreover, the effect of conflict or changes in any level on other levels can be perceived. Hence, while studying an issue related to child and child development, both the child and environment around him or her and the relationship and interaction in larger environment must be paid attention to (Paquette & Ryan, 2001).

In this study, the participant individuals were selected from the structures in the immediate microsystem surrounding the child. First of all, the role of parents in family structure cannot be deniable, because any obscurity and unforeseen circumstances in the life of a family cause the most devastating impact on the development of a child and influential part of the mesosystem (Addison, 1992). If children cannot manage to reach affirmation and attention they need, they become inclined to find out the efficient attention and affirmation in dangerous environment. These sides left deficient by parents cause some behavioral problems in child development especially throughout adolescence (Addison, 1992). The effects of this theory on teaching practice are numerous. Knowing the breakdowns in the refugee children's home and what is happening can make education a means to compensate for these deficiencies. It seems that it is necessary for the school and the teacher to have fixed these problems and provide long-term relationship with the refugee children who have lost their family members in a war environment, live in a house together with 4 families, and undergo economically challenging processes. But Bronfenbrenner (1990) believed that the first relationship with the child should be with someone who can sustain a lifetime of enthusiasm. When schools and teachers perform the secondary important role, the main significant interaction must take place with primary adults that are family members. If there is a problem in the family, the duty of school and teachers are to work together in order to improve primary relationship and provide an environment in which family and child feel welcomed and nurtured. Additionally, he proposed that parents, teachers and administrators should promote social attitudes which appreciate what has been done for the sake of children. Teachers and administrators need to interact with a great diversity of family systems to understand both their refugee and local students, because to educate a child, parents, teachers, administrators, families and community should work together cooperatively. The influence of parental involvement in schools on academic success of a child cannot be denied (LaBahn, 1995).

Structures within the mesosystem and exosystem such as culture, community, values, school and society have also a direct influence on the family. For instance, the culture of the host

country and the culture of refugee family have an effect on how child perceives the place of the family in the society. The society can be influenced by the needs of family related to services provided to it. Cultural beliefs play a powerful role in influencing all systems of Bronfenbrenner. For instance, the culture in Turkish community and the culture of other communities settling in Turkey may cause a potential conflict in identity of a child. The dominant culture which the host community has and culture of the school may influence on refugee families whose cultural beliefs are different from the host ones. As a result, this circumstance causes distress in child (Seifert, 1999).

Thirdly, as a psychological theory, sociocultural theory which was proposed by Lev Vygotsky examines the relationships between external processes around an individual and internal processes within an individual. Mediating tools and their role in the way of thinking people have are of great importance. Hence human development is considered as a mediated period of time which changes from one culture to another. According to Vygotsky, learning and development not only occurs in the brain of an individual but also consists of social interaction around the individual. Human development cannot be thought as a separate unit from the society and culture they are in. Hence the interaction of a human with the people around them is of great importance that if human is on the core of a study, the influence of not only internal processes but also the social context on an individual life cannot be underestimated. In other words, when a phenomenon is aimed to be searched, in order to reach a holistic view of it, the role of social dynamics and context where the phenomenon occurs should be paid attention. Knowledge and meanings do not exist only inside the mind of a human. Human can interpret the meanings as a result of their interactions and negotiations with the outer world in which cultures, society and people intersect. Vygotsky asserts that children can adopt a variety of cultural aspects as a result of interaction with the people around them who are teachers, parents and even more talented friends. Even the personal characteristics of a human being can be shaped by such social interactions of him/her. Hence, in this study, the experiences of educational stakeholders in relation to refugee students' education in B school is of great importance that they reveal what kinds of difficulties they have encountered while helping and supporting a refugee child acquire and learn new knowledge in a context which is very unfamiliar to them. Being aware of the importance of collaborative learning efforts and cooperative works in the development, as a result, the performance of an individual, the degree of emphasis on what people around an

individual implement to help the individual enhance his/her abilities and comprehend the issues better comes forefront.

In short, refugee education processes can be understood from such theories because it touches on the importance of various systems having influence on an individual. In order to have an in-depth understanding of refugee education, mentioning what refugee education means in both national and international literature is necessary.

2.2. Refugee Education

2.2.1. How to Ideally Educate Refugee Students

Refugee education is called the educational procedures of newly arrived children who escaped from the chaotic war environment in their home country and seek asylum in another country in Turkey. Education as a basic right is defended within the scope of 1951 Refugee convention (UNHCR, 2009c, p.39). According to UNHCR Education Policy Commitments, an effective refugee education includes ensuring the secure educational environment, free and easy access to education, gender equity, qualified education, coordination of international, national and local agencies and partners to supply incorporated and holistic approach (UNHCR, 2011). Some factors such as security, non-discriminative attitudes, accreditation and the feasibility of school have influence on the access to primary and secondary education in terms of refugee children (UNHCR, 2011). The main factors for effective education in refugee education are mentioned mostly in terms of services provided. Primarily student achievements or outcomes of the educations are not generally mentioned (UNHCR, 2011). This can be understood from the statement in the Millennium Development Goals for education which state that reach universal primary education instead of stating the outcomes of the education provided. However, the adequacy of educational service provided to children can be evaluated through learning outcomes, as well (UNHCR, 2011).

Among six aims of Education for All (EFA) listed by UNESCO (2015), quality education, free access to primary education, equitable access to appropriate learning and gender equality are mostly related to refugee education. If these are offered adequately, effective refugee education can occur at schools all around the world. On the contrary, if proper support and needs analysis is not conducted in schools, profound gaps may occur in

education and training of refugee students, because affected students may be inclined to be mostly absent, fail to establish healthy communication and interaction with people around them, leave school without completing, fail and as a result become unemployed and pariah (Porche et al., 2011). Likewise, Paxton et al. focus on the significance of attendance in education and state that refugee students generally show low school attendance and this might cause them to score below national minimum grade for basic skills (Paxton et al., 2011). Similarly, Sznitman, Reisel and Romer (2011) compare educational attainment and psychological wellbeing as an international study, and they find out that there is a significant relationship between being well and attaining education.

In terms of learning outcomes, in the study of Mendenhall, Bartlett and Ghaffar-Kucher (2017), they have aimed to find out the specific academic levels of refugee students in high school level and the procedure and implementations that a successful high school in New York City have carried out to facilitate the academic engagement and achievement of refugee students and the challenges the teachers and administrators have faced during the inclusive education process. The results of their study have demonstrated that such contributions as psychological and linguistic support provided by teachers and a flexible curriculum whose center is the learner besides appropriate assessment strategies for refugee students are among the school related factors. It is observed that refugee students are inclined to make friends from other immigrant group of students and their existence barely attracts attention, so their needs stay unrealized. Their study is of significant importance since they tried to fill the gap about how to improve vulnerable group of students' academic inclusion in urban settings. On the other hand Crul et al. (2016) approached the issue mostly explaining that some children were out of school for 2 or three years until they found asylum in another country. Some extra measures are required to integrate these refugee children into educational environments effectively. Besides struggling to learn a new language and the requirements of a new curriculum, they are also in need of adapting to a new school culture which they stayed away for a long time. Moreover, generally, they cannot catch up with school subjects in relation to their classroom peers. Sometimes they are placed in classes with students who are two or three years younger than them (Crul et al., 2016). In the study of Block et al. (2014), the data collected from participants show the importance of school stakeholders' awareness regarding the particular educational needs of refugee students as an essential factor in encouraging and fulfilling chances to school praxis. However, if the necessary requirements are met and given chance to refugee children, they

can use their own potential and achieve success. Here is an example of a Syrian student in Lebanon from the case in UNHCR report (2016), Muhammed is 16 year old boy in grade 9 and spent more than a year without going to school before attending a school. His parents did not give up on him and he became the one who has the second highest remark in the formal nationwide exam. He was awarded a diploma enabling his future education to be recognized. This is an important point that many students cannot reach a diploma proving that they graduated from an equivalent school. It is obvious here that as long as eligible conditions are provided, refugee students can rebuild their psychological, social and educational well-being through schooling (Sinclair, 2001).

On the other side, Crawford (2016) investigated to explore the impact of music education on refugee background students and their learning outcomes in Australia. Key findings of the research showed that music education fosters ‘a sense of wellbeing, social inclusion and an enhanced engagement with learning’ (Crawford, 2016, p.343). This study implied that schools serving a high number of refugee children can benefit from the arts especially music because cognitive, social and emotional learning outcomes for students can be improved through music education (Deasy, 2002). Moreover, the motivation and engagement of young refugee children who are more vulnerable than their peers can be fostered by leading them to participate in arts programs (Donelan & O’Brien, 2008). As a result, those children can get benefits such as confidence development, learning improvement and social achievement (Gould, 2005). In addition, the process of working on art may ease the reflections of stress evoking past experiences causing trauma and enhance mental wellbeing (Loock, Myburgh, & Poggenpoel, 2003). A UK study exploring the impact of arts and culture on the integration of refugee children suggested that when refugees experience friendly and welcoming environment in which they feel secure, belonging and part of the host community, the integration becomes successful with the help of strong human relationships in that community (Gould, 2005). To realize an effective integration, besides the appreciation of culture and values of refugees, education undertakes a significant duty which is to provide such a climate where others can welcome and approach diversities of refugee children with tolerance. When we tried to provide better services for them, we should implement it by creeping up on refugee children. Since approaching these young people only as asylum seekers instead of accepting them as children is considered as one of the negative sides of immigration legislation in UK (Crawley & Lester, 2005; Giner, 2006; Giner, 2007).

First and foremost, refugee students are out of schools up to approximately four years due to obliged dislocation (UNHCR, 2016). Most of the refugee students experience bad incidents during relocation and their education is interrupted before settling in the new country (Refugee Education Partnership Project, 2007). When they have access to schooling, other problems start appearing. Mendenhall et al. (2017) conclude that plenty of refugee students do not have an opportunity to prolong their formal education during the resettlement; as a result, they have lost some years without being in any school settings. Even if they accomplish to continue their formal education, they have faced various academic challenges in their adaptation to a new academic climate (Davies, 2008; Pinson & Arnot, 2010; McBrien, 2005).

Refugee students are not only new comers, but also outsiders whose cultures, language, hometown even religion are different from the host community's. This can easily lead the host community to discriminate these newcomers in a hostile manner and to make them feel excluded. In the book of Arnot et al. (2010) it is stated that the racism and peer victimization that they are exposed to are not just because of their ethnicity or immigration status but because of the society's lack of tolerance for diverse cultures (Candappa & Egharevba, 2000). Similarly, a study conducted by Rutter (2006) revealed that even though there were not any events related to racial despotic attitudes, the host students' behaviors might be affected by media discourses and public opinions. As a result, they may become inclined to nurture anti refugee and racist enmity towards these newcomers (Rutter, 2006).

It is clear that it is necessary not to consider these students as a problem that requires solutions. Instead, schools and stakeholders should center upon developing an inclusive education environment based on human rights and social justice. It is important to build 'cross-cultural competence' to be aware of and comprehend cultures of students whose backgrounds and experiences are different (Hamilton, 2004).

There are some studies searching for the needs of refugee and asylum seeking children. For example, McBride (2018) states that in Scotland, refugee and asylum-seeking children as well as the host ones possess a legal entitlement to education under Section 14 of the UK Education Act 1996 and the Standards in Scotland's Schools etc. Act 2000. With the help of studies, the needs of refugee and asylum-seeking children were identified and such educational entities as the Additional Support for Learning Act (2004) and the cooperation between school and other important organizations have addressed assistance and support for

these children. Although there are many initiatives and research done on this issue, the final report released in 2017 stated that there are still fundamental issues hindering refugee students from sufficient education. McBride (2018) indicates that a holistic approach becomes a requirement to support refugee children and their families in terms of education, health, shelter and security. Among these, educational needs of refugee children are so significant that most of the communities hosting refugees give great importance and attention to education (Hek, 2005).

It is significant to note that much of the evidence on the challenges, motivations and the experiences of administrators, teachers and parents discussed in the study and the experiences in other schools serving refugees can have much in common. Hence it is beneficial to have a look at McBride's studies results in which McBride (2018) summarizes some barriers to provide support for refugee children educational needs as the following.

- Lack of funding
- Lack of understanding of the issues affecting refugee children and their families' well-being (such as trauma, loss of beloved one)
- Teacher workloads and time constraints preventing them to carry into effect and inclusive ethos and teaching approach
- Language barriers both in terms of the children's language fluency levels and those of their parents
- Problems encountered by refugee children while they are get to grips with the new curriculum and educational culture (McBride, p.2-3, 2018).

The results of McBride's study can be in line with the barriers which hinder providing support for the needs of refugee children in Turkish educational context, as well. Hence, it is essential to note that not only national, but also international literature is of great importance that we can understand what is going on educational settings including refugee students as well as host ones.

Another statement from Rutter (2001) related to language problem asserted that the language problem poses a challenge that must be overcome primarily for refugee student welfare, adaptation that will direct them to achieve success in education. Because of the fact that some of the students had never encountered Turkish or even Latin alphabets before and some of them did not experience formal education sufficiently due to the war and chaos, their literacy skills even in their native language are very poor and this might be another factor

influencing the experiences of school stakeholders during refugee education process in Turkey.

In a nutshell, different researchers put emphasis on various factors regarding effective refugee education. Whereas some give importance to music and art education to improve students learning and social achievements effectively, some mostly focus on being aware of refugee students' needs and meeting their needs to give them a chance to use their own potential to become successful. For as much as, the primary attempt should be to lead the population of refugee students to education and integrated into school environment smoothly (Watkins & Zyck, 2014). As an alternative approach to educate refugee students to integrate them into education, multicultural education can be understood well and utilized in schools serving refugee children. In the following section, multicultural education and its components are presented.

2.2.2. As an Alternative Approach to Educate Refugee Children: Multicultural Education

Multicultural education was first introduced by Horace Kallen in adult education context in 1915 and then Alain Locke explained it in detail (Akınlar & Doğan, 2017). Civil Right Movement and ethnic studies within the United States led the rising of Multicultural education concept (Banks, 2013). When multicultural education was born in the 1960s in America, ethnic tolerance especially referring to racial tension between black and white people was the primary issue focused on (Vang, 2010). The main purpose behind this notion was to grow children without unreasoning biases of others and eradicate all race problems and discrimination in the United States (Goo, 2018). Mainly, multicultural education refers to a set of principles, practices, and values which are related to social justice directly in which social justice means both a critical questioning of power, and discrimination and intentional response to systematic oppression (Gorski, 2009; Nieto & Bode, 2012). It is derived from the idea that all children should have access to equal educational opportunities to learn (Banks, 2010). Hence, providing equal opportunities for all students are main focus of multicultural education 'from micro level classroom practices to macro-level national and international education policy' (Shannon-Baker, 2018, p.50). In the study of Shannon-Baker (2018), a multicultural education praxis addressing 'global issues of equity and power' is discussed (Gutiérrez, 2000, p. 214) and shown how theories and practices are interrelated

(Cohen et al., 2013). In order to strengthen and establish a community among students and teachers, share power and reach critical analysis of institutional structures and individual practices continuing repressive systems, a multicultural education praxis can be utilized in the classrooms (Shannon-Baker, 2018). Utilizing a multicultural praxis enable us to question how knowledge is structured and transmitted, how we approach to differences and how diversity is coped with in the classrooms (Herrera et al., 2012).

Multiculturalism requires including the entire organization of the educational system and an effective curricula. Because irrational biases whose reason and result are powerful social influences and children can easily absorb those biases unconsciously, the aim of teachers in multicultural education is to behave against the impacts of these influences as early as possible so that children can learn how to tolerate people of different languages, cultures, ethnicity, disabilities, sexes, religions (Goo, 2018). The United States uses multicultural education as a means to train prospective teachers to be more culturally equipped within teacher preparation program (Milner, 2011). Those programs are regulated to make changes in schools by the training of prospective teachers (Paul-Binyamin & Reingol, 2014).

Goo tells that teachers can utilize literature to teach multicultural values in three ways ‘(1) as a platform for teaching students to disbelieve in concepts like true/false or right/wrong, (2) to counteract traditional stereotypes (e.g., stereotypes about gender) by portraying characters engaging in non-stereotypical behavior, or (3) as examples of unacceptable stereotyping’ (2018, p.325).

Around the world, every individual has a right to be educated and have access to equal educational opportunities to sustain peace irregardless of religion, culture, ethnicity etc. To realize this and provide a secure educational environment for all children, multicultural education can be utilized in Turkish context. Since multicultural education assures to bring up individuals who have good and common sense of diversity, equality and respect issues (Manning & Baruth, 2009). As a result, in order to foster harmony in a society where diversity is apparent and widespread, multicultural education can be a way to be utilized effectively.

In Turkey, the number of studies searching students’, teachers’, administrators’ and academicians’ experiences and opinions about multicultural process and its practices have

increased over the last 10 years (Esen, 2009; Polat, 2012; Özdemir & Dil, 2013; Kılıçoğlu, 2014; Akınlar & Doğan, 2017).

The study conducted by Esen (2009) tries to reveal how primary school teachers working at state schools cope with diversity. The study primarily focuses on primary school teachers' attitudes toward diversity, the way they manage diversity without multicultural education policies and their competence level regarding teaching diverse groups. According to the study findings, teachers have not taken any in-service or pre-service training related to coping with diversity. However they have improved some strategies and method on their own to manage diversity and handicaps they have encountered.

Another study conducted by Polat (2012) aims to reveal again the attitude level of school principals related to multicultural education. This study shows that most of the participant school principals show a positive attitude towards multiculturalism. They stated that in-service training may contribute to teachers efficacy about how to cope with diversity and multicultural education.

Özdemir and Dil (2013) conducted a study investigating high school teachers' attitudes towards multicultural education and whether demographical variables affect their attitudes or not. 204 teachers completed a survey study and the results indicated that the attitudes of high school teacher participants related to multicultural education were positive and demographical variables did not influence their attitudes significantly.

The findings of the multiple case study about multicultural education phenomena in minority and public high school show that participants agree with the idea that multicultural education can provide more opportunities and rights for equal education for every individual (Akınlar & Doğan, 2017). The participant teachers in the same study indicated that multicultural education was necessary for the people from different background to have opportunities which majority have and to access to a democratic society in which all people are perceived as equal (Akınlar & Doğan, 2017).

In Turkey, course materials should be updated to include, welcome and utilize diversity in the classrooms which have especially refugee students to equalize educational opportunity for each individual. Some basic principles stated in the The Basic Law of National Education

numbered 1739 issued in 1973 (MoNE, 1973) such as equality, continuity, secularism, education everywhere, meeting the needs of individual can be considered to be related to multicultural education in Turkish National Education System (Akınlar & Doğan, 2017).

2.2.3. Curriculum Issue

The UNHCR (2016) report puts emphasis on the importance of including the refugee students into education system of the host country and implementing the national curricula instead of a new one which is not recognized or similar to the host one. Hence most of the host countries around the world do not have any restrictions abstaining refugee students' access to national education system (UNHCR, 2016). From another point of view, Bajaj and Bartlett suggest a curriculum meeting special needs of students as refugees; an individual in the society and giving place to issues relevant to culture, livings and paths of being refugee or immigrant. Hence they try to figure out the approaches of three different high schools' curriculum in the US including refugee students so that 'a critical transnational curriculum' can be represented. The scholars introduce 4 principles related to a critical transnational curriculum providing some instances from particular school praxis. They recommend utilizing diversity as a chance in the class and activities requiring skills beyond language; encouraging students' civic feelings through curriculum and enhancing versatile facets of education (2017). Because diverse groups including refugee students are generally heterogeneous, a unique standardized education program might not respond to the needs of every individual namely refugee students (Rousseau & Guzder, 2008). There is a study of Gömleksiz and Aslan (2018) investigating the views of refugee students about the problems they face at two secondary state schools in Elazığ province of Turkey during 2017-2018 academic years shows that refugee students studying at state schools in Turkey have encountered some problems related to course contents, medium of instruction, techniques used and school cultures.

Visconti and Gal (2018) studied how to collaborate at regional level to improve education for Syrian refugees and other nationals in host countries where people are native speakers of Arabic. In this study, for refugees in Lebanon, it is almost impossible to complete secondary school education because the medium of instruction in courses is English or French and most of the refugee students have not had prerequisites to pass the exams in these languages. This is the same in Iraq. The medium of instruction is mostly Kurdish, so refugee students cannot

reach their potential and show full participation in the schools. Differently, Turkey founded camp schools in several camp sites established by Emergency and Disaster Management (AFAD) in Turkey. Although those camp schools give education in Arabic and the curriculum was a modified version of Syrian curriculum, because the Syrian curriculum has not updated and focused on basic skills required to be competent in life (Visconti & Gal, 2018). Syrian Transit Government, Bashar Assad and Baathist in the content of the textbooks taught by the Ministry of Education, and expressions supporting the Syrian regime were extracted from the curriculum taught in temporary education centers (BEKAM, 2015).

2.3. Turkish Policies on Education of Refugees

According to article 22 of the UN Convention on the Rights of Children in 1989, Turkey needs to assure that refugee or immigrant children besides host ones; in other words, all the children have access to education and utilize all rights defined in the Convention as necessitated by this Convention.

According to the literature, defining the factors assisting to ease or harden the adaptation process of Syrian students in Turkish Education System and defining what challenges and successes that administrators and teachers have experienced during the inclusive education process contribute to the resilience of refugees and what capability they have in order to overcome problematic issues that appeared after refugee students enrolled at public schools can attract more attention of Turkish authority to develop new educational policies for them. Before having the temporary protection status, refugees did not have a right to education. Their more urgent needs such as safety, food and shelter were in sight. However, afterwards, for the Syrians who gain right to education with the help of temporary protection status, Ministry of National Education (MoNE) enlarges the scope of the general directive and publishes a new directive. With the public mandate numbered 2014/21, on the 23rd of September, 2014, with the title of ‘The Educational and Learning Services for Foreigners’, the training services offered to Syrian children were standardized and secured. According to the directive, the Syrian children in Turkey have become entitled to register to the temporary training centers which welcome only Syrian children as well as the public schools in Turkey. In other words, they are authorized to receive education not only at the training centers provided just for them but also in the schools under MoNE. Hence, if Syrian children want to

enroll in public schools, having a foreigner identification certificate will be sufficient for enrollment. They do not need to have a residence permit to attain education (MoNE, 2014).

Between 2014 and 2015, the school enrollment rate of both temporary training centers and public schools is estimated around 26 percent. The number of Syrian children at school age as of November of 2017 reached 976,200. Of these children, 333,000 of whom were in public schools and 305,000 of whom were in temporary education centers. The total number of schooled children was approximately 638,000. The schooling rate became 62 percent. The highest enrollment rates were in primary school (95%), observed, falls at secondary and high school level (TBMM, göç ve uyum raporu, 2018).

The education status of Syrian children living outside of the camps found by AFAD is far behind in comparison to the ones living and taking training inside of the camps. Consequently, the appearance of this huge number of Syrian and non- Syrian students in public schools brings about many benefits and challenges for school principals, teachers and parents, as well.

2.3.1. Education of Syrian Children in Turkey

In Syria, it is stated that the ratio of those going to primary school before the war is 99%, the ratio of those going to secondary school is 82%, and that the schooling rates of girls and boys are about equal (UNICEF, 2015b). According to estimates, approximately 3 million Syrian children were excluded from school (UNICEF, 2015b) both inside and outside the country. This figure shows that Syria succeeded in training almost all of the school-age children before the war, but that the children in school age remained out of school after the war.

Fifty seven percent of the world's refugees came from Syria, Afghanistan and South Sudan respectively (Figures at a Glance, 2018). Turkey is among the top refugee-hosting countries which are Uganda, Pakistan, and Lebanon etc. (Figures at a Glance, 2018). It means that Turkey hosts an undeniably huge refugee population in which the number of vulnerable people is also high.

As of October 2015, the population of Syrian refugee children aged 5-17 in Turkey was estimated to be around 708 thousand in line with the estimates of the United Nations High Commissioner for Refugees (UNCHR, 2015). It is seen that about 90% of school age children living in 25 camps established by AFAD in the academic year 2014-2015 continue their education but the number of children in the camps constitute only 13 percent of the Syrian children in the school age. It can be said that the educational status of Syrian asylum-seeking children living outside the camps is far behind that of camps. As a matter of fact, the rate of enrollment in temporary education centers and public schools in the 2014-2015 school years was estimated at about 26 % (UNICEF, 2015c). According to the immigration data, the number of Syrian children in the age of basic education in Turkey by 2015-2016 was about 625 thousand. 10 % of them are in pre-school, 35% in primary school, 27% in secondary school and 28 % in high school (DGMM, 2016).

Looking at the school enrollment rate of Syrian children in the age of basic education in Turkey, it is observed that this rate has increased exponentially with the increasing number of Syrians seeking asylum in Turkey year by year. Thousands of Syrian children were able to benefit from education services both inside and outside camps in 2011 when the Syrians first migrated. In the temporary education centers established within the camps and outside camps within the scope of the "2014/21 Educational Services for Foreigners" Directive No. 2014/21 for the children of Syria in the school age of Turkey, educational services that Syrian children outside the camps can attend are public schools as well as private schools (MoNE, 2014). Currently in 2018, the number of Syrian refugees enrolled in formal education is 564,552, while there are 39,377 non Syrian refugees enrolled in formal education (MoNE, 2018).

2.3.1.1. Temporary Education Centers (TECs)

Disaster and Emergency Administration (AFAD) established 25 temporary accommodation centers in 10 provinces of Turkey which are Hatay, Gaziantep, Şanlıurfa, Kilis, Mardin, Kahramanmaraş, Osmaniye, Adıyaman, Adana and Malatya at the beginning of refugee influx. However, some of the camp sites in these provinces were closed down and 22 camp sites were left on August 8, 2017. The number of people staying in these centers was 233.064 in 2017. However, the report released on October 15, 2018 states that there were 178.965 people living in these centers and because the number decreased, 6 temporary

accommodation centers were closed down temporarily. Whereas 174.256 of people living in these sites are Syrian, 4.709 are Iraqi. There are 57.813 tents and containers in total. 53.703 of people are staying in tents; others are living in containers. Among these centers, the ones in Şanlıurfa are the most populated with 64.432 refugees (AFAD, 2018).

One of the school options for refugee children to follow is temporary education centers which are located within the camps or within the body of a state school as a supportive school (Arar, Örucü & Küçükçayır, 2018). Temporary Education Centers (TECs) for children who are school aged, include both elementary and secondary education, which operate in camps established by AFAD on these 25 camps and out of these camps, provide Arabic education by adhering to the Syrian curriculum (MoNE, 2014). The curriculum in these centers is the curriculum of Syria. Syrian Transit Government, Bashar Assad and Baathist in the content of the textbooks taught by the Ministry of Education, and expressions supporting the Syrian regime were extracted (BEKAM, 2015). In most of temporary education centers outside the camps, refugee students receive education in the afternoon whereas in the morning, Turkish students are educated (Taşkın & Erdemli, 2018). These centers were set up for the education of Syrian children in all of the camps. However, there are not many temporary training centers outside the camps in provinces. They were opened in only 19 provinces, where the Syrian population is intense. During the academic year of 2014-2015, there were 34 temporary education centers in the camps and 232 temporary education centers outside the camps supported by many temporary associations, foundations, charitable associations with Turkey or Syria in Turkey concertedly (HRW, 2015; UNICEF, 2015d).

Together with the Syrian teachers who serve voluntarily in these centers, education services are offered from the beginning of the school to the last semester of the high school. The applications of the students who want to study in these centers and the placement tests are prepared by the commissions of the MoNE Provincial Directorate of National Education, teachers and administrators.

1,211 classrooms for the education of children in Syria have been established and a total of 78,425 students are trained by approximately 3,000 volunteer teachers (AFAD, 2015). According to the study conducted by Aras and Yasun (2016) in Istanbul, the Syrian teachers working in TECs graduated from a university, additionally, 97.9 of them had worked as a

teacher in Syria. Only small group of people graduated from different professions such as law. This indicates that although majority of teachers have background in teaching, there is still some inconsistency in the professions of teachers responsible for refugee education in Turkey (Aras & Yasun, 2016).

A project starting on 3 October, 2016 and aiming to promote integration of Syria children into Turkish Education System was launched by MoNE and the delegation of the European Union to Turkey. The purpose of this project is to back up the integration of refugee students into the public education system for 2 years by planning to phase out Temporary Education Centers across Turkey (Promoting Integration of Syrian Children into Turkish Education System, 2016). By the help of this project, temporary education centers started to close down as long as they have no students.

2.3.1.2. Public Schools Including Refugee Students

Public schools are another and important alternative at the point of access to education for Syrian children living outside the camp. As a matter of fact, according to the General Regulation No. 2014/21 of MoNE, it is possible for Syrian children to register for any public school with the foreign identification document given to them (MoNE, 2014). Thus, Syrian students who want to study in public school can benefit from all kinds of education services offered to children in Turkey and can be educated with their Turkish peers. Within the scope of this system, according to the records from DGMM in 2016, 166,482 Syrian and 23,971 Iraqi children who have obtained a foreign ID number and registered in the e-school automation system are educated in private and public schools under the control of the MoNE from the pre-school to 12th grade (DGMM, 2016).

This increase in the number of students in public schools also reveals the effect of the directive number 2014/21 (HRW, 2015). However, when we look at the research on the subject, it seems that the preferences of Syrian children, who do not have obstacles for registration to any public school, are temporary education centers rather than public schools (Istanbul Bilgi University, 2015). The main reason for this is that the language of education in the temporary education centers is Arabic and the curriculum is the Syrian curriculum. It is also stated that attitudes and behaviors of students and teachers in public schools affect this situation (Istanbul Bilgi University, 2015; HRW, 2015).

It is seen that there are both temporary education centers (TECs) and public schools offering formal education for Syrian children. Since the introduction of the 2014 MoNE Directive on Foreigners' Access to Education, TECs have been more closely regulated. However, according to a new UNICEF report released on the 19th of January, 2017, although Turkey has seen a 50 percent increase in school attendance of Syrian refugee children since last June, more than 40 percent of Syrian refugee children are still not going to school and receiving an education. What should be also noted here is that the number of young people in the high school age is still low (AFAD, 2015).

2.3.1.3. Private Schools Founded by Refugees

Private schools are among the schools refugee students preferred attending to other school types. They were established by the support of some charitable people or non-governmental organizations (Dillioğlu, 2015). The school goods and educational materials are mostly granted and similar to TECs, the curriculum there, which was revised version of Syrian curriculum in which the parts related to Assad regime was omitted, is utilized. The subjects taught there are composed of Turkish, Mathematics, Social Sciences and Science (Milliyet, 2014). There was news informing that Syrians opened their schools on their own in Esenyurt, Istanbul (Habertürk, 2014). According to the news, there were 750 students who had access to education provided in this school opened by one of the wealthy Syrian citizens. However, because this kind of schools was mostly built without any legal permission, there is no accessible information about how many they are, when they first opened and who runs them in the record of MoNE (Habertürk, 2014). It shows that MoNE does not have knowledge and much control over these schools.

2.4. Some Projects and Conferences Related to Refugee Students for Teachers and Administrators Serving Refugee Students held in Turkey

In order to support refugee students Turkish language skills, there are some Turkish courses in line with a project called 'Teaching Turkish to Syrian Guest Students' started on 25th of March in 2013 and ending on 3rd of June in 2016 in 16 refugee camps of 10 cities. Büyükikiz and Çangal (2016) have evaluated the effectiveness of this project in their study and stated that during the four-year period, approximately 5,000 students took the placement test and started these Turkish courses. In the courses, 3,967 students have received A1 certificate

whereas 3,358 students have A2 certificate. In addition while, 2,805 students have B1 certificate, 2,461 students have received B2 certificate. Furthermore, 1,593 students who have completed the project received C1 certificate. It is seen that the number of students completing the course corresponds to about 1/3 of the students who started the course, and it is seen that a significant number of the students enrolled in the course are absent or left the course. The underlying reasons for student absenteeism in the courses are that generally girls get married and have children at very early age; boys have to find work to support family budget. However, in these courses, there are 2.461 students who receive B2 certification. The portion of the students who have not reached the target level of the project cannot make the project results completely unsuccessful. As a matter of fact, B2 level is a level in which individuals can continue their daily lives, find a job and continue their education life (2016). There is another project on Promoting Integration of Syrian Children into Turkish Education System (PICTES) funded by the European Union that was approved on March 10,2016. Within the scope of this project, both Turkish and Arabic language supports, compensatory trainings, transportation, awareness activities, guidance and counseling services, providing secure and clean school and TECs, teacher trainings, administrative and other school staff trainings are offered. As a teacher who have refugee students in her classrooms, I was the participant of teacher training activities and had trainings for 5 days in February, 2018. The main purpose of this training is to increase the quality of education refugee students access. Within the scope of the Education Programme for Syrian Refugees and Host Communities (BILSY), increasing awareness of intercultural skills seminars were held by the Deutsche Gesellschaft für Internationale Zusammenarbeit(GIZ) and the General Directorate of Lifelong Learning in Turkey. I was one of the participants of these 5 days seminars held in Bursa and gained a lot of experiences and shared what I had gone through during the refugee education process.

One of the projects under the Support to Refugees and Host Communities (SRCH) is the Education Programme for Syrian Refugees and Host Communities (BILSY) implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) in cooperation with MoNE in order to improve the capacity and performance of educational institutions which serve refugees in seven provinces of Turkey which are Gaziantep, Şanlıurfa, Kilis, Hatay, Mardin, Ankara and İstanbul so that refugees and host community prolong their life in a safe environment enabling them to interact together. This project targets teachers, youth, academicians, university students, NGO partners, representatives of Ministries and

Municipalities in Germany and Turkey and representative of Syrian community. On April 10 and 11, 2019, Pathways to Social Cohesion Closing Conference of the Education Programme for Syrian Refugees and Host Communities (BILSY) was held in Hacettepe University, Turkey. The conference is about expectations on social cohesion from the refugees and host communities perspectives, solutions and suggestions on social cohesion from academic perspective and strategies for social cohesion from a NGO and INGO perspective ('Pathways to Social Cohesion'). I was one of the participants of this conference and got informed what they have achieved so far.

There are also Erasmus + projects funded by European Commission with the partnership of other European countries. One of these projects is 'Refugee Class Assistance 4 Teachers' aiming at training for teachers how to cope with refugee children in their class ('RefugeeClassAssistance4Teachers'). The partner countries of this project are Turkey, Greece, Belgium, Serbia and Bulgaria. Its purpose is to develop training materials enabling teachers to cope with problems they encounter during the integration of refugee children into education. I participated in one of the trainings this project offered, as well.

Apart from above all, in order to understand the experiences of different parties in refugee education, it is of great importance to address not only the current process but also the factors affecting the process.

2.5. Factors that Influence Refugee Education

There are some factors that have a fundamental effect on refugee students' well-being, achievement and attainment (Alpaydın, 2017). Especially during the new situations every individual of school community struggle to adapt to, besides students own characteristics such as gender, age and health (Williams, 2001), the significance of school quality, teachers' qualifications, administration structure, parental involvement and community support become more prominent (Alpaydın, 2017).

Taking part of educating tomorrow's generation expecting to be lawyers, doctors, teachers, leaders, engineers and so on, requires school stakeholders to shoulder a huge load so that they can supply physical, intellectual and psychological supports for the population in need (UNHCR, 2016). This way, this vulnerable population can shape their future and play role in

their own country when they return or in the host country which have opened its gates and protected them finding solutions to their various difficulties (UNHCR, 2016). Schools educating refugee children as a means of integration into host society (Frater & Mathieson, 2004) and its stakeholders play a key role in giving young generations an opportunity to be aware of social, cultural and physical diversity around them (Gundara, 2000). Hence, it is obviously necessary to examine multi-dimensions of educational services provided to refugee students and the service providers (Rah et al, 2009).

As a factor influencing students' future, schools have a significant responsibility in the process of integration of refugee students (Cassity & Gow, 2005) because schools which are in the mesosystem (Bronfenbrenner, 1979) have a direct effect on the individual. Schools should be a secure setting in which refugee students at probable risk of any forced sanction can be easily identified. The quality of education is among the significant factors influencing services provided at schools. The sustainable developmental goal 4 of UNHCR (2015) refers that the more qualified education are serviced to refugee children, the more possible to keep these children at school and prolong their education following primary education. Education quality serviced at a school is dependent on factors related to home and school at the same time. For example, adolescent attitudes change according to the socio economic and demographic situation in which families try to survive (Ecevit & Kasapoğlu, 2005).

How competent teachers are is another main indicator of qualified refugee education. However, prospective teachers do not have any training related to teaching diverse groups or coping with the traumatic experiences during their undergraduate years (Alpaydın, 2017). Teachers should be qualified enough to address these issues by implementing appropriate education policies. In order to be qualified, Moore and Hansen (2012) mention in their book some necessary features which teachers who educate diverse student groups need to possess. According to the information in Moore and Hansen's book (2012), teachers must be trained to be able to set achievable and realistic but high targets for themselves and their students. Teachers should be trained to be able to diversify instruction by creating concept maps, visual aids and audial aids to ease the learning process for students who have trouble in learning complicated concepts because of language differences or any other barriers hindering them from learning (Moore & Hansen, 2012). Teachers must acquire communication skills because effective communication may be the most important and beneficial way to teach, cooperate and learn (Moore & Hansen, 2012). In other words,

teaching occurs via communication. Therefore, it is necessary for teachers to be able to utilize verbal and non-verbal communication effectively to interact with students and others. While using the non-verbal signs, teachers should keep the differences between non-verbal signs across the cultures might be cause the confusion and some misunderstanding in a corner of their mind. Hence, teachers must be aware of this issue and take the various cultures taken place in their classrooms into consideration before consulting to non-verbal signs. Teachers should know family and community values to support culturally responsive communication with parents, because the families of refugee students might suffer from isolation from the school culture. Diverse aspects such as culture, language and ethnicity are significant for teachers to desire to build an effective teaching and learning process and environment (Banks et al., 2005). Since refugee students mostly have to attend classroom in which the medium of instruction and instructional pedagogies are different from theirs or they just begin to understand that medium of instruction and those instructional pedagogies (Mosselson, 2006). Another feature that teachers pay attention to is student differences especially in diverse classrooms. Sarr and Mosselson (2010) put emphasis on “the importance of knowing individual refugee students and providing appropriate support”. In addition, they offer educators to be equipped with “critical pedagogy techniques that affirms students’ experiences and serve to educate the larger host country student body” (Sarr & Mosselson, 2010, p.563). Teachers should not deliver instruction through only one approach. Diversified classrooms are getting more common as a result of inclusion of both immigrant students and special education needs children. Hence, the traditional approach in which teachers are in the center of teaching and learning process is not enough to meet students’ needs in today’s diverse classrooms. Curriculum should be adjusted to address the expectations of the students by effective teachers instead of adapting students to the curriculum. This kind of teachers utilize and conduct various instructional techniques such as cooperative learning, peer tutoring etc. addressing to diverse learners (Moore & Hansen, 2012). Besides, to be an effective teacher, especially teachers in elementary and middle schools should provide students the link between their present academic experiences and the real world. All of the above show that teacher quality plays a major role in the life of newly arrived migrant students. Goodwin (2002) stated that whether or not teachers are well equipped to teach diverse groups and ready to meet the needs of these groups are very important in education. Although Rong and Brown (2002) studied on migrant students not refugee ones, similar factors about how to respond to their needs related to school access, school curricula, assessment, community support and school climate are revealed. These

factors seem similar with the factors affecting refugee students because refugees can be considered as migrants who have experienced more severe events during their resettlement process at this point. In order to establish better educational chances, financial aids are not enough on their own. Hence, teachers' quality and readiness to working with diverse groups are among the most important factors affecting educational opportunities (Tsui, 2005).

Besides Turkish teachers, refugee teachers who have a teaching background and graduated from related teaching departments can be an opportunity for educating refugee students after they undergo an intensive training to become fully qualified. At this point, refugee teachers can be qualified and certified according to Turkish education system to be competent to teach in Turkey. In Germany, The University of Potsdam launched a refugee teachers program in 2016 to improve and help refugees who have teaching background to step into their school system as teachers. They perceive this as an opportunity to interact culturally and create a chance for refugee students to be able to speak to someone from their background inside schools. By this way, qualified teachers can contribute to the continuous process of integration of refugee children at school and the society and gain a job ("Teacher Training With and For Refugee Teachers", 2019). In the study of Rah et al. (2009, p.355), 'creating a bilingual liaison position' was preferred to facilitate effective communication channels among school stakeholders who are teachers, students, parents and administrators. Hamilton (2004) also mentioned a 'mediator' as individuals who are able to have a comprehensive knowledge regarding both culture of the school and refugee children and their parents by transmitting information among these channels. These mediators were called as 'liaisons' that were bilingual in the language of refugees and the host community and available to connect the schools with the family of refugee students in the study of Rah et al. (2009). By this way, being aware of the need of refugee families and as a result catering to their needs, informing them about schedule of teacher- parent meetings in order to include them more actively in educational process of their children became accomplishable (Rah et al., 2009). Within Turkish schools serving refugee students, in order to provide such assistance to parents, bilingual practitioners who are literate both in the language of refugees and the host society can be assigned to this 'liaison' duty. These mediators can be the ones among the refugee adults who had teaching background to step into Turkish school system as practitioners. As German ("Teacher Training With and For Refugee Teachers", 2019) has created an opportunity for competent refugee adults to be beneficial in educational setting,

Turkey can initiate to recruit competent and trained enough bilingual refugee adults to contribute to integration of refugee students at schools.

Parental involvement, expectations and support, teachers' quality and readiness to working with diverse groups are among factors affecting educational opportunities (Tsui, 2005). Refugee students generally lack support from adults around them and this creates another challenge for them (Sarr & Mosselson, 2010). They do not have much chance to access efficient support from neither their parents nor their teachers because their parents have other concerns such as asylum and nutrition for their children while teachers do not feel efficient themselves in inclusive education inclosing refugee children.

2.5.1. Refugee Included Education

Integration of refugee students into the broader community is as crucial as their educational needs. If we aim to reach effective learning outcomes in refugee education, these students' social and emotional needs and well-being should be given primary importance by school stakeholders (McBrian, 2018). Schools are responsible for contributing to the adaptation and integration process of refugee children into the community which is new to them (McBrien, 2011). The duty of schools is to promote inclusion, welcome diversity and facilitate involvement of refugee parents into the education of their children effectively (Taylor & Sidhu, 2012).

In the study of Hopkins and Hill conducted on the children who lost their parents, one of the participants providing service for refugee children explained that 'schools were not only a place whose educational functions are beneficial for children but also a safe and secure setting promoting the integration of these children in societies' (2010, p.401) At this point, Candappa et al. discuss that as long as the school goes beyond integration, it can be successful in its educational and social practices. Hence, in order to prepare an inclusive educational climate, educators should be aware of the difference between 'inclusion' and 'integration':

Integration refers to a process that seeks to equip the child to meet the demands of mainstream education and culture, whereas 'inclusion' refers to efforts to include the child with his/her own culture and values into the school, within a culture that celebrates diversity (Candappa et al., 2007, p. 33).

At this point, holistic approach comes to foreground. It is very crucial to provide all students, who refugees, immigrants and the host, 'an environment of inclusiveness and acceptance' (Block et al, 2014, p. 1348). A school adopting inclusive education can create less divided society where problems in learning and teaching and biases towards differences diminish. In order to meet the goals and maintain values of a school, teachers, parents, local authorities should work together (Jortveit, 2015). Including children with their own values, backgrounds and culture into education settings by welcoming diversity is of great importance. This idea is supported in Arnot, Pinson and Candappa's book (2010). They focus on the asylum seeking children in UK, learning English language as well as enabling them to use their home language is seen as an important matter undoubtedly (Arnot et al., 2010). In addition, the teachers in their study were aware to refugee students' struggle to get on with dominant local culture and languages as well as dialects. This attitude contributes teachers to become more attentive and sensitive towards all of their students and perceive what happens in school settings without spending much time.

Refugee students are in need to feel confident about how to make new friends and be a member of urban school where the local students mostly come from a working class family. A healthy relationship between refugees and other host students is necessary to integrate refugee students into UK community in a safe way (Arnot et al. 2010). This situation is also the same in Turkey. In order to get a smooth adaptation and integration process, refugee students first try to establish friendship and improve social relationships with people around them. At this point, so that refugee students can gain a sense of safety in a hostile society, inclusion inside and outside educational environment is interdependent on the ability of refugee children to unravel norms, culture, hierarchies, and language and above all how to build a better friendship with their peer in the host community (Arnot et al., 2010).

Educational systems should aim to ensure that children are included in public schools, actively participate in education, and develop and learn at the highest level possible, rather than from separated environments like TECs (Booth & Ainscow, 2002; UNESCO, 2015). Carrington and Robinson (2006) sought answers to the question of why school communities could not approach diversity in an inclusive way for all students, families and educational staff. They found answers to this questions with Senge (2000)'s traditional assumptions about learning which lead to inequality in education. Although these assumptions consider children as deficient and school as responsible for mending their deficiency. These assumptions categorize students as dumb or smart and accept learning as a procedure which

takes place in the same way for every individual in the classroom and starts in the head of individual not as a whole (Senge, 2000). The system seems to have adopted these assumptions are criticized by most educators,. Their Australian school experiences confirm this. They have established principles such as building collaborative learning communities for a more inclusive school, collaborating with families and the wider community, involving students as citizens and supporting teachers' engaging ideas and practices through inclusive processes (Carrington & Robinson, 2006). These principles are found beneficial for creating more inclusive school climate, hence these principles can be taken as an example and utilized by the educators within B school.

2.6. The most Commonly Mentioned Experiences in Refugee Education in International and National Literature

In the literature, there are plenty of research focusing on the problems encountered by teachers and their refugee youth (Miller et al., 2005; Cassity and Gow, 2005). The most mentioned experience in refugee education is generally related to language difference between the school society and the students (Taşkın & Erdemli, 2018; Toker, et al., 2018; Dryden-Peterson, 2015; Gilhooly, 2015). Hence it is obvious that refugee students need linguistic support from especially their teachers at school (Mendelhall, Bartlett & Ghaffar-Kucher, 2017). However, the duty of a school is not just to teach how to read and write, in other words, the importance of being literate cannot be ignored but schools are not a means whose only responsibility is to transfer literacy (Matthews, 2008).

Racism and bullying towards the subordinated group of students at schools are also among major issues experienced. Gundara (2000) asserted that this is the case in Britain, as well. By engaging both the minority groups who are subject to racism and the host society on this issue, solutions can be found for the institutional and structural problems. People generally are not concerned about social infirmity associated with a tendency to accuse those who are apparently different and defenseless (Gundara, 2000). Discriminating and marginalizing this group of students are among the major problems which this group have faced (Portes & Rumbaut, 2001). While supporting refugee students' integration smoothly, school has a crucial duty which is to establish anti-racism and anti-victimization policies and follow them regularly (Hamilton, 2004). Even though precautions have been taken, some examples of victimization and racism can still be observed. As Candappa et al. states, '*action taken*

against bullies was not always effective' (2007, p. 4). Here the importance of implementing and following the policies in place comes to the stage. To create a satisfactory anti-bullying school climate for refugee students besides the host ones, classrooms, corridors and gardens should be included and supplied with a well-organized peer assistance and whenever coming across any sign of bullying, to be receptive is of significant importance to handle bullying instantly (Thompson & Smith, 2011). In addition, they might feel alienated from the new society (Davies, 2008; Mosselson, 2007). Because schools are crucial elements for providing support, fulfilling refugee students' needs and strengthening social inclusion and wellbeing (Block et al., 2014), they can also remove the barriers and reasons behind their poor performances and well-being by establishing an environment in which these students can reach their full potential and achieve success (Mujis et al., 2007). Furthermore, in this supportive environment, they can develop self-esteem and feel included in society and mainstream classrooms (Steele, 2002). Otherwise, any defective psychological support implementation that evokes traumatic experiences may cause student withdraw, anger, focus disorder, compliance and adjustment difficulties, sleep disorders, feeling of guilt, depression and post-traumatic stress and anxiety disorder (Downey, 2007; Murray, Davidson & Schweitzer, 2008).

Schools are mostly determinant on whether refugee children continue their education or quit it. Although they have enrolled in a school, they may leave it because of such reasons as the distance between school and house, crowded schools and economic factors besides cultural and social ones (UNHCR, 2016). The location of school is of great importance that refugee students who already have financial and security problems, may encounter extra hardships if the school is far from their home. The number of students per classroom is another point which needs to be emphasized because the time and attention allocated to a child diminish inversely proportional to the crowdedness of the class. For instance, although B school runs the double- shift system, the number of the students per class is still between 45 and 63.

The other issue is that the lower access to schooling are provided, the higher risk of conflict and loss of educational opportunities occur (UNESCO, 2016). Because refugee students are engaged with the host society through public schools, the contribution of public schools to refugee students' unique realities cannot be denied (Bajaj & Bartlett, 2017).

In spite of some negativity, schools are still a place of transformation in which students can learn such basic skills as writing, reading, math and learning to learn. This forms the basis for farther progress in linguistic skills. As a result, students can develop in other school subjects and move into other school levels. In addition to school subjects, they can become competent in personal care, health and identity (UNHCR, 2016). They can learn how to stand on their own feet in the future (UNHCR, 2016).

Moreover, as Richman (1998) stated, refugee children need to establish a sense of identity and belonging to every situation unfamiliar to them. Some refugee students may fall back upon blaming themselves about having to flee and leaving most probably their parents behind (Richman, 1998). Similarly, because their parents become more dependent on them in terms of new language which children can learn more easily compared to parents, and more protective towards them due to being in an unknown environment, they frequently have to deal with changes in familial relationships (Candappa & Egharevba, 2002; Rutter, 2001b). They might have to cope with anxiety caused by the asylum process and doubtful feelings about their future (Richman, 1998). Moreover, they might try to endure some severe health problems more frequently than any host children do due to the inadequate and insufficient mental and physical health care (Rutter & Hyder, 1998). Consequently, these problems make them feel anxious, lonely, isolated, depressed and lead to more serious mental sense of well-being problems (Chase et al., 2008). Mostly, silence is a way for these children to cope with trauma, discrimination and exclusion in their present lives in the new society (Christopoulou et al., 2004:5). Therefore, the variety of refugee students' experiences, for instance some of them have gone through horrible acts and abuse while some of them came with an easy journey, makes a common assumption about refugee students impossible (Arnot et al., 2010).

The emotional, social and even political aspects play an influential role on determining refugee children's abilities and school experiences. Because most of the refugee children have had to be out of school for a long time or had very limited access to education, first of all they need to find out how the host community's education system works and the way teachers interpret classroom behaviors (Rutter & Stanton, 2001). Rutter (2006) also mentions about the educational challenges and barriers confronting refugee children in the UK, she criticizes that government is reluctant to take part in supporting refugee students and as a

result of it; refugee students cannot attain sufficient ESL assistance. This can be considered as discrimination.

As for some studies conducted in Turkey, the results of study conducted by Toker, Gökçe, and Acar (2018) with school principals and teachers indicate that there are 11 problematic issues related to refugee education from the view of principals whereas teachers state 9 different problematic issues faced by refugees and as a result by themselves. Some of the problems stem from teachers and Turkish parents. However, the rest generally is based on topics related to refugee students and their parents. Principals mostly complain about accreditation, adaptation, absenteeism, parental problems, teacher-related problems, exploiting refugee status, communication, psychological wellbeing of these students while teachers state mostly lack of appropriate educational materials, difference between age and grade, discipline, writing style, communication with parents, socio-economic factors. Likewise, according to the information received from teachers in the study of Nar (2008), the problems of immigrant students in the schools can be divided into two categories: language and communication problems. It can be said that the students have difficulties in communication due to their problems in language, they have difficulty in understanding their teachers, and this causes communication problems and students to be withdrawn. As a result their success decreases dramatically.

Besides encountered problems mentioned above, whenever refugee education comes forth, the role of families in education is also mentioned inevitably. In the following section, some studies conducted nationally and internationally related to parent factor affecting refugee children and their education are mentioned.

2.6.1. The National and International Studies for Parent Factor in Refugee Education

Some studies on refugee students focus on the role of parents in the refugee education process. While some studies assess how parents have influence on the experiences of their children in education, others focus on problems and challenges parents encounter. Collaborative works of parents and teachers can be triggering event for integration of refugee children in school setting (Hamilton, 2004). Generally, immigrant parents mostly give prior importance to mobility in order to get a place for themselves in a new environment, because

they think that only through a good education, they can gain prestige and respect in a new land (Zhou & Bankston, 2000). Hence, in addition to language efficacy and cultural imbalance between parents and children, parents also tend to put much pressure on their children. This is also because these parents have higher expectations and hope on their children than host parents have (Mau, 1997). As a result, immigrant children might have more depression, anxiety and lower self-esteem when compared to their host friends (Bankston & Zhou, 2006). On the other hand, as Zhou and Bankston (2000) stated, parental pressure on immigrant children and the special problems they have faced might contribute to their school achievement and adjustment positively.

Likewise, Kao (1998) also advocated that young immigrant and refugees are inclined to feel lower self-efficacy than the host ones because they have to cope with the requirements of being a member of totally new society and culture which host country has (Malkki, 1995). Some host countries have some restrictions for refugee students' access to national education or they are allowed to attend schools under unregistered status (UNHCR, 2016). As a result, students cannot obtain any equivalent diplomas approved by any countries. This inhibits refugee students from continuing their education at secondary level and beyond. Being aware of this situation, refugee parents generally are reluctant to send their children to schools (UNHCR, 2016). Besides the fear is that their children will forget their home culture, identity, religion and language, they are worried about the educational future of their children without any accreditation (UNHCR, 2016).

In the report written by Paxton et al. (2011) on how refugee background young children cope with the process of resettlement in Victoria, it is stated that refugee parents are insistent about sending their children to mainstream classrooms for education instead of the prepared and recommended education process for them, because in their perception, the language spoken in host community, in that case English, can be learned more swiftly when included in mainstream classrooms.

The report written by Paxton et al. (2011) reveals that one of the various hindrances to refugee parents' participation in the education of their children is language. The study of Block et al. (2014) in which they evaluate school support program in different schools shows that providing an interpreter who provides communication when school needs to interact with parents, greatly improved parental involvement in their children's education. Moreover,

in a broader community, schools can be a bridge among refugee parents, their children and other available services to leading them (Rah et al., 2009; Craig, Jajua, & Warfa, 2009).

Children from refugee background undertake some responsibilities such as translating, babysitting, earning money to support their family (Bigelow, 2010). The demand of each family differs according to their needs and necessities. For instance, if the parents did not speak the language of host country, child would be translator and interpreter; if there was nobody to work in order to earn money in the family; child also needs to work part time or full time (Bigelow, 2010). Hence, the significant role of parent factor in development of a child cannot be denied.

In Turkey, Karakuş (2006) conducted a study related to negative impacts of being an immigrant on education in Sultanbeyli case. It is understood that the fact that parents of immigrant students cannot meet their children's educational requirements is based on mostly economic reasons. It is natural that the parents who are unable to supply the basic food and requirements of the house cannot meet the requirements of a school. This problem is the result of the fact that the families who migrated from the village to the city are unemployed and working in temporary jobs (Karakuş, 2006). The study of Karasu (2016) is also about the experiences of refugee people which are mostly related to language and adaptation problems respectively. However the focus of the study is on the overall problems of Syrian asylum seekers who live in Şanlıurfa not specifically on the experiences of refugee students' parents in refugee education process (Karasu, 2016). Çelik and İçduygu (2018) conducted a comparative case study of refugee students in TECs and state schools in Turkey. With the intention of examining how different school settings affect the adaptation and integration process of refugee children in Turkish education and society, 14 parents having refugee background and 6 teachers were interviewed. The findings of the study show that TECs and public schools continue their function in different ways. Whereas the monolingual and monoculture education and homogenous people profile of TECs provide a link for refugee students between home and school, public schools which often work to exclude refugee students from educational practices hinder refugee students from integrating into both school and society efficiently. As a result, the statements of Syrian parents show that it is not always possible to watch over their children and most frequently refugee students feel excluded and doomy (Çelik & İçduygu, 2018).

There is another study revealing the experiences of Syrian refugee students within the formal public school in Turkey (Tösten et al., 2017). In this study, although teachers were the sample, from the statements of teachers regarding to Turkish parents reactions, it can be understood that Turkish parents reactions towards refugee students studying in the same class with their children were neutral, because seventeen teachers out of 28 stated that Turkish parents were neutral while 9 teachers expressed that Turkish parents seemed pretty reacting (Tösten et al., 2017). However, there was no information deduced from statements of the teachers about refugee parents' reactions or opinions in this study. Similarly, there is one more study conducted by Şeker and Sirkeci (2015) in Turkey to reveal challenges for refugee children residing in eastern part of Turkey. In spite of the participants of this study consisting of teachers, the statements of the teachers reveal that refugee families' attitudes towards education and the problems they experienced during the integration process (Şeker & Sirkeci, 2015). According to the findings of the study, participants shared that refugee parents were not knowledgeable about education system and their inadequacy to support their children educational needs stemming from being incompetent in Turkish besides being insufficiently educated (Şeker & Sirkeci, 2015).

It would not be wrong to say the study of Karakuş (2006) and Çelik and İçduygu (2018) are the only studies done in Turkey about parents role related to education I have encountered while reviewing the literature regarding refugee education. Generally, the studies conducted are either related to the challenges that only teachers encounter or the needs and barriers of only refugee students have. In the following section, some studies related to teacher factor in refugee education are presented.

2.6.2. The National and International Studies for Teacher Factor in Refugee Education

Some studies on refugee students focus on the role of the teachers in the refugee education process. While some studies assess the views of teachers about the role of migration in education, others focus on problems and challenges teachers encounter during refugee education process. With the influx of various refugees fled to Turkey, some pressing needs for refugee education are required. Although they all of a sudden “find themselves without a state, without citizenship, without nationality, and without a home” (Mosselson, 2006, p.21), little social and psychological support generally comes from the host society they have

settled in. UNHCR (2016) reports that refugee children have two options one of which guides them to prospect, the other leads them to desperation. As teachers, we are key people in charge of directing them to the right path.

When the issue comes to education in schools, refugee students' particular educational needs appeals little attention to teachers' consideration, because refugee students generally are categorized as a larger immigrant community in educational attempts. As a result, teachers generally become uninformed about refugee students in their classes and the differences between them and non-refugee immigrants (Mendenhall et al., 2016). Moreover, in some instances, refugee students are exposed to be educated by bewildered teachers who do not have any hope that these students can be successful academically (Suarez-Orozco, 2005). However teachers should be aware of that besides physical and emotional challenges of puberty, they may live through a trauma such as loss of family members or friends, familial separation, forced immigration, sexual assault, violent death or torture that they might have undergone (Hart, 2014). Teachers might be inclined to interpret some signs of traumas appearing in school setting as behavioral problems (Candappa & Egharevba, 2000). However, teachers should be aware of refugee students' prior experiences during and after resettlement in which they are trying to adapt to a new country and overcome dislocation (Anderson, 2004). In other words, refugee students have to get used to a new culture and language (Rutter & Stanton, 2001), that is why teachers should be sensitive to care about refugee children. Arnot, Pinson and Candappa (2009) argued in their book that teachers can utilize child-centered approach by utilizing their role as a local authority in the neighborhood where asylum seeking children are seen as subordinated. They can pride themselves on refugee children existence in their classroom and offer them additional support and care. By realizing such students' vulnerability, they need to bestow creative pedagogic approaches and act as their proxy parent at school (Arnot, Pinson & Candappa, 2009). One of the studies related to teacher competence in refugee education, reveal that participant lower secondary teachers working with diverse groups feel they lack of required competence to teach linguistic and cultural minorities, because the education they took during the university years becomes inadequate to teach today's diverse group of students in the classrooms (Jortveit, 2015). Likewise the study of Jortveit (2015), the teacher participants in the study conducted by Taylor (2008) state that they feel mostly as if they are in trouble when they come across the number of refugee students, increasing day by day, coming from different African countries and their perpetual needs.

Arnot et al. (2009) studied teacher's strategies to maintain moral integrity in the face of national hostility to 'Non-Citizen' and in this study, surprisingly most teacher participants reported that in their school, they hardly ever came across examples of bullying and racism among students. However, some teachers stated that they have trouble in arranging a secure environment while integrating them into classroom learning and into school culture. In Arnot, Pinson and Candappa's book (2009), even some teachers categorized refugee students as having gangster characters inclined to show anti-school behaviors. However there were many refugee students and their parents with high eagerness who are really willing to learn what the requirement of society and education system are. There are some responsibilities which teachers need to shoulder. For instance, teachers can consider themselves and school as legal identity whose main task is to assure institutional compassion by forming merciful individuals (Nussbaum, 2001). In view of these, McBride (2018) also emphasizes that working with such a vulnerable population means teachers need to approach these students in a sensitive and supportive way especially during the extra-curricular activities by which teachers can touch on students' potential. In this point, instead of being excessively attached to the negativity of refugee students, teachers should be able to realize what these students can do and let them display their success (Peterson et al. 2017). It is possible that best practices can arise when teachers learn how to deal with culture diversity and support refugee students and their families in the most effective way (Barnes & Ntung, 2016).

Related to student behaviors, the study conducted by Erden (2017) shows that in class activities and classroom behavior generally seems to be normal except for some warnings refugee students to focus or local students to understand that their refugee peers may need extra attention. Gömleksiz and Aslan (2018) conducted another study and investigated secondary school teachers' opinions about refugee students and their education, as well. The results of the study indicate that teachers working at secondary schools have experienced some problems regarding how to develop and enrich their lessons, how suitable assessment and evaluation instruments and materials for refugee students are, how interested their refugee students are towards the subject they teach, and how ready refugee students are for the lesson content. Most of the responses related to these issues are negative, because teachers think that refugee students are not adequately ready for the content. Most of the teachers consider assessment and evaluation instruments as unsuitable for refugee students and they think that before formal training, a preparation class or Turkish course is necessary for refugee students. Surprisingly, most of the teachers state that the materials and equipment

they use are suitable and remarkable for refugee students. However, teachers could have felt weakened and looked for resources and assistance from external organizations because the things done by non-governmental organizations (NGOs) seem to be unstable, temporary and insufficient. It seems that the efforts of NGOs aim just to save the day. Related to teacher training, Aykırı (2017) conducted a study aiming to find out the opinions of primary school teachers having Syrian refugee students in their classes in Mardin, Turkey. He interviewed with 18 primary school teachers with semi-structured interview. The findings show that most of the teachers demand in-service training related to refugee education because they did not take such a training or education before. Moreover, teachers have some difficulty in communicating with parents of refugee students, while they state that they communicate with refugee students in an effective way. The education level of refugee students is poor and they do not get any assistance and support from people around them. Participant teachers agreed that with the help of empathy, their interaction with refugee students continues properly. Most of the participant teachers complained about indifference of refugee parents. Participant teachers also agreed upon those refugee students have language problems and because of it, they cannot understand what they read and communicate with others. As a result, absenteeism and adaptation problems come to the stage. In 2017, Erden's qualitative descriptive study with five primary school teachers who have refugee students in their classes about instructional problems they have faced and their solutions for these problems shows that participant teachers use books as teaching materials and they do not apply any special teaching strategies for refugee students. They prolong what they did before refugee students attended their classes. The biggest problem related to materials and equipment teachers observe is language barrier. And the refugee students who could not register school at the beginning of the school year could not get books and these students stayed out of lessons. Teacher participants also stated that they did not expect much from refugee students in terms of academic success. Similarly, Şahin and Doğan (2018) aimed to study problems encountered by teachers who have Syrian refugee students in teaching science in different middle schools in Kilis, Turkey. Fifteen teacher participants whose subject area is science education were interviewed and they indicated that they have encountered some problems as cultural differences, adaptation problems, language barrier, the complexity of content of science course and lack of time to use different teaching techniques like visualization. Şahin and Doğan (2018) also revealed that in order to teach science course in an easy way, teachers mostly utilize drama, experiment, cooperative learning teaching methods and hands-on activities.

2.6.3. The National and International Studies for Administrator Factor in Refugee Education

Some studies on refugee students focus on the role of the administrators in the refugee education process. While some studies assess the views of administrators about the role of migration in education, others focus on problems and challenges administrators encounter. In the study of Avcı, Koçoğlu and Ekici (2013) in Turkey on the views of administrators about the effect of internal migration to education and management, the findings show that language barrier and adaptation problems reveal in education. Most of the participant administrators in this study express that language creates problems in communication; as a result student-parent-teacher interaction cannot be maintained fully. Because parents' socio economic status is not good enough, their primary focus is not on education. All of the administrators think that, the success of school and class are affected by the existence of immigrant students. Considering the problems arising from the students coming with immigration, the most problematic issue is the behavior problems and failure due to adaptation problems in students. It was observed that there was a serious adaptation problem in the families as well as the students who came with immigration.

In Erden's study (2017), participant administrators stated that their forms of power change from situation to situation. They might use their authority to control the extent of relationship between visitor and people in school. They put extra effort on protecting refugee children and providing them a secure environment in which any events possibly affecting these students may occur.

The participant principals in the study of Toker, Gökçe and Acar (2018) mention that refugee students abuse their privilege at school because they are informed that some concession are given to them by the government, society and school. They behave in abnormal ways in the classroom however they repine about the way everybody treats them and they attribute the cause of each behavior to being a Syrian.

Strong leadership to provide sufficient support to vulnerable students is one of the other key issues at the system level. The participant principals in the study of Taylor and Sidhu (2012) stand for their refugee students and one of the principals mentioned as being supportive

leader who leads or force when necessary and encourage school staff to shoulder troubles and difficulties.

2.7. Discussion and Summary of Literature Review

The main and significant issue that both national and international literature have agreed on is that the education of all children including particularly refugee ones is crucial to the sustainable and peaceful development of countries that have hosted them, and to the future prosperity of refugees' own countries when they return back. The aim of all the studies conducted around the world serves a common purpose at the end which is to know the needs of individuals and provide appropriate support and equal educational opportunities for these vulnerable children population by finding out what kinds of benefits and deficiencies have been encountered in their education process. Since if the problems and experiences of minority groups during the inclusion and integration processes are not taken into consideration, well-being of students in both primary and secondary schools can be more impaired (Goldstein, 1997). The literature presents studies that show the experiences of refugee students, teachers, administrators and refugee parents, but there are not any studies focusing on the experiences of teachers, administrators and parents at the same time. These stakeholders have a significant role in an individual's live and the habitus they create in the educational organization have an impact on this individual's behaviors. It is necessary to examine the relationship between familial and school factors, because, children's future choices and expectations say that their learning experiences are influenced by the views and attitudes of their families and teachers. Education quality serviced at a school is also dependent on factors related to home and school at the same time. For example, adolescent attitudes change according to the socio economic and demographic situation in which families try to survive (Ecevit & Kasapoğlu, 2005).

Schools have a significant responsibility in the process of integration of refugee students (Cassity & Gow, 2005) because the more qualified education are serviced to refugee children, the more possible to keep these children at school and prolong their education following primary education (UNHCR, 2015). Teacher quality also plays a major role in newly arrived migrant students. Parental involvement, expectations and support, teachers' readiness to working with diverse groups are among factors affecting provided educational opportunities (Tsui, 2005). Parent factors and their opinions are also important because

family is the first agent who decide whether a child continue education or quit it. During the refugee education process, the attitudes of administrators in school environment and their experiences as well as the teachers' are important, as well. They might be a hidden factor behind teachers attitudes and behaviors at school.

When it comes to the issue how to ideally educate refugee children and integrate them into new educational setting by considering their development and well-being, the most mentioned and preferred approach in the literature is multicultural education. In order to strenghten and establish a community among students and teachers, share power and reach critical analysis of institutional structures and individual practices continueing repressive systems, a multicultural education praxis can be utilized in the classrooms (Shannon-Baker, 2018). Since, utilizing a multicultural praxis enable us to question how knowledge is structured and transmitted, how we approach to differences and how diversity is coped within the classrooms (Herrera et al., 2012).

CHAPTER 3

METHODOLOGY

This chapter describes the design of the study including characteristics of qualitative research, case study, sample selection, instrumentation, reliability and validity are brought in this chapter. This chapter also introduces information about methods of data analysis, research ethics and researcher bias. In explaining procedures and methods used, the rationale behind my preferences of the particular methods and procedures is presented as well.

3.1. Design of the Study

The rationale of a research design is to make connection between the research purpose and questions during the empirical data collection processes so that conclusions can be made as a result of the data (Bloomberg & Volpe, 2016; Rowley, 2002).

For this study, the most appropriate and purposive research design is qualitative research design because it enables the researcher to inquire into an enclosed system or many enclosed systems in process of time, by means of in-depth and detailed data collection gathered by various sources of information such as participants' view. And then the researcher is able to bring case-based themes and a case description to light (Creswell, 2007; Fraenkel & Wallen, 2006). As a middle school English teacher, the experiences and views of the participants were refined through the scope of my personal experiences both cognitively and sensationally. By the help of qualitative research design, how individuals interpret their lived experiences and what kinds of meaning they hitch on to what they have experienced will be understood (Merriam, 2009). In this inquiry, it is sought to have an insight understanding about what experiences and challenges administrators, teachers and parents in B school serving refugee students besides local students. Hence, this is a qualitative case study which focuses on a case-existence of refugee students in B school is applied through in-depth and extensive data collection (Fraenkel & Wallen, 2006).

3.1.1. Characteristics of Qualitative Research

There is no definite and globally accepted definition for qualitative research. Yet, scholars made various explanations on what it refers to. As a result, the explanations leads researchers follow every step of their qualitative research. For instance, Patton (1990) and Fraenkel and Wallen (2006) suggested qualitative research to a researcher if s/he desires to abstain from adhering to a rigid design. The themes of qualitative research asserted by Patton (1990) as described as qualitative data, inductive analysis, personal voice, perspective and reflexivity, naturalistic inquiry by Best and Kahn (1993). In addition, Best and Kahn (1993) stated that in an inconspicuous, non-interfering and non-controlling manner, a researcher can clarify a real-world situation in naturalistic inquiry. Through naturalistic inquiry, researcher is able to reach the participants' perspectives (Lincon & Guba, 1985weinste) as becoming a part of the study (Gall et al., 1996) and utilize the previous experiences of the researcher. In qualitative research, while the natural and real world situations are the direct sources of data, the researcher is also considered a part of the study as the paramount instrument (Fraenkel & Wallen, 2006). Therefore, Taylor and Wallace (2007) emphasized on the role of the researcher and suggested that qualitative researchers be more conscious of bias and subjectivity of the researcher during the process of interpretation of the results. As Bogdan and Biklen (1998) stated, qualitative data gathered in qualitative research is descriptive because during the data collection process, the researcher reaches verbal results rather than numerical ones. Moreover, by conducting a research qualitatively, a researcher is able to gain a more realistic view of lived experiences which cannot be explained in statistical analysis and numerical data (Anderson, 2010).

Based on unstructured and immediate data provided by the participants in their own terms, a qualitative research yields results assisting in leading new ways of insight (Denzin & Lincoln, 2000). Therefore, as a data collection method, a researcher conducting a qualitative research can utilize any methods that can provide authentic and real verbal data or actions of participants such as interview transcripts, videotapes, personal documents, official records, textbook pages and memos (Bogdan & Biklen, 1998; Fraenkel & Wallen, 2006; Olsen, 2012).

As Best and Kahn (1993) put forward inductive analysis as one of the themes of qualitative research, instead of testing a hypotheses in a deductive way conducted generally by positivists, researchers in qualitative research attempt to conceive hypotheses through

collecting the data (Merriam, 2009). Hence, in this study, as a qualitative researcher, I did not focus on formulating and writing hypotheses in advance and trying to verify whether they are supported by the research results or not, instead I spared my fruitful time to collecting authentic data in natural setting of teachers and administrators working and parents whose children are studying in B school serving refugee students, then analyzed and interpreted them in an inductive way rather than making an endeavor for verifying predetermined hypotheses in a deductive way.

3.1.2. Characteristics of Case Study

In this section, what the main characteristics of case study are and the reason why case study is suitable for this research are presented.

Miles and Huberman (1994) defined a case as ‘a phenomenon of some sort occurring in a bounded context, in effect, the unit of analysis’ (p.25) whereas Gerring’s definition for case study is ‘an intensive study of a single unit for the purpose of understanding a larger class of (similar) units’ (2004, p.342).

In this study, ‘what’ questions are preferred to explore the experiences of stakeholders in B school about refugee education. In addition, in order to foster reliability and validity of the study, multiple sources of evidence such as interviews and observations are utilized (Patton, 2002). Therefore, in this study, interviews and participant observations were conducted to reach a holistic understanding of a case.

I decided to study experiences and challenges of teachers, administrators and parents in a school including refugee students. A case study was chosen because the case was the experiences of stakeholders with refugee students, but as Baxter and Jack (2008) asserted, the case cannot be considered without the context which in this study is B School and more particularly classroom settings. It is not apt to have a true picture of what experiences these stakeholders have gone through without considering the context in which the case occurs. Although the main purpose of case studies is not making generalizations back to the population, they may constitute examples for similar situations (Yıldırım & Şimşek, 2013). Merriam (2009) stated that because case studies cannot be generalized back to the population, generally researchers underestimate the strength of a single unit. However, B

school may portray the case descriptively as a single unit profoundly because it is a representative of other middle schools in terms of its inclusive refugee education with a high number of student populations.

In addition, Stake (1995) proposed that there are three more types of case study which are the instrumental, the intrinsic and the collective. Through an intrinsic study, a researcher can study the case for its own sake. Through an instrumental case study, the researcher deals with a group of people so that a definite form of behavior can be examined in terms of its effects on this group of people. Finally in the collective case study, the researcher can utilize various different sources to collect data (Stake, 1995). From the point of Stake's view, this study is an instrumental case study because it aims to seek how school stakeholders have handled refugee students and what experiences they have gone through in this process.

Once a researcher has determined what the case will be, what the case will not be an issue to be paid attention (Baxter & Jack, 2008). Yin (2003) and Stake (1995) stated that in order to prevent researchers from answering irrelevant questions or a topic which has too many objectives for a study, a researcher should bind a case by a specific time and place (Creswell, 2003). Therefore, in this study I have bound the case which is experiences of school stakeholders by a specific time duration that has occurred since the refugee students appeared in B school. I have also bound the case by context (Miles & Huberman, 1994) which is B school, more specifically classroom settings in B school because according to Baxter and Jack (2008), binding the case enables researcher to follow the scope of the study in a reasonable and relevant way. Likewise, Yin stated that 'the more a study contains specific propositions, the more it will stay within feasible limits' (2003, p.23). As Stake (1995) stated that the purpose of taking a particular case into consideration is not only to find out how it differs from other cases but also to bring what it is and what it does to view. With the help of authentic description of a case, the reader can go through how it was to be there in the moment (Stake, 1995).

Supporting a close collaboration between the participant and the researcher, a case study makes participants share their stories intimately (Crabtree & Miller, 1999). Through these real stories from the lens of participants, researcher can catch the subjects' actions in a better way (Robottom & Hart, 1993). There are some advantages of using case studies in research. A case study enables researcher to examine the data within the context of what they collected

(Yin, 1984). For instance, in this study, I have a chance to observe my data sources; teachers, administrators and parents, within the situations they have encountered instead of focusing on a limited number of predetermined variables. Moreover, Zaidah (2003) also added that due to the detailed and authentic data attained in case studies, researcher is able to both describe the data in real- life context and explain the complexities of real life experiences which cannot be obtained by experimental research.

While seeking answer to the research questions, choosing the appropriate method regarding the nature of the case being studied, for instance, in this study, individual interviews are preferable instead of focus groups. In this study, because I am already a teacher working in study setting for 4 years, I have an opportunity to make observations, in other words I am a participant observer in this study. Furthermore, because I am always there and have a chance to communicate with the participants whenever necessary, the results can be easily shared and discussed with the participants.

This study aims to examine this school so that parents, teachers and administrators from varying experience backgrounds are represented. Selecting participants from one single site serves to strengthen consistency and stability of the findings and enhance in-depth and rich information for the study (Zohrabi, 2013).

3.2. Selection of the Participants

There are two basic types of sampling which are probability and non-probability sampling technique. Non-probability sampling is a technique used while selecting sample. In this study, purposeful sampling was preferred because the aim is not to just randomly select the units from the population to comprise a sample so that the generalization can be made back to the population (Merriam, 2009). In purposeful sampling, there is a predetermined criterion in the researcher's mind and according to this criterion; the researcher chooses the sample deliberately. This characteristic of purposeful sampling keeps purposeful sampling different from convenience sampling which refers to the sample who are already available are chosen for the study (Gay et al., 2009). In qualitative research studies, generally, the selection of the participants is purposeful, because the significant principle behind sample selection is the choice of participations that can best enrich information related to issues under inquiry (Patton, 2002). The ones who can provide rich information for the research questions and

supply in-depth understanding of phenomenon are chosen (Creswell, 2009). Hence, the most significant part in the study design is to identify and decide the participants who can contribute to the study providing more information rich data.

The researcher should take theoretical perspectives and research questions into consideration while making decisions related to participants selection (Sargeant, 2012). The other significant consideration is the size of sample. When it is time to select the units (e.g., people, cases/organizations, events) being studied, the selection occurs according to the judgments of the researcher. Generally in qualitative research, the size of sample is not predetermined. Determining the sample size in qualitative research studies depends on the aim of the study being founded on the allocated time and money besides participant appropriateness and desires. By and large, in qualitative research studies, the number of participants is pretty small when compared to probability sampling and is less than 20 (Gay et al., 2009). In other words, as soon as all important factors of phenomenon being investigated from any number of participants can be attained by the researcher and the identification of new concepts starts not to appear, it means that the sample size becomes sufficient and enough. Otherwise the concepts and ideas occur iteratively (Sargeant, 2012). Therefore, the sample of the study consisted of 10 teachers, 5 administrators and 10 parents. The total number of participants in this study is 25, because in order to support the data collected and carry out triangulation, I had to use three different units under the same phenomenon.

I have been working as an English language teacher in B school in Mamak which is among the primary districts hosting the highest refugee population in Ankara and I have come across various events related to refugee student wellbeing and their education. The case of B school was investigated since I am eager to learn the experiences of my colleagues and the parents (both local and refugee ones) my colleagues have always encountered regarding the existence of refugee students in B school. Depending on my observation and judgments on this issue, and taking into the number of refugee students studying in B school, I suppose that it would be representative of other schools serving refugee students.

Another reason of selecting B school as the case was that B school is under a high rate of teacher turnover. There is a continuous new teacher flow in this school. As a result old ones leave. One of the underlying reasons why teachers are inclined to have appointment to another school might be the experiences they have gone through during the inclusive

education process. In addition, B school has a very high number of student populations which is 1850. 75 of them are special needs children while 57 of them are refugee ones. The school staff has been serving special education students for a long time however the number seems to be very high for 4 years and it is increasing year by year. I am curious about how the stakeholders within such a crowded school having many special needs children deal with refugee students. For all of these reasons, I have found B school worthy of investigation in order to gain an exact frame about what administrators, teachers and parents have been experienced since the appearance of refugee students.

3.2.1. Description of the Setting of the Study

In this part, B school in Mamak is described specifically. So that I could draw a vivid picture to the reader about the working conditions of teachers and administrators in B school explicitly, I provided detailed information about the setting of the case for introducing the setting in an understandable way.

Firstly, B school has an enrollment of 1850 students. Whereas 75 of them are special needs students, 57 of them are refugee students. The refugee students' common region of origin is the Middle East, Iraq, Afghanistan and Syria. Whereas 20 of refugee students are from Syria, 34 of them are Iraqi. The rest came from Afghanistan.

There are 70 teachers 52 of whom are tenured whereas 18 of them are contract teachers. B school is a double shift school because of the crowded population of the school. It is a middle school educating 5th, 6th, 7th and 8th grade students. While 5th and 7th graders are getting education in the afternoons, 6th and 8th graders are attending school in the mornings. The day starts at half past seven for the teachers and students on a morning shift whereas afternoon students and teachers must be at school from ten past one p.m. until twenty past six p.m. Because of double shift education, school administrator reduce the number of breaks, as a result, there are only 3 breaks for both students and teachers in any given day. Otherwise, the last lesson finishes at 7 p.m. and it will be too late for both teachers and students to rest at home. However, the number of students per classroom is still very high, namely around 50. Moreover, the population of each classroom allocated for 6 graders is around 60. With the existence of both special needs and refugee children besides such a very high population, some perceived challenges occur in B school.

The school was chosen according to the following criteria:

- (1) Including refugee students in the classrooms as well as special needs students.
- (2) Implementing refugee integration education and inclusive education at the same time.

3.2.2. Information about the Participants

When it comes to the participants, 10 teachers who work at B school volunteered to participate in the study and were interviewed. Whereas 8 of them were female, 2 of them were male. There are 4 vice principals supervised by a school principal at B school, in other words there are 5 administrators available for the study were interviewed as participants, because the case is B school and it was logical to interview the principal and all vice principals. In addition, a total of 10 parents were interviewed. Five of them were refugees while the other five were the host. In short, participants consisted of teachers ($n=10$) and administrators ($n=5$) as well as host ($n=5$) and refugee ($n=5$) parents.

Teacher participants were chosen according to the following criteria:

- (1) Having at least one refugee student and student with disabilities among the students they have taught so far.
- (2) Teachers from different subject areas (if they do not volunteer or do not have any refugee students in their class, any volunteer teachers can be accepted to interview).

Parent participants were chosen according to the following criteria:

- (1) Host parents were selected according to whether they have a child studying in a classroom including refugee students. (Parents are selected among the ones appearing school setting frequently, in other words the ones giving importance and attention to education)
- (2) Parents of refugee students who are able to speak and understand Turkish or English were preferred.

3.2.2.1. Demographic Information about Teacher Participants

The first interviewee is 37 years old. She is married and has got a son. She is an English teacher for 16 years. She has been working as a teacher in B school for 3 years. She worked at all levels of education before coming to this school. She doesn't have any training related

to refugee education. The average number of students in classes she has been teaching is 50. She said that she had a chance to interact with one refugee student individually.

The second interviewee is 41 years old. He is single and has not got any children. Although first he graduated from department of elementary school education, then he completed a degree to be a social science teacher at a university and became a social science teacher in B secondary school. He has 19 years of experiences in teaching profession in total. Although he has not received any training to teach refugee students, he has been working with them for 3 years. The average number of students in classes he has been teaching is generally around 45. He has 13 student refugees in total. It is needless to say that all of them are not in the same class.

The third interviewee is 28 years old. She is married and has got a son. She is a social science teacher for 4 years. She has been teaching for 3 years in B school. She has not taken any courses relevant to refugee education. The average number of students in the classes she has been teaching is around 42. She has 11 refugee students in total and again all of them do not receive education in the same class.

The forth interviewee is 36 years old. She is married and has got a son. Although she has tenure of 11 years in teaching English, she has been a teacher in B school for half year. She is uninformed about the education of refugee students, too, although the classes in which she has been teaching include 13 refugee students in total. And the average number of students in these classrooms is around 50.

The fifth interviewee is 33 years old and she is married with a child. She has tenure of 10 years in teaching Science and she has been working with refugee children for 3 years. Although she has been a teacher in B school just for 1 year, she has experiences related to teaching refugee students in her previous workplace, as well. She has not taken any training relevant to refugee education. However she has to give lessons in the classrooms which include 13 refugee students in total. The average number of students in these classrooms is around 43 in total.

The sixth interviewee is 28 years old. She is married and has not got any children. She is a science teacher for 3 years. She has been teaching for a year in B school. But she has been

working with refugee students for 3 years because before assigning to B school, the workplace she was teaching also included refugee students. She has not taken any courses relevant to refugee education, as well. The average number of students in the classes she has been teaching is around 45. She has 10 refugee students in total and again all of them do not receive education in the same class.

The seventh interviewee is 44 years old. He is married and she has two children. He has tenure of 20 years in teaching visual arts. In B school, he has been working for 8 years and been giving lessons to the classroom including refugee students for 3 years. He has not had any refugee education oriented course till now. The number of refugee students he is teaching now is 10.

The eighth interviewee is 35 years old and married. She has 2 sons. She has been teaching religious culture and moral knowledge for 14 years. She has been working in B school for 4 years. She has not had any education relevant to refugee education. The average number of students in classrooms she teaches is around 50. She has 4 refugee students.

The ninth interviewee is 41 years old. She is married and has got a daughter and a son. As a visual arts teacher, she has been teaching in B school for 11 years. She has been working with the refugee students for 5 years. She has not taken any education relevant to refugee education. The average number of students in the classes she has been instructing is around 58. It can be said that each class which she is responsible for includes at least 1 refugee student, although some has more than one.

The tenth interviewee is 37 years old. She is married and has a daughter and a son. She has tenure of 9 years in teaching Music however she has been a teacher in B school for 4 years. During 3 years, each year she has at least 4 refugee students and the classrooms which these students are in consist of approximately 45 other host students, too. She has not had any courses or education related with refugee education like all of the other teacher participants. The information about the teacher participants is displayed in the following Table 1. All of the teacher participants have a graduate degree. The number of children the participant teachers have is shown as well. It is of vital importance that within the scope of the study, because it is seen that the opinions they expressed is variable depending on whether they have any children or not.

Table 1

Demographic Information of the Teacher Participants

<i>Participants</i>	<i>Age</i>	<i>Gender</i>	<i>Marital Status</i>	<i>Tenure</i>	<i>Children</i>	<i>Department</i>
TP1	37	FM	M	16	1	English Language
TP2	28	FM	M	3	-	Science Teaching
TP3	33	FM	M	10	1	Math Teaching
TP4	36	FM	M	11	1	ELT Teaching
TP5	28	FM	M	4	1	Social Science Teaching
TP6	41	M	S	19	-	Classroom Teaching
TP7	44	M	M	20	2	Visual Arts Teaching
TP8	35	FM	M	14	2	Religious Culture and Moral Knowledge T.
TP9	41	FM	M	12	2	Visual Arts Teaching
TP10	37	FM	M	9	2	Music Teaching

3.2.2.2. Demographic Information about Administrator Participants.

The first interviewee is 30 years old. He is married and has got a daughter. He is an information technologies teacher for about 5 years. He has been teaching IT for nearly 2 years in the classes which include refugee students. The average number of students in classes he has been teaching is generally above 45. He has not had any training related to refugee education till now for either teaching refugee students or administrating a school educating refugee students. The grade level under his supervision contains 25 refugee children.

The second interviewee is 36 years old. She is single and does not have any children. She has a graduate degree in the field of guidance. She has tenure of 10 years in total and 4 years of it passed in B school. The grade level under her supervision includes 15 refugee children. The third interviewee is 35 years old and married. She has got 2 sons. She has been vice principal for about 2 years in the school in which she was Turkish teacher before. The grade level she is responsible for includes 13 refugee students. However, she has not taken any seminars or courses related to refugee education.

The forth interviewee is 37 years old and married. He has got 2 sons. He has tenure of 11 years. While he spent 2 years by teaching religious culture and moral knowledge, he has been a vice principal in B school for 2 years. He has not taken any refugee oriented education, either. However the grade level under his responsibility includes 5 refugee students.

The fifth interviewee is the principal of B school. She is 50 years old and married. She has got a son. She has tenure of 29 years. While 4 of it are passing as a principal in B school, other 25 years passed as a guidance teacher in different schools. He has taken two refugee oriented education/seminars till now.

3.2.2.3. Demographic Information about Parent Participants.

The demographic information about Turkish parent participants is represented in the following:

The first parent interviewee is 33 year-old female. She graduated from elementary school and did not continue her education. She is a housewife with 3 children 2 of whom are still studying at B school. The classroom in which one of her children has been educated has included refugee students for 2 years whereas the other's classroom has included them for 4 years. The number of refugee students in her children classrooms is 2 in total now although 2 years ago, there were 4 refugee students in the classroom of her son.

The second parent interviewee is 34 year- old female. She graduated from elementary school. She is a housewife with 3 children 2 of whom are twin sisters. Her twins are still studying in B school in separate classrooms. However, till now, the classroom of one has included the same Syrian refugee student since 2018; the number of refugee students in the other's classroom has changed year by year. As she remembers, although last year, the number was 3, this year there are no refugee students.

The third parent interviewee is 40 year-old female. She graduated from elementary school. She has 3 children and one of them has been studying in B school for nearly 4 years. The number of refugee students in his classroom is 3.

The forth parent interviewee is 44 year-old female. She is an elementary school graduate like the other 3 female participants. She is a housewife with 3 children. One of her children has been studying in B school for nearly 4 years and her classroom has a refugee student in this time.

The fifth parent interviewee is 45 year-old male. He is a high school graduate and a civil servant in B school as well. He has 2 children and one of them has been studying in B school for 2 years. The number of refugee students in the classroom of his child is 2.

The demographic information about refugee parent participants is represented in the following:

The first refugee interviewee is 45 year old female coming from Afghanistan before 6 years. She is a middle school graduate. She is tailor now. She has 8 children. One of them has been studying in B school for approximately 3 years. The number of all students in his classroom is 44.

The second refugee interviewee is 27 year- old Syrian male. He is not married but he was chosen as a participant although he has not any child but niece studying in B school. Because they all live together in the same house and they know everything about each other, instead of parents, he was preferred to interviewee. Moreover, he is a high school graduate and works as a translator. When how better his language proficiency than his niece's father and mother is taken into consideration, the useful and fruitful data would become more accessible. His niece has been studying here in the classroom consisting of 39 students in total for 3 years.

The third refugee interviewee is 42 year-old male. He is a high school graduate. He has been working as a tailor in Turkey for 4 years. He came from Syria. He has 3 children and whereas one of them graduated from B school last year, other two is still studying there. The average number of all students in his children' classrooms are around 45.

The forth participant refugee parent is 62 years old. He is a primary school graduate and a worker who repairs machines now. He and his family are in Turkey for 6 years. They came from Afghanistan. He has 8 children and one of them has studied in B school for 3 years. The number of students in the classroom of his son is 42.

The fifth parent participant is 30 years old. He is the uncle of one of our Iraqi students. He is married and has children. However his children are not at school age. He was voluntary to participate in my research as the one who speaks Turkish best in their family and know whatever his nephew has experienced, because they live together.

In the following part, how the data which is fundamental for the study was collected is described in detail.

3.3. Data Collection Process

In this case study, as data collection instrument, a semi-structured open ended interviews with teachers, administrators and parents, document analysis and also my own observation were utilized. In other words, the primary method of data collection was semi-structured open ended interview for getting deeper information about parents, teacher coordinators and principal perspectives on refugee integration education. Creswell (1998) described the researcher's role as an active learner explaining the story from the participant's point of view rather than as an 'expert' passing judgment on participants (p. 18).

Boyce and Neale (2006) defined interview as a qualitative research technique which contains carrying out individual interviews with a small number of participants in order to capture their perspectives on a specific situation, issue or case. Interviews were necessary to be conducted because as Merriam (2009) stated that the researcher is not be able to reach and observe people's feelings, perceptions, attitudes and interpretation about a case. In this circumstance, Flick (2006) appends that by means of interviews, people can express their existing and even hidden knowledge and this enables researchers to interpret their answers and access in-depth information about different perspectives. Hence, Burns (1999) mentioned about the popularity of interviews as a mean of reaching data quantitatively. Three types of interviews: structured, semi structured and unstructured are tendered by Burns (1999, p. 119).

Clearly, the most preferred type of interview is the semi structured interview guide approach. According to Freebody's (2003) view, structured interviews make the participants' responds stick on a pre-specified set of questions. However, unstructured interviews enable the researcher to explore and find out the perceptions and behaviors of the respondents without

limiting their perspectives on the case under inquiry (Fontana & Frey, 2000). When it comes to describe semi-structured interviews, it can be said that they carry the characteristics of both structured and un-structured interviews. This means that in semi-structured interviews, although researchers prepare some set of questions in advance, they do not have to be stick to the pre-determined questions. They can add something appropriate to the matter (Freebody, 2003). Zohrabi (2013) also agrees with the idea that semi-structured interviews are flexible in terms of enabling the respondents to deliver more information than the other ones. Another scholar expressed that with semi-structured interviews, it is aimed to get in-depth information by giving autonomy to the interviewers because they are given autonomy to ask within predetermined areas of inquiry and still remain focused while allowing respondents to answer in ways they are eager to speak (Lofland & Lofland, 1984).

In this study, semi-structured interviews which include open ended questions were used to collect raw data. The interview questions were firstly written in English then translated into Turkish for the participants. To ensure whether the items are clear and understandable for interviewers or not, two experts' opinion was taken. Some notes were taken related to how the participants reflect their emotions during the interviews. Whether they show any sign of anger, discomfort or pleasure were the core units of notes. During the interviews, audio was recorded with the participants' information and permission to be analyzed by transcribing later. By this way, original data become always accessible and convenient for the researcher (Gay, Mills, & Airasian, 2009). After the transcripts were analyzed and coded, the participations were informed that they could attain the analysis of their interview if they desire, they have the permission to change any statement of theirs.

Throughout each interview, the interviewer represented a participant by accepting all answers while smoothly prying for clarifications when they were not clear about the questions. Furthermore, all the participants were interviewed about the same area of research but different units of respondents were asked to answer different questions. This provided an opportunity to compare what each participant had reported.

3.3.1. Interview Questions

Initial literature review was conducted to ensure that interview questions addressed the issues most relevant and significant to refugees and their education. In order to gain deeper insight into these issues, following the literature review, semi-structured interviews were

conducted with refugee ($n=5$) and host ($n=5$) parents, teachers ($n=10$) and administrators ($n=5$) at B school located in squatter settlement, Mamak, in Ankara.

In order to ensure that questions are easy to understand and answer by the participants and that the researcher can avoid ambiguous questions and reach accurate data, interview questions for administrators, teachers and parents were pilot-tested with a total of 4 participants. Based on the results, questions asking demographic information about the participants were deleted from interview questions and a demographic information form including close-ended questions for each group was prepared so that the duration of the interview does not make the participants bored and weary. Demographic information form collected background information including the gender, age, marital status of all participants, as well as years of teaching experience, classroom size, number of refugee students in the class for teachers and administrators whereas home country, number of children, time duration in host country, number of students getting education with their children in class for refugee parents. The questions for host parents are similar to refugee parents' except for the information asking refugee background. The issues addressed in interview questions for teachers and administrators are in the following.

Interview questions aims to reveal teacher and administrator participants experience with refugee students so open-ended questions seek to reach their current and background experience gained by working with refugee students. The first four questions are about the kind of school they have worked, the diversity status, their knowledge on inclusive, inclusion and multicultural education and time duration they have worked with refugees. Other four questions aims to reveal the changes both in positive and negative way occurring after refugee student enrollment, family interaction, participants' success, deficiencies, motivations and training status related to refugee education. As it comes to final 3 questions, they are mostly related to school-wide systems, programs or approaches providing support for refugee students in terms of curriculum or extracurricular activities.

For host and refugee parent participants, semi structured open-ended questions were asked to reveal their experiences and observations since the existence of refugee students at school. Interview questions for teacher participants, administrator participants and parent participants can be found in Appendix A.

3.3.2. Interview Protocol

The required consent was asked from the ethics committee of METU. After receiving the necessary permission from METU ethics committee, a request for permission related to conducting interviews was made to B middle school. B school sent this request petition to the Ministry of National Education. After approval taken from District Directorate of National Education, the interviews were conducted in B middle school between 22nd of March and 22nd of October, 2018. Informed consent forms and the permission taken from the ethic committee and District Directorate of National Education were represented in Appendix B.

The teacher participants informed me about their idle class hours and the time of interviews were arranged according to their convenient hour. Likewise, administrators informed me about their available time. The parent participants were informed about the research topic and called to come to school if they feel eager to contribute to the study through their children. Some parents, especially refugee ones, seemed to be afraid of making decision on whether to participate in such a study or not. However, because they had already recognized me as a teacher educating their children for 3 years in B school, they accepted to share their experiences intimately. When the voluntary parents came to school, the time of interviews was determined together with them according to their most suitable hour.

Connaway and Powell (2010) advised that while carrying out an interview, the researcher should provide a comfortable, friendly and unsuspecting climate. Although the participants were informed with a cover letter, the interviewer had better to summarize the purpose of the study, address the importance of their contribution and assure confidentiality. Hence, before each interview started, a friendly environment was created and besides a cover letter, the interviewees were informed not only the significance and aim of the study but also the confidentiality issue so that they could respond to the questions without a second thought. All participants were guaranteed anonymity and given reminders that they could decline to answer any questions and free to stop the interview at any given time without penalty. Especially refugee parents were assured that in case they would like to discontinue the interview, they will not encounter any enforcements or negative consequences due to their decisions. After given a short disclaimer, the informed consent was signed by the participants. First, a demographic form asking their gender, age, marriage status etc. was

given to the participants. Second, some icebreakers were directed to the participants. The icebreakers were followed by more in-depth questions regarding the phenomenon of the case study.

Administrators and teachers found talking about their work pleasant provided their perceptions and experiences in such a school frankly. In terms of parents, giving such an attention and worth to their thoughts made them feel more precious and useful, so they shared their experiences contentedly. The follow-up questions were used to position the perceptions and experiences of respondents into a broader context of schools serving refugee students. My obligation was to understand this one uncommon case in public school setting with the high number of special needs children and minority students

By assuring that the obtained data will not be matched with their identity and used for other purposes apart from academic ones, confidence and relief were provided to them. During this process, I tried to behave meticulously in case refugee parent participants might feel uncomfortable and disturbed. Throughout the interviews, any directive questions were not asked and any comments were not made in order not to influence upon the participants thoughts. I approached the participants objectively and attentively. Some field notes were taken during the interviews and shared with the participants in the end of the interviews.

In all cases, each parent, each teacher and each administrator were interviewed at an arranged time in a convenient and quiet classroom in their naturalistic school site (Creswell, 2009). Each interview lasted approximately 30 minutes. During the interviews, within the participant knowledge, tape recording was used to listen and transcribe later by me not to miss any point (Olsen, 2012). Patton (1990) also believed that during the interview, the tape recordings enables the interviewer to capture more data and made it easier to focus on the interview without anxiety of missing any data. Abbreviations were used for the names of the parents, teachers, and administrators, as well as the school to ensure confidentiality and participants' identity. In addition to this, while transcribing, in case there may be a need to search text documents for any reason, abbreviations may help the researcher find the desired point easily in the transcribed data (Olsen, 2012).

The researcher named on the protocol was not the only person who viewed transcripts, observations and did coding. In order to establish reliability of the study, I consulted to

another person who is an expert in field of education during the coding process. This information was shared with the respondents in advance for ensuring anonymity.

3.4. Trustworthiness

In research areas, reliability and validity are the essential elements of confidence in the study. Yet, when it comes to qualitative research studies, the concept of reliability and validity cannot be addressed the same things as in quantitative studies. One of the naturalistic investigators, Guba (1981), offered four concepts which should be followed by qualitative study researchers in search of a trustworthy study.

Many researchers have agreed upon the constructs which are dependability, credibility, transferability and confirmability asserted by Guba. Although the concepts are not very different from those of positivists, it is more accurate to talk about them when qualitative research comes to stage. For example, in qualitative research, Lincoln and Guba use the term “dependability” which is relatively similar to the notion of “reliability” in quantitative research (1985, p.300). Likewise, Clont (1992) and Seale (1999) advocate the notion of dependability with the notion of consistency or reliability in qualitative study. In order to assure dependability, researchers should report study procedures deeply so that if a researcher would like to duplicate their work, s/he can get the similar results. In addition, Seale asserts that in order to assure dependability, verifying trustworthiness is essential (Seale, 1999). Seale states that the “trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability” (1999, p.266). Another concept is credibility which can be used instead of internal validity in qualitative research. According to Guba and Lincoln (1985) one of the most significant ways to enhance credibility is to build confidence between researcher and the participants. The credibility of researcher is of significant importance that s/he is one of the most crucial instruments of data collection and analysis process. Hence, as a researcher, my background, experiences and attitudes might have an effect on credibility of the study, as well. In order to avoid decreasing credulity of the study, I have established trustful relationship with my participants. Leung (2015) adds that in order to ensure credibility, strategies like triangulation can be used. Hence, in this study, I preferred using various data sources which is the use of diverse informants and a way of triangulation so that I could reach a rich and persistent picture of attitudes and experiences provided by the participants. Another definition for data triangulation is to

utilize different data sources to generate a more understandable view, capture various dimension of the phenomenon under investigation and increase validity of a study (Guion, Diehl & McDonald, 2011). Zohrabi (2013) indicates that reliability and validity of the data can be enhance with the information collected through the different sources such as teachers, students, other staff, etc. Therefore, in this study, these sources were the stakeholders in B school- administrators, teachers and parents. In-depth interviews were conducted with each of these groups to gain insight from their perspectives on the issue under study. During the analysis process, in order to determine agreed themes and diverged ones, feedback and data from the stakeholder groups were compared. Thurmond stated that advantages of using triangulation in a study consist of “increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem” (2001, p.254).

Finally, Guba (1981) mentions the notion of transferability which is considered as external validity in quantitative research studies. There are some arguments about whether the findings of a qualitative study can be applied to broader population or not. Erlandson et al. (1993) have supported that even if each context and situation in which events occur is fully defined and the observation can be transferred to readers clearly it is not possible to speak of transferability. However, Stake (1995) argues that even though each situation is unique, it is an example of a larger population, so in some cases it may be possible to transfer to other situations. Lincoln and Guba (1985) assert that in order to make any future researchers and reader transfer what they read to other conditions, efficient contextual framework should be provided by qualitative researcher. Hence, I endeavored to give all the details about the context, the number of participants involved, the data collection methods, the length of data collection processes, and limitations which might have impacts on other studies. The final concept is conformability which refers to the objectivity in science and here again the role of triangulation in providing objectivity and eliminating the effect of researcher bias comes forward.

According to Leung (2015), validity means appropriateness, in other words, it is the extent to which gathered data measures what the study aims to measure. In order to assure validity, the interview questions should measure what kinds of outcomes are desired. In addition, the design should be valid for methodology and the methodology should be chosen appropriate

for the answering the research questions. Moreover, sample selection and data analysis should be appropriate and as a result, conclusions should be valid for context.

So that validity and reliability are assured in this study, some precautions identified by Yıldırım and Şimşek (2016) need to be taken. They suggested that the allocated time duration for observation in the study setting, utilizing triangulation, sharing the results of the study with the participants, then gaining their opinion about the results and consulting to the opinions of other researchers to reveal if the results are significant or not. Carlson (2010) supported that enabling participants to have a copy of the transcribed data from audio recordings and to revise and check their responses increases reliability. It is a “way of finding out whether the data analysis is congruent with the participants’ experiences” (Curtin & Fossey, 2007).

Patton (2002) also asserted two concepts which are authenticity of the data and trustworthiness of analysis for validity and reliability respectively. The requirements which are necessary to ensure validity and reliability are nearly the same as the ones which are necessary to insure authenticity and trustworthiness. For instance, based on the raw data, a code list was drawn up for classifying responses by a doctoral student as well so that the trustworthiness can be assured. According to Sargeant (2012) opinions, participants selected meticulously and sampling approach enable the researcher to be away from a biased sample. Hence I was so attentive while selecting the participants. While gathering the data, being consistent with using the same techniques is of significance (Merriam, 2009). Likewise, Bogdan and Biklen (1998) agree that researcher should use the same technique in a standardized protocol in all interviews. Therefore, in this study, so that reliability of the study could increase, throughout all the interviews standard procedures were followed such as informing the participant about the purpose of the study beforehand in the same manner, using semi-formal language and reading questions without making any comment.

3.5. Data Analysis

As a flexible qualitative research technique, thematic analysis enables researcher to identify, analyze and report patterns within data (Braun & Clarke, 2006). Hence, data were coded and analyzed for recurrent themes. The participants’ responses were summarized in order to explore themes, similarities and discrepancies. Based on the raw data, a code list was drawn

up for classifying responses by a doctoral student as well so that the trustworthiness can be assured. Data from interviews were analyzed through the category construction method comprising of organizing the data sources, reducing the text, and generating conceptual categories, themes, and patterns by coding units of data (Bogdan & Biklen, 1998). Thematic analysis process consisted of three stages. First, interviews transcription was examined many times meticulously (Flick, 2009). By comparing the data with the relevant field and by adhering to the purpose of the research, data were divided into codes. In the final stage, comprehensive and concurrent themes were identified and focused on in terms of their repeated frequency (Braun & Clarke, 2006). Second, during this process, I, my advisor and a doctoral student worked together to cluster the coded responses into meaningful units. As a second instrument, I utilized my own observation and experiences I have gained for 4 years working in B school with refugee students.

3.6. Ethics of the Research

There are some rules to be followed in every type of research involving people and some ethical values and considerations that should not be violated (Yıldırım & Şimşek, 2016). Hence, before the collection of the research data, required approval was first obtained from the ethics committee of METU and then from the Ministry of National Education. During the process of this study, some issues represented by Bryman and Bell (2007) were traced and taken into considerations. For instance, in order to obtain full consent from the participants prior to the study, an informed consent form including the purpose of the study, data collection method, expectations from the participants, data analysis process, the usage of the study results and how to report the results was prepared meticulously and explicitly (Yıldırım & Şimşek, 2016, p.108). So that the participants who speak Arabic can fully understand everything about the study in detail and accept to take part in the study consciously, informed consent form was also translated into Arabic. It is written and also explained verbally that participants are free to end the interview without giving any excuse if they feel disturbed or just would like to withdraw from the study at any stage without any penalty (Saunders et al., 2012). After having their signatures verifying their permission on the informed consent form voluntarily, the interviews were initiated. Within the scope of the study, participants were not subjected to harm in any way. The dignity of participants was prioritized so the use of any offensive or discriminatory language was avoided in the formulation of interview questions.

Anonymity of respondents in other words privacy was of significant importance and was ensured. In relation to the study, any kind of interaction and communication were done with transparency and integrity

3.7. Researcher Bias

In order to become more self-aware and eliminate my potential bias, I included this section. With it, I had an opportunity to discuss my personal background, how it might influence my study and what strategies I utilized to cope with this issue. Because researcher bias was a potential threat to validity in this study, I put tremendous effort on being transparent and reflecting collected data objectively.

Galdas (2007) recently have indicated that the views and values of researchers carrying out a qualitative research cannot be separated from the process and conclusion however it is crucial here to ask if they reflect all processes from the beginning till the end in a transparent manner or not. Hence, my primary aim was “to add knowledge, not to pass judgments to setting” (Bogdan & Biklen, 1998, p.34).

Since I was assigned to B school as a teacher, each year, I have had at least a total of 10 refugee students in my classrooms besides at least 5 special needs students. We have really diverse students profile so much so that I was responsible for a class in which there were 4 refugee students besides 3 special needs students for 2 years. I tried to supply their all needs and help them in many ways. Hence, because I am a teacher for almost 4 years at B school and I have still 8 refugee students, the process by which research and interview questions were prepared became an issue requiring delicate attention. To avoid being prejudiced and to reduce my potential bias, first I examined my own role which might affect the study. I utilized my own field notes and experiences I have gained for 4 years working in B school with refugee students. Information obtained from field notes was written as a reflective (analysis) writing and descriptive (context) writing separately to provide this research more information because observational data describes the settings, activities whereas the people provide meaning of the event to readers (Emerson, Fretz & Shaw, 2011). The research and interview questions were examined by 3 experts in education field in order that various set of eyes and ears can improve the instrumentation process. As a result, to re-word and revise some questions became necessary according to their feedbacks. Moreover, I did not ask any

questions which are biased and leading or misleading in case the participants could be led and answer the questions in the same manner.

To what extent researchers have intimacy with the population under study can arise a question of bias (Mehra, 2002). Researchers should limit their curiosity to just discover what they suppose they do not know rather than seeking to cover what they do not know they do not know so that research outcome becomes reliable, valid and inaccurate (Chenail, 2011). Hence, I endeavored to follow Chenail's recommendation on limiting my interest to reveal what I suppose I do not know.

In order to identify my potential bias and to see whether the planned procedures perform as expected or not, a few pilot studies were conducted with teacher, administrator and host parent participants. However, because I did not want to lose rich and precious information obtained from my refugee participants a few of whom are able to understand and speak Turkish, piloting was not practical for refugee parents.

For the sake of this research, in order to eliminate the influence of researcher bias, data triangulation method was used and the interviews were carried out with participants from three different groups of people.

CHAPTER 4

RESULTS

In this chapter, first descriptive analysis of the data obtained from teacher, administration and parent participants during the interviews will be presented respectively. Then, the themes that emerged from the analysis of the interviews data will be discussed and the results will be reported within the framework of the research questions of the study.

4.1. Descriptive Analysis of Interviews

It is necessary to provide descriptive analysis of qualitative data to the reader because according to Yıldırım and Şimşek (2013), with the help of descriptive analysis, the reader can get insight on the identified themes by the researcher through taking a glance at the views of interviewees. Therefore, it is thought that the reader will better understand the themes emerging from the obtained data about the working conditions of the participant teachers and administrators, the groups they worked with before, what they understand from the concepts of mainstreaming education, inclusive education and multicultural education and for how long they have been working with refugee students.

4.1.1. Descriptive Analysis of Interviews with Participant Teachers

The first participant has been teaching English for 16 years. She worked at all levels of education ranging from industrial vocational high school, medical vocational high school, religious vocational high school, vocational school for girls to elementary and middle schools in Turkey before coming to B school. She has been working as a teacher in B school for 3 years. She has many students with special education needs and she calls them as ‘mainstreaming education students’ in B school. She worked with both children with special education needs and children having refugee or immigrant background. She defined ‘mainstreaming education’ as an educational environment in which the students who are in need of special education study in the same class together with other students after getting report from Counseling And Research Center in Turkey (RAM). She stated that she has no

idea about inclusive education. According to the diagnosis which RAM found appropriate for these students, their colleagues prepared a special program and in line with this program, they are trying to continue these students' year-round education. In addition, she added that the children who fled from war and chaotic settings occurring in different countries receive education after they resettle in a host country and multicultural education may explain this education. She hasn't had any training related to refugee education. The average number of students in classes she has been teaching is 50. She said that she had a chance to interact with one refugee student individually.

The schools in which the second participant worked are generally composed of elementary and middle schools. He spent many years as classroom teachers then he studied social sciences and he switched to be a social science teacher. He has tenure of 19 years in teaching and nearly each year, he worked with students with special education needs. However, in B school which is his recent working place, is the only school having refugee students among his other workplaces. He defined mainstreaming education as the process of motivating students with intellectual disabilities to the classroom and school. In his opinion, as for inclusive education, it is a kind of education involving cultural, political, physical, biological and psychological sides of student. As for multicultural education, it is defined as an education that includes students from more than one country. It tries to ensure that students should respect each other's cultural values.

The third participant teacher began her teaching profession in school located in Southeast Anatolia Region of Turkey. Hence, she had come across many students having Arabic background before starting to work in B school. She has been teaching social sciences for 3 years in the classrooms of B school with about 42 students. She has been teaching students both with refugee background and special education needs. She has 11 refugee students in total and not taken any training related to refugee education. She described mainstreaming education as normal classrooms in which students with special education needs are trained with their peers who show progress appropriate to their grade. According to her definition, inclusive education is the concept of education that accepts children with their differences in non-discriminative climate, in other words, reintegration of all students into society. As for multicultural education, she considers it as providing educational opportunities to students from diverse ethnic background and arranging educational conditions by taking them into account, as well. She thinks that although the education of refugee students in B school can

be categorized as inclusive education at first glance, there are no huge differences among these 3 concepts. She also puts emphasis on the language problem and as a result the sense of inadequacy that teachers start feeling deeply in these students' education process. She states that there are both advantages and disadvantages of being with such diverse group of students. For instance, one of refugee students played melodica and sang the song of 'Atatürk's Children' and observed national holiday celebrations in B school, whereas one of other refugee students breaks the rules of classroom and school and deranges in school. This reveals that consequences are changeable and dependent on student. She ended interview, wishing that everything would be better for refugee students.

The forth interviewee is 36 year old English language teacher having a tenure of 11 years. She spent a year working in university as a lecturer in Preparatory Department, two and a half year in a high school and the rest in both elementary and middle schools. When the concepts of mainstreaming, inclusive and multicultural education were asked, she states that these concepts remind her of diversity. She thinks that we have a lot to learn from each other, so all these concept mean diversity and richness in education. In her opinion, multicultural education includes the education of refugee students in B school. She has chance to teach students with special education needs before however before working in B school, she has not come across any refugee students in school settings. She has been teaching refugee students for half a term. She states that she was not in B school during their integration progress but since she first entered into the classrooms, she did not feel or observe any difference. She gives importance to what these students lived through in resettlement process and their background. She made some attempt to talk to the parents of her refugee students, although students were very willing to see their parents interacting with their teachers, because of the language barriers, parents did not show up in school or attend school or classroom meetings. She thinks that she is very good at observation and communication. She never neglects these students. These features make her successful in refugee students' education. She complains about her inadequacy and ignorance on this issue. She wishes that she would have more knowledge and had been trained before encountering such a population.

The fifth interviewee is 33 year old science teacher. She has been teaching in the classroom in which refugee students and local students are. She has 10 year experience in teaching science generally in middle schools. The diversity of student groups she taught was generally

similar to each other although there are students with different levels of intelligence. To her, mainstreaming education cannot be implemented appropriately because of the high student population in the classrooms. Unless the number decreases to 25, it continues being unimplemented efficiently. As for multicultural education, she expresses that although she wants to say multicultural education includes the education of refugee students in B school, this is not a multicultural education, because she thinks that again the crowd in classrooms hinders effective multicultural education. She works with students with different educational, sociological and physical needs. Her refugee students generally have come from Syria, Afghanistan and Iraq. Additionally, she emphasizes that sometimes the students whose parents got divorced should be considered as a student needing mainstreaming education, because they need extra support and interest. Being a mother leads her mostly and she approaches students with the affection of a mother. She expresses the importance of authority, as well. Although there is no related question, she also adds that she has refugee neighbors from Iraq and they are not willing to send their girl to school because of the coeducation system. She observes that coeducation system in Turkey creates trouble in accessing school for girls.

The sixth interviewee is 28 year old science teacher. Although her professional tenure is only 3 years, she spent most of it with refugee students in B school and in her previous workplaces. She has 10 refugee background students in total. Although she has not got any specific training relevant to refugee education, she tries to initiate some attempts to include these students at least into school climate. Besides refugee students, her current workplace, B school, has students with special education needs like many other middle schools. She defines mainstreaming education as the education in which special needs children access education together with their peers whereas inclusive education means the requirement of including all individual in education in order to integrate them into society. As for multicultural education, it is the education in which students from different cultures, countries even provinces in same country are studying in the same class. In her opinion, inclusive and multicultural education explain the presence of refugee students in B school, however mainstreaming education is included, as well because most of these students do not know Turkish and even if they know, if the exams prepared for special needs students are applied to them, this would be better for them. She mostly mentions about the negative sides of having refugee students such public schools as B school. She advocates that these students should be trained in schools just aiming their education. She tells that refugee students

should be educated in separate schools whose curriculum is adapted to their needs and teachers are more competent in teaching diverse groups. She mostly complains about the crowd in classroom and double shift school system because she cannot spare time for her refugee students. Although she was eager to do something and tried to communicate with the parents of these students generally she could not succeed to interact with family effectively because of the language barrier. She has also witnessed some violence instances between local and refugee students. She tries to solve the problems by telling local students the procedures in which they have to endure and wanting them put themselves into refugee peers' shoes.

The seventh interviewee is 44 year old visual arts teacher whose tenure in teaching is 20 years. Although he has been teaching 8 years in B school, for last 3 years, he has been teaching refugee students. He has not had any refugee oriented courses till now although he is expected to teach in the classrooms having ten refugee students in total. He has worked in elementary, middle and high schools. The diversity in students he has taught in his previous workplaces is not prominent. They were the schools hosting internal immigrant students in Turkey. However, now he faces students coming from Iraq, Syria. He states that he deals with a pretty diverse student population. He describes mainstreaming education as the education aiming at responding the needs of mentally and physically insufficient students. He does not know much about inclusive education. As for multicultural education, to him, it aims student profile coming from outside of Turkey. He thinks that both mainstreaming and multicultural education encompass the education of refugee students in B school, because they have language problem as an obstacle to be surmounted, they need special support and intimate care like special needs children within mainstreaming education. He states that because his branch is visual arts and the art is universal, he has not experienced troubles but in reading and writing-related lessons, his friends suffered a lot. To him, there are some students who could adapt to new environment very well whereas they also have some students who are still looking their surroundings with suspect and fear. He has not perceived any distinct changes in classroom climate and management, on the contrary, some refugee students perform better at drawing in visual arts and it is understandable that the country they came from pays attention and put much effort on these students' art skills. He also adds that he has a better and more comprehensible communication with the Turkmen generally escaping from Iraq compared to students having Arabic background because of the language differences.

The eighth interviewee is 35 years old and has been religious culture and moral knowledge teacher for 14 years. She has experiences in elementary, middle and high schools. As for student diversity, she had not come across any refugee children before assigned to B school. She has been working with refugee students in B school for 4 years although she has not had any education relevant to refugee education and she cannot do anything to improve herself on this issue. The average number of all students in classrooms she teaches is around 50. She defines mainstreaming education as the education given to the students with different set of characteristics than other students in the same formal education by fusing them with their peers. When asked about multicultural education, she told that she thinks it's about being refugee or their refugee students. She understands that other cultures are included in education as well as giving refugees inclusive education. To her, the education of refugee students in her school can be categorized as multicultural education. In fact, she can consider both inclusive and multicultural regarding refugee students' education in B school. However, if there is a need to determine whether a student should get mainstreaming education or not, doctor or field experts can identify the case of student. She means if it is necessary, three of the concepts can be utilized in refugee students' education. She added that being a refugee student and being a mainstreaming student is different from each other and that he does not meet a refugee student who is now a mainstreaming student. However, she emphasized the high number of mainstreaming students in B school besides refugee ones. Even though she has encountered some changes in school and classroom settings, these were not undesirable changes till now. As for the integration process and academic success of a refugee student, she thinks of the direct correlation between the earlier educations provided by family and student behaviors. She mentioned some subject-based advantages. Because her branch is about religious culture and moral knowledge and the background of most of the refugee students rests on Arabic language and culture, it is easier for her to integrate these students into in-class activities by allowing them to read some prayers in front of the class. By this way, the student begins to be accepted in the class and found successful by other students.

The ninth participant is the one who has the longest experience period spent in B school among other participants. After she was assigned to her first workplace, she worked there for 6 months and started working as visual arts teacher in B school. She has tenure of 11 years more than ten of which spent in B school. She was the most vivid witness of the integration process of refugee children and the changes occurring in B school after their arrival. In her opinion, it can be uttered that the profile of the students did not change much when the

refugee students are considered as if they were not in B school. According to her observation, the only thing that has changed is the quality of students. Students having different cultural background and crowded classrooms create harder educational implementations for teachers. When I asked about mainstreaming education, she defined it as the education including the students who has less perceptivity compared to their peers and need more attention and special education. Inclusive education brings to her mind an education process in which all students regardless of their culture, religion and country are trained. When it comes to multicultural education, she defines it as a complex education system which is formed by the integration of refugee children from different cultures and different countries in our own country. She expressed that for years, she has been educating mainstreaming students and the number of these students is increasing year by year. She taught her profession to immigrants, refugees and host children who need special education. However, the concept of refugee student has been heard more frequently in the last 5 to 6 years and this increased the diversity in their classrooms. She advocates that these children have not involved and integrated smoothly and quickly into public school as a result, they have always been behind their peers and couldn't add much and improve themselves especially academically. She did not find necessary to interact with refugee parents because she has not feel confused or in trouble thanks to her profession. Since all students are into drawing and activities as necessities of visual arts lesson, the lessons become entertaining and appealing. She paid special attention to one of her refugee student coming from Iraq when her own child started grade 1. She used her son's materials regarding to reading and writing in Turkish to teach this student how to read, write and as a consequence speak. She does not know much about what the regulations and implementations based on refugee students have being done but her priority in terms of curriculum is to cover all the predetermined topics on time and ensure her students acquire the skills in an efficient way that her field requires.

The tenth interviewee took part in the education of children in need of special education in a special education center 5 years ago. She was in contact with many groups of children in need of special education. She said that although her current school is in the scope of a normal education, there are also special needs children and refugee students whose number has increased when compared to last year. In spite of the fact that each classroom should normally include only one mainstreaming student as far as the guidance in B school says so, each classroom in B school comprises at least 2 special needs children alongside of refugee

ones. When what comes to her mind about mainstreaming education is asked, she responded that they have already been in it. She puts emphasis on the socialization of mainstreaming students and the importance of the teacher during this process, because other children can be very cruel towards these students. As for inclusive education, she uttered that it is a condition in which a student who needs special education feels better by the help of interacting with other students who have not any needs requiring supervision. She thinks that the parents of these students create additional problems such as not letting them go outside in fact these students are not eager to go out either. As to multicultural education, she agrees with most of the other participant teachers' opinions that it is the education they have already had regarding to refugee students till now is not enough. However whether they are helpful or beneficial for these students or not concerns her a lot because of such issues as language barrier between two parties. She mostly mentioned that these students are generally exposed to victimization performed by their peers. Because they cannot express themselves fully, some students who are inclined to bully them show violence and drive these students to compliance but fortunately they were realized somehow and charged with racketeering. The School Board of Student Behavior Evaluation apprised of these highhanded students bullying some vulnerable students inside and outside school.

4.1.2. Descriptive Analysis of Interviews with Participant Administrators

The first administrator interviewee worked in public schools at secondary level. In terms of diversity, only socio-economic status of the students in schools he has worked was different. Because he mostly worked in the eastern regions before, he also had students with differences in ethnic origin. Apart from that, he generally worked with students from similar background. When he heard about mainstreaming education, students with special education needs come to his mind. In fact, he thinks that mainstreaming education and inclusive education are seen as complementary to each other. He knows that inclusive education is a concept that came insight later than mainstreaming education. He told that while a student with low socio economic status is not considered in the scope of mainstreaming education formerly, nowadays there is some works that needs to be done to consider this kind of students in the scope of mainstreaming education. He also thought that multicultural education embraces the education the refugee students get. He worked with a special need student whose sense of hearing has been damaged and cannot hear properly. Apart from this, he had never taught refugee or immigrant students before coming to B school. He has been

in the administrative position in B school for nearly 2 years. He mostly put emphasis on the language barrier among parents, students and themselves, because he thought that this is the first hindrance that prevents them from reaching refugee parents and students at first hand directly. He supports the idea that both refugee students and their parents should have taken language courses before the process of integration. Only if refugee parents know the language of host country and speak it at some level, they can be involved in their children's education process and build good relationship with teachers and other school staff related to their children's academic process. He mentioned that the most frequently encountered issue with refugee parents relevant to their children's need is that they are not eager to send their daughter to schools in Turkey because of co-education system in which both girls and boys have right to access education opportunity in same school under equivalent circumstances. Although parents were called and invited to school many times to discuss this issue, they refused to come and compromise. He also added that refugee parents' illiteracy affects their children's behaviors and academic willingness in the educational setting. Some refugee students show behavioral problems inside and outside classroom. As these students behave in this way and administrators cannot impose any sanctions on their special circumstances, other local students start to take them as examples and behave like them. When he warns them, they directly respond saying that when same attitudes or behaviors were displayed by refugee students, you did not interfere in and neglect them. As a result, first interviewee expressed that he found no way out at this point. He also added that he did not spend personal effort or initiate any supportive actions for these students' education. They generally try to help these students by supporting their social and financial needs. He thinks that he does not have any special quality to improve these students both in academic and social way. He reflected that they do not have any special curriculum priority towards the education of these students apart from covering all topics in predetermined subject based on the yearly plan.

The second participant administrator interviewee has worked with middle school students until now. She has a graduate degree in guidance as well as undergraduate degree. She has had an administrative position for 4 years. She has worked in the schools where mainstreaming students were in need of special education. She has worked with students with special learning disabilities or physical disabilities or mild mental disabilities. Although she spent 4 years in B school, in the last two years, she has noticed that the number of refugee students, mainly Syrian, Iraqi and Afghan students has increased. Mainstreaming

education was defined as a program that aims to enable students with special educational needs to socialize being considered their disability group and to receive education with their peers. Inclusive education comes to her mind as an approach that includes all the students in need of education regardless of their religion, language or ethnic background. as for multicultural education, she thinks of all the children in the same education, regardless of whatever their language and religion are. In her opinion, inclusive education is the education refugee students access in B school now, because it embraces other two inside. She has been working together for about 2 years, but she has witnessed that nothing aiming integration and adaptation of these students are implemented properly. Hence, most of the students are usually absent in the school or have to drop out of school. Interviewee expressed that they cannot communicate with either parents or students due to the language problem. Teachers and administrators cannot always see their problems, the positive or negative issues they have faced in school setting, because refugee children can't say it and make it visible. When students cannot assert their needs, they can see the desperation in the face of them. Hence, first of all, she thinks that they as a whole school should overcome a language problem. Otherwise, they will not be over the hump in barriers hindering these students' integration, academic success and emotional wellbeing. She added that she observed such changes as victimization, discipline problems or behavioral problems affecting both parties in a negative way, as a result these students are unable to express what they want or do not want. However, the changes do not always occur negatively, there are also positive changes such as cultural integration and respecting others' differences. The students she interacted with generally make nice comments on Turkey and Turkish people. They use a student who speaks both Turkish and Arabic as an interpreter when something is needed to talk with refugee students or their parents. The interviewee uttered that peer mediation is the most utilized methods to overcome with conflict between students inside classroom. She thinks that social activities inside school, club works, excursions and exhibitions contribute to all students' well-being. She did not take any refugee education oriented courses and has struggled on her own till now and she expressed that her other colleagues lived through the same things. They cannot access related in-service trainings in spite of following and applying to each and every seminar. As I understood, they gave importance to refugee issue so that they applied for Erasmus+ K1 program in order to make school staffs get educated on refugee education. She also mentioned how crowded school and classrooms are and how ignorant the people in the neighborhood around school are. These factors also press them into putting more effort about refugee student education.

The third participant administrator interviewee has a graduate degree in Turkish teaching as well as undergraduate degree. She has tenure of 14 years in teaching Turkish language. The school type she has worked in till now was generally middle school. She has spent a year working as a vice principle in B school. Actually before assigning to the vice principle position, she was one of the teachers working in B school, too. She has not taken any courses or training relevant to refugee education. To her, mainstreaming education is to meet the needs of students who need extra educational assistance whereas inclusive education is that children with Down syndrome or physical cognitive disabilities are trained in the same educational environment as other peers. As for multicultural environment, she added that it is an education process in which students regardless of their language, religious, ethnicity differences are trained in the same environment. She thought that multicultural education is more appropriate wording than other two concepts explaining the educational process of refugee students in B school. She has worked with mainstreaming students who have mild learning difficulties, speech disorders or special learning difficulties. However, there were no refugee students among the students who need mainstreaming education. These children are usually the ones who cause problems in school. They're a bit of a problem in adjustment. Interviewees as an administrator and other students have been trying to support refugee students to adopt and adapt to educational setting that some of them are unfamiliar with because of the forced break resulting from resettlement process. As a result, adaptation problems become visible. After their enrollment to B school, the classrooms have become more pleasurable. Their friends tried to adopt them and create opportunity for them to take part in the games. Although some jokes have reached different dimensions, they mostly did not have any difficulty in their adaptation. She asserted that there has not been much change in terms of education because local students continue their education whereas there has not been much progress for refugee students in terms of academic improvement because there is not much done for especially refugee students. As an advantage, she supported the idea that local students can benefit from multicultural education that began with the arrival of refugee students in classrooms. As disadvantages, the biggest barrier is language which hinders these students from reading, writing and speaking as well as adaptation issue creates some problems. They cannot participate in training process and contribute to education. Hence, they get bored and do not want to go to school, as a result absenteeism increases. She said that she generally has to get in touch with refugee parents because of the absenteeism. She also has problems with parents again due to language barrier. She usually prefers utilizing a student speaking Turkish as an interpreter to understand refugee parents and to make them

understand the issue, as well. She thinks that no sooner the family appears inside school borders, the interest of their students into school increases. She put emphasis on that the ones who show regular attendance are inclined to have less adaptation problems. She expressed the importance of school and in-class activities to keep these children in school site and increase their motivation to prolong their education. She has not taken any courses any refugee oriented courses or seminars but if there is a chance, she added that she wants to join it willingly. However for now, they are learning by experiencing in other words she uses trial and error method. She advocated that they as administrators support and encourage their teachers to initiate. However, because the school is too crowded, refugee students who comprise minority in B school cannot be described.

The fourth participant administrator has a tenure of 11 years. While he spent 2 years by teaching religious culture and moral knowledge, he has been a vice principal in B school for 2 years. He has not taken any courses or seminars relevant to refugee education. However, the grade level he is responsible for includes 5 refugee children. He worked in boarding primary schools and general secondary schools. He had never met a refugee student until the refugee influx coming to Turkey. During 4 years of his administrative position in B school, refugee influx has become more observable. He has educated children having different culture within the country. The students are generally from Syrian, Iraq and Afghanistan respectively. What he calls mainstreaming education is what he and his colleagues have done with children having learning difficulties in B school. As for inclusive education, he stressed that it is more likely done by UNESCO regardless of students' religion, language, gender, ethnicity or whether they have any disability or not whereas multicultural education comprises of the students who have come from various cultures. He proposed that the education they are serving refugee children can be called inclusive education because it also includes other students who need special attention and assistance in terms of learning. He educated refugee students besides special needs children when he was a teacher, but he is still dealing with both groups of students intimately under his supervision. He thinks that B school has undertaken a different mission regarding refugee children. He explained that as a school, they have had great activities in terms of adapting the arriving refugees to the neighborhood, local culture and Turkey. They assisted them to establish their homes. They supplied the necessary food and clothing needs to them to manage their lives for a certain period of time. And then they helped refugee youth in terms of finding a job in the neighborhood in order to support their adaptation to the new environment. The adaptation of

the Turkmen children to the school was much smoother since they could speak Turkish better than Syrian or Iraqi ones. In spite of this, they can manage to reach 80 percent of Syrian students at most. He mentioned that nearly twenty percent of refugee students dropped out of school because of such reasons as their inefficient Turkish language proficiency, financial problems or some other factors. He thought that after refugee students appeared in B school, local students have started to recognize people from different languages and cultures. Their interest to other parts of the world increased. They became curious about what was going on in their neighbor countries and all over the world consequently. He stressed that they did not apply any special program for these students apart from giving some tutorials on Turkish at the beginning. They have worked hard to encourage local students who have close bonds with other students to teach Turkish to their refugee peers. He thought that there were barely incidents related to discrimination or bullying among students. There were few samples displayed by few students and the reasons lying under these incidents were estimated as family-based or based on the age they are in. In his opinion, the biggest challenge faced by both teachers and administrators is language difference. He added that in spite of language barrier, they accepted the family of refugee students as sister or brother family. They are still supporting some middle school refugee graduates in terms of finance. He observed that all his colleagues were ready to embrace these students in order to adapt them to school culture and they never neglected the problems these students had encountered. He did not attend any courses or seminars relevant to refugee education. If any teachers assert to initiate something, administrators are always open for supporting them.

The last participant administrator stated that she had worked in all education levels until she was assigned to the position of administrator. She also worked in the department of in-service training for adult learners under the State Water Supply Administration for a while. Her administrator career began in B school and has prolonged for nearly 4 years. As for diversity in groups of students, she added that there is a variety of student groups in B school; most simply, students have different socioeconomic status from each other. When the concepts of mainstreaming, inclusive and multicultural education were asked, she expressed that the principle of individual differences comes to her mind and each individual is unique so each of them requires an education respecting individual differences. She stressed that when mainstreaming education is mentioned, generally students with learning disabilities come to the minds but in fact, the ones having superior abilities in other words

highly gifted need to be trained in the scope of mainstreaming education. She described inclusive education as taking educational measurements by taking individual differences into account. She considered that the education served to refugee students can be mentioned as multicultural education because of the fact that they try to embrace children who differ in their religion, gender, and ethnicity. She worked with special education needs students but there weren't any refugee or immigrant students among them. However, B school which she has been principal of has many refugee students and she indicated that the most difficult part encountered is to communicate with refugee parents while registering their children to school. They managed to understand each other only if they came together with a relative or a child who is able to speak Turkish somehow. How hard they try to interact with refugee parents do not cause any difference in parents or students, because their child is mostly the one who transfer the information from sender to receiver and because of both parties do not understand each other, that child can translate everything in a way that s/he wishes. Additionally, some of the refugee students do not have mother or father, in other words, family unity. While some lost their beloved ones in war or had to separate from them because of some reasons, some of the students live with their relatives in a crowded house. These conditions affect students' behaviors in the classroom as a result; these students' behaviors have a negative impact on local students' behaviors inevitably. She put emphasis on how they deal with these kinds of conditions in line with guidance service in B school. She added that refugee students could adapt to new educational setting swiftly. Whereas they make contributions to local students, they also benefit from local students. They teach various games related to their own culture. They brought richness, different point of view to B school. She observed that some refugee students speak Turkish better and use in a more correct way than native local speakers of Turkish do. She mentioned the high student population per class in school and how this situation hinders them from being more beneficial for the refugee students. It is not possible to pay private attention and care to each student individually. However, Ministry of Education provides assistance and supports the schools serving refugee students. This is important because Ministry takes care of refugee serving schools and pays particular attention to them. As a result, B school tries to integrate these students into school community with the help of school excursion, projects, and special day occasions. The first aim of school staffs is to make students have sense of belongingness to school. She evaluated school as a principal and concluded that they have limited capacity, for instance, they have library and computer lab, but they have only 24 computers in it. Such a huge student populated school fails to meet all students' needs simultaneously. She

complained about the scarcity of space and time for extracurricular activities. She joined a seminar on Syrian students' integration into Turkish education system. She thinks that she is advantageous thanks to her profession, guidance. She follows the news about current situation at schools in Turkey. She and other principals whose schools include refugee students come together at some meetings. They discuss and exchange ideas besides reading current reports and following Ministry's works. She pays prior attention to hygiene at school and thinks that it is more important than any other issues, because all above, a clean and secure environment makes teachers, students, and parents feel belonging to the school. Preparing educational environment ready to serve student at most level is of great importance for her. She put emphasis on how the relationship among teacher-administrator-parent has an influence on students' well-being and academic success. She also complained about the lack of appointed teachers. Students come across newly arrived teachers and have to get accustomed to them that is why the bonds and interactions become problematic as soon as prior teachers go and new ones arrive as a substitute for them. She also indicated that the most effective and attractive activity to attract students' attention and contributes to their learning is school excursions.

4.1.3. Descriptive Analysis of Interviews with Participant Turkish Parents

The first parent interviewee has 2 twin children studying in different classes of B school in which refugee students are, as well. She expressed that students' lack of Turkish language proficiency and different cultural background affect their belongingness to school and this situation makes them feel isolated and sad. Interviewee verbalized how she feels in this case and how this case affects her children studying together with refugee students. She put emphasis on that refugee students are just children like theirs. She encouraged her children to support their refugee peers and motivate them. She wishes that these children could have access to better educational opportunities by proving private teachers and school for them. Her attitudes towards refugee students seem to be positive from her utterances. She does not know what the regulations or activities done in B school are. She stated that she has no idea about what inclusive education means but she could define mainstreaming education and multicultural education with her own words. She indicated that multicultural education aims to raise students who are more cultured while mainstreaming education. She finds games and weekend courses beneficial and helpful as contributors to all students' academic success and well-being.

The second interviewee has 2 children 1 of whom is in grade 8 whereas the other is in grade 6. When her opinions asked about the case in which refugee students take education, she reflected her negativity about the condition in B school. She added that she sees these students' existence as waste of time for both refugee students and local students at the same time. Even teachers do not achieve to reach and communicate with these students hence their marks showing their attendance and behaviors in the lessons reduce. Local and refugee students cannot get on well with each other. Some children having no mercy and empathy feelings can break these vulnerable groups of refugee students' heart. However she expressed that there are some refugee children who misbehave and create problems among them. She thinks that her children could not get used to them. She needed to get in touch with school administration because one of the refugee students took her son's refreshments without his permission continuously and her son returned home hungry. The school administration could not do anything apart from warning that child verbally. She stated her desire that there should be schools and teachers just belonging to these children and aiming at their education. Only if this, they can rescue them from evanishing. But she thinks that on the contrary, they are in a public school and studying with Turkish students. Their attitudes and behaviors are different from local students. Some of them have higher self-confidence than most of the local children have. Some argue with both friends and teachers and show disrespectful behaviors. The only thing teachers can do is to warn the ones who misbehave verbally and make some admonishment to them. The interviewee has no idea about what inclusive education refers to. As for mainstreaming education, she added that in this type of education, all students have interaction with each other. She considered weekend courses as the most contributing activity done by school. However, she wished their children not to study together with refugee children because of the decrease in productivity of a lesson.

The point of view belonging to the third participant Turkish parent about refugee education is mostly unfavorable. She thinks that refugee students are illiterate and not able to take place in education effectively. However, because teachers feel as if they have to spare time for them and spend time during the lesson, their children lose time and drag behind when compared to other peers in other schools which do not include refugee students. She understood from her observations that other local students do not want to be together with refugee students around both their school and neighborhood. She did not need to contact with school administrators or teachers about an issue related to refugee students. She thinks that administrators and other school staffs approach these students with equal treatment like

they treat local students. She did not seem eager to make her children communicate with refugee children so frequently. She added that although she did not know exactly, she thought that refugee students are exposed to the same education which local students get. She did not hear the concept of inclusive education. She defined mainstreaming education as the condition in which both students with mental disability and other students are trained the same educational environment. She found weekend courses, knowledge contests, TUBITAK projects and excursions beneficial for supporting all students' success.

The forth parent interviewee is a housewife who is raising three children. One of her daughters has been studying in B school nearly 4 years and her classroom has been hosted a Syrian refugee students for about 4 years. The participant mentioned the good sides of the diversity in terms of its duty for building bridge for cultures however the unreadiness of local students for walking over this bridge makes her worried about process they have been getting through nowadays. She thought that because the environment which refugee students escaped from was not pleasant and peaceful, they brought some traumas together with them into school settings. As a result, their behaviors caused a violent clash of opinions and cultural features at school. She thinks that every child coming to Turkey as refugee do not have necessary infrastructure for Turkish language, culture and most importantly education. She advocated that because teachers could not ignore these students in the classroom and had to spare time to deal with them somehow, local students wasted time and some of them were not able to catch up with the level required of them. She thought that if the education had been appropriate and suitable for their level, this would have been a nice interference however because students having refugee background did not attend lessons with enough knowledge to move them further, their existence in public school did not go beyond just socialization. She expressed that at the beginning of her daughter's refugee classmate's arrival, they came across some interaction, communication and behavioral problems among students however after a while, all students somehow managed to surmount these problems quickly. She got in touch with school administrators because of some problems caused by refugee children however administration responded that they had nothing to do with these children apart from accepting them as just a child because there is an examination for them and unless they pass this, they cannot be accepted to register public schools. Yet, she thinks that the system or examination which determines their grade level before sending these children to public schools does not work properly. She also talked about the crowd of classrooms and the increase in teachers' workload in school with the existence of these

students. The number of students in her daughter's classroom is 45 and teachers have already struggle to deal with children one by one, hence she did not seems to accept that the attention and interest teachers spare for her children decrease because of refugee students. She told that she could not see or perceive any differences in the behaviors or attitudes of teachers or administrators towards refugee children. She thinks that teachers approach each child with the same affection and compassion without treating them as second-class person or rejecting them. She observed that especially class teachers really worked with great devotion. They made private conversation with refugee students and tried to get in touch with their parents in spite of language barrier. They talked to us as parents and informed us about the process. These were the things that they have committed till now. She explained to her child the chaotic environment refugee students had to flee from and the reason why they had to search for asylum in another country. She tried to make her daughter understand that they did not come for the aim of holiday or business and no one could be eager to change their life radically without being forced. She expressed that in this way she could make her child realize the good and bad sides of events that happened all of a sudden. At the same time, she had opportunity to prepare her child for real life experiences. She had no idea about what inclusive education and multicultural education mean respectively. She described mainstreaming education as the education for special children. She supported the idea that refugee students should be evaluated within their prior education system and given education according to their prior curriculum. Apart from them, she thought that excursions, weekend courses and projects were beneficial for increasing all students' well-being and academic success.

The fifth interviewee is a high school graduate and a civil servant in B school as well, hence he has had the opportunity of observing the adaptation process and the changes closely. He has 2 children and one of them has been studying together with refugee students in grade 6 in B school for 2 years. He asserted that the adaptation problems of both parties, locals and refugees, became apparent because of the crowded students population and diversity in this population. No matter how much diversity issue is seen as advantage, there are inevitably some hindrances in educational settings in terms of all school stakeholders. He wished that there had been no diverse groups or there had been diverse groups who could have managed to adapt to the new environment and the crowd in such setting. He thinks positively in terms of cultural cohesion, but he does not think it is quite healthy for them to have an education in the same environment because they are not from the same level, culture and language; as a

result, it takes time for local students to socialize and to interact with refugee children. Hence he continued saying that it affected the academic success of all students in B school. He reported that local students alienate others; because they could not express themselves, they became the object of ridicule. Above all they could not prevent the occurrence of some negativity that should not happen in the educational environment. Until all the students got accustomed to each other, these problems would harm the psychology of children and incur displeasure. While they are trying to get through this process, they also miss the education they have to catch up with. He did not get in touch with school administration regarding an issue occurring because of refugee students. He thought that school administrators and teacher followed the procedures official documents determined and they did not have any right to complain or appreciate the situation. Like other parent interviewee, he also mentioned the crowded population at school and under this circumstance, a teacher barely allocated enough time for dealing with each student one by one. What he said to his child is that they should approach humanly and behave as they do their other friends in the class. Because refugee student do not understand or barely understand people around them, they might be aggressive. However as host children, they should be careful and not be cynical. He added that they could have been in their place. He thinks that these children need to be given different education so that they are not damaged among local children. He suggested to his child that she should treat them in full respect and not exclude them. As for what implementations are done related to refugee education, he said that as he knew, there were some different examinations for them however they also took the same examination with local students. As he stated, there were some aids which supported these students' stationery needs such as backpack, notebook, books etc. and clothing required for providing an effective education and smooth adaptation into school culture. He stated that some international organizations like UNESCO and Ministry of National Education also provided a lot of good for them; as a result they did not need anything in terms of educational materials. However he asserted that these students lacked interest and goal to prolong an effective educational life and this affected the pace of local students' process in a negative way. As he stated, he was ignorant about the 3 concepts which are mainstreaming, inclusive and multicultural education. He supposed that B school implemented its duties in the scope of the national education plans and frameworks and all done until now was discussed in parents' meetings in order to increase the efficiency of prior implementations and the academic success of all students. In addition, he knew that some teachers took refugee oriented seminars and applied and utilized what they learned within school. He supported the

idea that excursions are very beneficial for all students and the day on which important occasions are celebrated is of significance that they make the refugee children aware of what happens around them. He thought that due to being far away from city center, hosting many refugee, immigrant and special needs children and bearing illiterate families showing low parental involvement, B school endeavors some problems. He thinks that every child is unique and precious, so the education for children coming from different geography, culture in other words background should be specially prepared for them. He advocates that to provide a smooth transition to an environment newly stepped in, at least a few generations should be raised in that environment. As another suggestion, he mentioned that refugee students should have been prepared for Turkish language and culture by giving them particular course not by spreading directly among local students. He thinks that even refugee students' aims for getting an education are distinct when they are compared to local students; whereas local students regard education as an event that has a deep influence in their future, refugee students have just thought of saving their day somehow. He ended the interview saying that he preferred them to be in a different school serving refugee oriented education.

4.1.4. Descriptive Analysis of Interviews with Participant Refugee Parents

The first participant refugee parent is 45 years old. She is married and has 8 children. They came from Afghanistan to Turkey 6 years ago. She is a secondary school graduate. She is a tailor now. She has a son studying in B school for nearly 3 years. The total number of students in the classroom that her son is studying is 44. Generally, her point of view regarding to the education served to her child is positive. She is content with the attitude of teachers and administrators. She thinks that her son could adapt very fast and did not have any trouble. She indicated that the educational opportunities and facilities in B school are much better than their previous school. To her, school environment is much better in terms of security and discipline. She has kept in touch with her child's teachers in order to have information about his lessons. She observes that her children take the same education as Turkish students do. In other words, there are no special prepared things for her children. She utters that the security of the school, weekend courses and teachers' interest in students are significant factors to increase their well-being and academic success. The emphasis on safety and security issues can obviously show that their previous experiences in their homeland where they were witnesses of severe and harsh incidents have affected the thing that give importance to. Rather than talking about the academic issues, she repeatedly

emphasizes on how secure the school environment are. She describes multicultural education as the education in which students from different countries are educated together.

The second participant is 27 years old. He is the uncle of one of our refugee students. Because they share their livings together in the same house and experience many things together, as the one who speaks Turkish best in the family, he volunteered to be interviewed. They came from Syria. He works as a translator in a consulate. When it is asked him to talk about their experiences during his niece's education, first he indicates that at the beginnings, she and her brother did not want to attend school but later she got used to it and want to continue her education, although her elder brother still has problems and do not prefer going to school because some of his friends behave in a bad way. He states that although there is some little troublesome, she has adapted to the education and has not caused any boredom situation. He tells that they do not find necessary to contact with teachers or administrators. However, according to his observations, the attitudes of school administrators and teachers towards the refugee students are good enough. He tells that school organizes parties and fairs to approach students. These kinds of event contribute to students' success. He motivates his niece telling that education and hard-work are crucial for her. He especially emphasizes on that although there is no problem with teachers, there are some conflict between refugee and Turkish students. He requests the teachers to explain their situation in which they escaped from war and the children are innocent. By this way, they all can develop empathy towards each other.

The third participant refugee parent is 42 years old. He is a tailor. He and his family came from Syria before nearly 5 years ago. He has 3 children and whereas one of them graduated from B school last year, other two is still studying there. The average student number in classroom that his children are educated is 45. This participant is the parent of students who were mostly mentioned by teacher participants as successful and good at speaking in Turkish. The language proficiency of him is also quite high when compared to other refugee parents. I think this influences the language level of his children in a good way, as well. When their experiences describing the educational process of his children were asked, he stated that he evaluated their experiences from a positive perspective. He thinks that because his children are together with Turkish without being a person who speaks their language, they can learn the language of host community more extensively. He also believes that all children learn a language by staying for 6-7 hours in a school speaking that language

provided that they do not forget their home language. He states that at the beginning, his children had a language problem however; they were very good at Math and English because they were already familiar to these two subjects. Their anxiety disappeared and they got used to totally after 1 year passed. He communicated with teachers and school administrators to get information about his children and student certificate or taking a day off. He is very content with the attitudes of teachers and administrators. He has never met any hostile look from any educators working at B school. He also tells that some teachers visited their home. To him, his children do not need to be motivated extrinsically. They already know how important the education is for their life and they study on their own however he sometimes threaten his children saying that if they do not get high grades at the end of the semester, he will not permit them to continue their education. He thinks that his children take the same courses as the Turkish students do. There are no additional Turkish courses to improve their language proficiency. He recommends that it will be better if there is a language course for the ones who cannot speak Turkish well. He gives prior importance to speaking language of the host country. Then he indicates that excursions are beneficial for motivating students.

The forth participant refugee parent is 62 years old. He is a primary school graduate and a worker who repairs machines now. He and his family are in Turkey for 6 years. They came from Afghanistan. He has 8 children and one of them has studied in B school for 3 years. The number of students in the classroom of his son is 42. He indicates that there were troublesome event there and they had to come to Turkey to provide educational opportunities to their children. He is very content with the attitudes of teachers. He attended parent-teacher meetings regularly. He tells that his son does not share many things with him apart from rarely sharing his exam marks and complaining about his friends. He does not know how to write and read in Turkish. He was going to send his children to university if there had been in Afghanistan. Some of his children were senior at university but they had to escape and quit their education. He knows that the books are distributed to students for free in Turkey. He observes that in Turkey, generally only mothers attend classroom meetings and when teachers share something about their children, they always complain about teachers. In their culture, they entrust their children to school and family deal with the nurture of their children. The mothers have the great responsibility to raise a child. However, in this environment, students go to internet café in order to go online and parents ignore them at first. When the situation gets serious and their children start coming home late at night, the parents get angry but it become too late. He shares that teachers appreciate me saying that

how I grow my children in such a good way. Raising a child requires group work. Parents and school should work hand in hand.

The fifth parent participant is 30 years old. He is the uncle of one of our Iraqi students. He is married and has children. However his children are not at school age. He volunteered to participate in my research as the one who speaks Turkish best in their family and know whatever his nephew has experienced, because they live together. He indicates that at the beginning, their experiences were negative. Although his nephew does not share many things about his school life with his family, sometimes he complains that he cannot understand what teachers tell. However, as the time goes by, he gets accustomed to here. He studied his lesson at home a lot. When he has questions, he can ask his teachers at school or his sisters at home. None of the family members needed to communicate with the school administrators. He finds the approach and attitudes of teachers fine as he observes and hears from his nephew. He does not experience any different or hostile attitudes towards them. He tells that school and teachers try to do something to improve students' well-being. He motivates his nephew to have a prosperous future. He is not aware that the children have free books and some materials. He thinks that school excursions to museums, concerts inside school and weekend courses are beneficial for all students' success.

4.2. Results based on Research Questions

In this section, I will report on the themes that emerged under each of the research questions. First I will report on the findings related to the experiences of teachers and administrators and findings related to what contributes to students' well-being as far as teachers and administrators are concerned during the refugee education process. Following that I will report on the findings related to parents' experiences during this process.

4.2.1. Experiences of the Teachers and the Administrators in Refugee Education

When the overall experiences of the teachers in the integration period of the refugee students are examined, it is seen that the negative experiences generally come to the fore in the shared experiences. While all of the teachers talked about their negative experiences, 4 of them whose fields are visual arts, religious culture and ethics and music mentioned that they faced less with some negativities in class environment compared to their colleagues in other fields

thanks to their field. Because visual arts and music are mostly universal and depend on the ability of students and they do not require reading and writing skills like other fields do, refugee students perform better. Religious culture and ethics teacher also mentions that the refugee students she teaches perform better thanks to Arabic. She expresses that these students have a chance to show themselves in the classroom by reading some suras and sections of the Koran. Despite this, overall experiences of the participant teachers refer mostly to negativity and discomfort. As for the experiences of administrations in general, all of the administrators also mentioned their unfavorable experiences during refugee education process. There are no participants who only put emphasis on positive sides or advantages of having refugee students in B school.

The experiences which the teachers have had in the process of training refugee students, as displayed in Table 2, are given under 4 main categories which are experiences related to communication, experiences in terms of working conditions, experiences related to support structures and experiences regarding diversity in line with the research questions.

4.2.1.1. Experiences Related to Communication

From the viewpoint of teacher participants, the most frequently stated experience in refugee education process is the ‘language and as a result communication problems’. Teacher participants indicated that their experiences regarding to communication with not only refugee children but also their parents when necessary are mostly negative. Under this category, most of the teachers stated that they have difficulty in communicating with refugee parents about any issues related to their children. They think that without understanding each other, all meetings done with refugee parents become pointless. Similar to the theme emerged from the data gathered by teachers; the most frequently shared experience by administrators is related to language barrier, as well. All of the participant administrators complained about the consequences which are caused by language difference between refugee students, their parents and themselves.

4.2.1.1.1. Communication with Refugee Parents

The statements of all participants somehow indicate that they are struggling to communicate with both refugee students and their parents. Starting with communication with refugee

parents, 6 teachers highlighted that they cannot reach any meaningful conversation while trying to get in touch with refugee parents. Both TP5 and TP 3 pointed out that when they called parents of their refugee students to inform them about their children's problematic behaviors or absenteeism, they could not communicate in any way due to language differences.

TP7 mentioned the nuisance of communication with parents especially from Arabian origin. The communication with them occurred only if their children who could speak Turkish a little could translate the conversation somehow. TP7's statements also show that the process of being able to communicate with parents from Turkmen origin is easier than the one with parents from Arabian origin. Likewise, AP4 supported that their communication with individuals from Arabian origin was more challenging and less effective than the one with Turkmen origin. AP4 also remarks the significance of speaking the language of host country in the adaptation process of a refugee student and his/her family. He reasons that the adaptation process of the Turkmen student are faster because they know Turkish before better than Syrian ones.

TP4 and TP6 expressed that when refugee parents were invited to a parent meeting, they did not show up and attend the meeting because they could not speak the language of host community. Hence, TP6 preferred to make at least a phone conversation instead of face to face communication, at that time, a brother of refugee student whose age are very close to each other answered the phone and again because he was not good enough to understand and as a result translate, a communication breakdown occurred again. Teacher participants share the language challenges they have experienced in different statements.

For example one teacher asserted that;

I had a student in the 5th grade. She was a very clever student who attend classes actively and she was even cleverer than Turkish students. However she had problems because she did not know Turkish. I wanted to see her parents. Of course I had difficulty in communicating with them. Because they could not speak Turkish literally (TP10).

Likewise, majority of participant administrators expressed that the language barrier were of significance because unsatisfying interaction and communication breakdown between them and refugee parents begin to grow day by day, there should be some support for improving refugee parents' language skills as well as the students.

The first participant administrator indicated that they cannot communicate with refugee parents because of the language problem. As a result, the adaptation of the children of such parents becomes hard. When they ask parents to come to school so that they can be informed about any events they need to know, the parents sometimes do not show up or even if they show up, because they do not speak and understand Turkish, the desired aim to call them cannot be reached. Sometimes one of these parents children try to translate what is said to them but this is also not enough to prolong conversation and come to an end. He added that;

When we reach (the parents), we face with the child. Because adults do not solve the language problem as quick as the children, we are trying to talk through children (PA1).

The second participant administrator also complained about the language problem between her and parents. She tried to keep in touch with the parents because of especially absenteeism however the parents who were invited to attend school cannot speak Turkish and with the help of a refugee student speaks Turkish better than other refugee students, they can understand each other even if it was short and little. The third participant stated the same things as her two other colleagues did. She told that because the parents also had language problem, they were asked to come to school together with one of their children who were the best at speaking in Turkish. With the help of those children, they could communicate. The last participant administrator who is the principal of B school also indicated that;

It is a difficult process for both them and us. Especially when they come for registration, students and parents do not speak Turkish. Our communication is a bit difficult. If their own child or nephew can speak Turkish, then we communicate with them. We are suffering from language in the first place (PA5).

4.2.1.1.2. Communication with Refugee Students

Likewise, half of the teacher participants stated that their experiences related to communicating with students were made up difficulties as well. TP1 reported that in spite of residing in Turkey for a long time, the refugee students could not speak Turkish. Because the student also did not attend school regularly, the communication breakdown occurred. The student seemed to understand but s/he could not speak and express him/herself. TP3, TP4 and TP10 considered the language barrier as the most urgent problem requiring to be gotten over in the first place so that they can be effective in refugee education. Similarly, AP1

directly started mentioning his experiences with refugee students by complaining about language problem. He used the word 'problem' instead of barrier or difference. From his statement, it is very clear that he have faced with many challenges because of this language issue. That's why he directly told us that they have language problem and this problem should be surmounted before anything else. He added that if a student is sedulous, s/he can cope with language issue on his/ her own and learn it over time. He uttered that;

The language problem should be dealt with first in the school where the refugee students are educated. I think that children with language deficiency have no meaning in sitting in class. Even the person who doesn't understand will develop reactions psychologically and start to generate problems (PA1).

The second administrator also verified that there is a language problem at B school by telling that;

Our primary problem with these children is the language problem. We have language problems. And because of this, many of the students are absent. He's not continuing. We cannot communicate due to the language problem, too. We cannot see their distress or the positive or negative problems they have experienced in the school. They can't voice it. We can see the desperation in the face of the children since they cannot express it. First of all, I think we should overcome this language problem.

The same participant added that because refugee children cannot speak or understand Turkish, they are ignorant and uninterested in classes. They are interested in other things this time. This causes a disciplinary problem in the classroom environment, that is, behavioral problems.

Although some teachers did not mention directly the communication problems that language barrier causes, they stated that;

The language problem comes to the fore. There are some limitations and distresses related to this issue (TP7).

One of the teacher participants emphasize that refugee students have some challenges in reading and writing. As a result there appears a need for teachers to use verbal feedback while evaluating student success.

Refugee students have problems especially in writing. They have already started to speak Turkish daily languages but for writing and reading they have still problems.

They understand but majority of them can't write and read. We expect verbal feedback in order to evaluate success (TP8).

AP3 also confirmed that the biggest handicap they have encountered is the language barrier which hinders refugee students reading and writing in Turkish and as a result absence problem comes forward. She told that;

The biggest disadvantage is that refugee children cannot read write in Turkish. Therefore, they cannot contribute to education. They cannot participate in the training process. They become inclined to different directions because they cannot participate. They feel bored. They don't want to go to school because they're bored. (As a result), absence problem increases

She also uttered that because they cannot succeed to prevent absenteeism totally, the children miss the education. The grades of two students who attend school regularly are very high and school administrators always keep in touch with their parents. These children are among the ones who take certificate of high achievement at the end of the year. However, she said that the refugee students who cannot maintain regular attendance at school are still disadvantaged and unable to make progress in reading and writing in Turkish.

When she was asked about curriculum implemented in B school, she said that she does not implement any refugee oriented curriculum and refugee students are studying the same curriculum together with the Turkish ones. But they are not even aware of what they are told and trained because they cannot read and write.

Because the schools which implement Turkish curriculum requires refugee students to first learn how to read and write in Turkish, according to teachers' opinions, the proficiency level of refugee students in Turkish is not satisfactory enough. Because they do not know how to read and write, they are silent in back desks during the classes. Because they cannot express themselves as they wish, they sometimes resort to violence and this results in discipline problems in school. Related to the behaviors of refugee students in class, administrators could not share any experiences. Because they are not together with students in classroom as much as teachers are, they could not share as much experience related to in class situations as teachers did.

Some participant teachers suggested that there should be a language preparation courses for these children to improve their Turkish proficiency level and make them be able to catch up with their local peers.

Three participant teachers also indicated that to what extent the language barrier appears during the classes changes according to taught subject area. For instance, visual arts teacher said that he generally did not come across huge problems related to language difference in class activities, because art is universal and refugee children can reflect what they want to express by drawing very well (TP7, TP9). He also added that refugee students show more interest into his class and create better works than Turkish students. He concluded from this situation that the system refugee students came from gives importance to arts and take this subject serious (TP7). He also expressed that his colleagues teaching writing and reading based lessons have had great problems. Another participant who is religious culture and moral knowledge teacher validated the subject based advantages saying that;

I believe that I am able to communicate better with these students in terms of adapting to the school culture on the occasion of being a teacher of religious culture and moral knowledge.

Even though they do not know Turkish, they know some concepts that we use. Even though they don't know Turkish, they know some concepts we use. When I ask them to read and let their friends hear their voice, and when those students read it, Turkish students who hear somebody speaking Arabic and listen to someone who reads the Quran very well start taking an interest in those refugee students (TP8).

One of the participant teachers shared an event that she witnessed. Once she encountered one of her refugee students who graduated from B school and asked him whether he prolongs his high school education or not. He said that he could not. The reason of not prolonging further educational level is the lack of literacy in Turkish (TP9).

One of the teacher participants had an Iraqi student. The child did not seem to be able to concentrate on lessons or listening to her. He looked as if he came from space. He did not feel that he belonged to the class. The teacher noticed this situation and decided to take an action in order to surmount language problem, because she thought that the first thing needed to be done is to eliminate language barrier. She tried to teach Turkish to him for nearly 2 months. She utilized the materials and books of her son who was in first grade those days. She stated that she could get a positive feedback on what she did. Her student started reading signboards in the streets and pronounced words correctly (TP9).

Teacher participants also indicated that because of language barrier, while they are trying to communicate with a refugee parent or a student who cannot speak and understand Turkish, they generally use another refugee student as translator whose Turkish language level is higher than others. Sometimes although refugee parents cannot speak Turkish, their child can understand and speak Turkish very well and at this point, if there is a need to communicate with parents, their child translates the conversation. However teachers stated that they sometimes needed to inform parents about their child's misbehaviors or absenteeism, but we could not know whether the child translated what we aimed or manipulated it. This situation creates hindrance behind solving the problems occurring in schools. Similarly, majority of administrators mentioned that they used a student who can speak both languages while communicating with parents. Like the statements of teachers, AP5 also expressed her discomfort in utilizing some refugee children as translator. She said that,

So we are communicating with child herewith. The child might translate what is required to be translated into the way s/he wants. Maybe the child is a little mischievous here and we would like to share it with the parents but s/he may not reflect it to her/his parents (PA5).

Consequently, the majority of both teacher and administrator participants who responded to the questions felt that using children as a translator is not a solution for effective communication with parents. They expressed that there is already a communication breakdown with the refugee students who can generally learn a language better than adults. Additionally, without a real translator assigned to B school, communication handicap between adults and school causes more challenge for all stakeholders.

According to teachers' observations, there are both willing and reluctant students to participate in class activities and learn Turkish language. Most of the teachers emphasized the disadvantages that those students and they have and they put little emphasis on the advantages of having them. Because the language barrier hinders teachers from communicating and teaching effectively, teachers begin having the feeling of inadequacy.

In addition to language barrier, there is a participant teacher TP5 who tried to surmount language problem on her own by following some language websites to learn a bit of the language of refugee student groups. By this way she planned to make her relationship with refugee students stronger and help them more. TP 5 said that unfortunately she did not do anything special to them but she follows some sites in which something is shared in Persian

or Ottoman, and tries to read the posts on these sites. She tries to figure out letters in Arabic and put efforts on understanding it because especially the refugee students who came from Syria and Iraq have really difficult times in communication. She hoped this would contribute to prolong more meaningful interaction between her and her students.

Another participant teacher (TP9) stated that she tried to teach Turkish to one of her refugee students although her subject field is not related to teaching Turkish language. She achieved success in teaching some language skills but that was restricted to only a student and speaking and understanding just daily language. The fifth participant administrator who is the school principle has heightened the need for speaking the language spoken in host country for refugee students and mentioned that to date there have been some teachers who are willing to teach Turkish to some refugee students although their subject field is not related to teaching Turkish language. The principal started telling her experiences by mentioning the language issue and what is done in order to make refugee students learn Turkish. It is understood from both the statements of both AP5 and TP9.

There are some issues that teachers have not touched on. For instance, the fourth participant administrator imparts that they could reach 80-90 percent of Syrian children at most. They cannot reach more than this. He assumes that the reason behind being unable reach these absent students is that refugee students could not take any earlier language education before being registered to Turkish public schools in order to structure a base for the new education to them. As a result, 20 percent of them never speak Turkish and they did not attend B school. The same administrator supports his colleagues' opinion about the incomprehension of refugee student related to the courses given in B school. He imparts that;

Our problem in education is that the child does not speak the language. You put him in a class where he cannot learn anything. You teach maths, English and history. However, because the student does not know language, S/he just try to learn language (Turkish). Their first year passes like this. After that, very few can achieve a high level of success. The students can comprehend the language fast and the ones came before and worked for a certain period of time or the ones who have interacted with community if those students speak Turkish a little bit, they can move forward (AP4).

This statement may reveal that settling a student who cannot speak the host language into a classroom is not enough for that child to access to effective education and move forward.

Teachers also mentioned absenteeism but administrators put emphasis on the reasons why 20 percent of refugee students quited school.

There are some volunteer teachers who spend extra time and effort in order to provide extra language assistance to refugee students even though their subject field is not to teach Turkish language. It is also clear that the administration is aware of what the teachers do in order to struggle to overcome language barrier in B school. Mentioning what teachers have done, school principal showed her appreciation for teachers' extra labor. Because both all of the teacher and administrator participants mentioned their experienced related to communication, the language issue was revealed as the most shared experience and the most encountered hindrance in front of the adaptation and effective learning of refugee students.

Table 2

Experiences of Teacher and Administrative Participants in Refugee Education Process

<i>Categories</i>	<i>Codes</i>	<i>Participants</i>
Experiences Related to Communication	*Refugee Students	A1,A2,A3,A4,A5,T1,T2,T3,T4,T5,T6,T7,T8,T9,T10
	*Refugee Students	A1,A2,A3,A5,T1,T3,T4,T5,T6,T7,T10
Experiences Related to Support Structures	*Inservice Training	A2,A3,A4,T1,T2,T3,T4,T5,T7,T8,T9,T10
	Refugee Oriented Curriculum	A4,A5,T2,T3,T4,T5,T6,T7,T8,T9,T10
	*Additional Language Courses	A1,A2,A3,A4,T2,T5,T8,T9
	Orientation Programs	A1,A2,A3,T2,T3,T5,T7,T10
	*Translator	A1,A2,A3,A4,A5,T4,T5
Experiences in terms of Working Conditions	*Crowded School	A1,A2,A3,A4,A5,T1,T3,T4,T5,T6,T8,T9,T10
	*Inclusion	A1,A2,A4,A5,T1,T2,T6,T7,T8,T9,T10
	*Lack of Space and Time	A5,A3,T5,T6,T8,T9,T10
Experiences related to Diversity	*Cultural Interaction	A1,A2,A3,A4,A5,T1,T2,T3,T5,T7,T9,T10
	*Parental Perceptions	A1,A2,A4,T2,T3,T6,T7,T8
	*Religion	A1,A4,T5

* indicates common codes emerged from the interviews with both teachers and administrators. The ones do not have * sign were mentioned by only teacher participants.

4.2.1.2. Experiences related to Support Structures

4.2.1.2.1. Support Structures for Teachers

All of the participant teachers complained about the lack of support system for both themselves and their refugee and local students. None of them have educational background or inservice training relevant to refugee education or education in diverse groups. It is obvious that the reason why they feel insufficient and weak in terms of educating these group of students because they have not taken any undergraduate courses during university and they have not attended any in-service training. They just try to integrate students into classroom environment and make them acquire school culture smoothly. One of the participant teachers stated that he had never got any support from anywhere. He just tries to understand children in order to improve himself. He tries to communicate with refugee children with body or sign language (PT2). Another participant teacher purposed that she also have not had any support and education. She could not state clearly what she did to improve herself in terms of educating diverse groups. However she emphasized on the need for more inservice trainings especially the ones focusing on refugee education (PT3). Another one (TP7) states that because unfortunately they did not receive any education related to teaching diverse groups, a lot of things remained uncertain. TP8 confessed that not only has she not had any training related to refugee education but also she does not do anything to support herself in giving education to refugee students. However there are some teachers who would like to have trainings to improve her skills for teaching not only refugee student groups but also the ones who show behavioral problems. One of the teachers (TP5) who tries to improve themselves in order to be more helpful for refugee students on their own said that unfortunately she did not do anything special to them but she follows some sites in which something is shared in Persian or Ottoman, and tries to read the posts on these sites. She tries to figure out letters in Arabic and put efforts on understanding it because especially the refugee students who came from Syria and Iraq have really difficult times in communication.

Likewise, majority of participant administrators complained about that they did not take any course or education related to refugee education process. They told that although they applied for some notices sent to school, they could not take any response and were not accepted. Only school principal took seminar related to the integration process of Syrian

refugee students into Turkish education system. Other than principal, they all expressed their wish to be able to attend more trainings or informative courses about refugee education. Half of the teachers stated that there is no refugee oriented curriculum implemented in B school. Nearly all of them give priority to completing the predetermined curriculum which is the same nationwide. A participant teacher stated that;

I do not think that our school is implementing a different program and plan for this (situation). Our curriculum is not adjusted accordingly, too. In other words, state institutions have set a specific curriculum and we are implementing this curriculum. As I said, there is no way to create a separate curriculum for refugees (TP3).

Another teacher TP10 showed agreement saying that there is no special training for refugee students. If these students come to these schools, it is inevitable that there is a need for special training focusing on them. Lacking such a curriculum put much more burden on teachers' shoulders. TP6 approved that there is no refugee oriented program in their school. She indicated that she was not doing anything to give (such) program. She was just trying to cover the curriculum in her class on time. TP9 also supported that if it was necessary to talk about the priorities of curriculum as a branch, it was to teach all subjects. In a nutshell, nearly all of the teachers expressed that they cannot have control over the lessons. They did not or could not do anything special or could not change anything except implementing the predetermined national curriculum. All of the participant administrators verified that they do not have any curriculum based on refugee students learning needs. As a school, they follow the requirements what national curriculum requires to be taught and try to cover all the topics on time.

Teacher participant statements related to curriculum which requires to be completed on time reveal that teachers do not have autonomy in order to modify some aspects of predetermined curriculum. It can be seen that teaching and learning activities which are implemented in B school do not aim at including refugee students into classroom activities as they are. As a teachers using books distributed by state and following the requirements what national curriculum necessitates, I can assert that the process in which we are is more related to integration rather than inclusion of these children.

Because there are not any translator supports in school for providing communication between Turkish and refugee ones who cannot speak Turkish, teachers usually use a refugee student whose language proficiency in Turkish is higher than other refugee students. Some

of the teachers think that using a child as a translator cannot be appropriate, because it is a child like other children at the end. There might be an issue which requires confidentiality and translator child may not keep secret. There may be problem about translator child and there may be need to inform his/her parents. Then because the child is the one who is conveying what the teacher says, s/he can manipulate the information. As a result the meeting or interview would not serve what is aimed. Here again the need for translator support comes to the forefront. A teacher explained that;

As the parents still do not know Turkish, you tell the student. You cannot know how well he transfers (the information) (TP5).

One of the participant stated that she could keep in touch with a parent but they could not communicate because of the language barrier. Fortunately, there is someone who speak Turkish beside him. They could communicate with each other (TP4). It means that sometimes refugee parents need to bring somebody who speak Turkish and supply communication between them and teachers. This experience also indicates the need for a translator support for communication in B school.

Likewise, majority of the participant administrators express the dissatisfaction they feel because of the low Turkish language proficiency of both refugee students and their parents. Administrators told that because refugee people were not offered and given any additional language courses, they are in such a situation that some of them can not even express their needs and complains. All of the participant administrators explained that they had to use a student as translator to communicate with other refugee students and parents who do not speak Turkish. They emphasised on the inefficiency and untrustworthiness related to depending on the interpretation of a student about any communication issues. The majority of administrators are anxious about whether the student translate what they mean correctly or manipulate it as s/he wishes. Their statements indicate that if translator support had been provided in B school, there would be less difficulty in terms of communication and teaching and learning practices respectively. Because there is no legislation aiming at providing translator support for each school serving refugee students as well as local ones in Turkey, schools lack this support and struggle a lot unless there is a teacher who can speak the language of the refugee children very well. In addition to all these above, school principal told that;

Our ministry provides educational and other support to schools that include refugee students. I think it is an advantage that the school is taken care of in that sense (AP5).

This shows that school principal thinks that in some cases, the presence of having refugee students in the school becomes an advantage to the school. However, that is to say, provided supports do not seem sufficient or target significant needs that teachers express many deficient aspects during this process.

4.2.1.2.2. Support Structures for Students

Teachers also put emphasis on the importance of additional language courses for refugee students by stating that unfortunately the student who does not speak the language of host country and is illiterate succumbs to the life in a different society. First of all refugee students need to learn how to read and write because everything will progress with this. If they acquire language with additional courses, they will have solved such a huge problem in the exams they will take. Some teachers believe that if refugee students did not learn language properly, they will encounter many obstacles in their life (TP9). Majority of administrators also mentioned the need for extra language assistance and supportive language courses for refugee students.

In addition to language courses, one of the teachers mentioned that they have a lack of orientation program for both themselves and all the students including refugee ones. TP10 indicated that not only refugee students but also Turkish students have need an extra support to be educated on most subjects in such a mixed school with refugee and special need students. This shows that teachers in B schools have already had some problems with Turkish students and special need students, hence they would like to have an orientation program for all of the students together. TP 5 suggested that the need for orientation program is also the same for refugee ones. Getting refugee students into the program in an accelerated way is an urgent thing to be done. Another participant teacher (TP2) verified that it seems that there is no orientation process in the school. Because (refugee) children were not given any information about culture and language as a preliminary preparation. The children themselves tried to learn the language by living in the events.

TP10 told that there is no special training for refugee students. If these students come to these schools, it is inevitable that there is a need for special training focusing on them. TP6 approved that there is no refugee oriented program in their school. She indicated that she was not doing anything to give (such) program. She was just trying to cover the curriculum in her class on time. Lacking such a curriculum put much more burden on local and refugee students' shoulders as well as teachers' shoulders. Because teachers are ignorant to teach in diverse group as well as the absence of refugee oriented curriculum, students struggle more during educational process. Similarly, majority of administrators verified that there is no special training for refugee students. It is also obvious from the viewpoints of administrators that lacking refugee oriented curriculum creates a challenge both for teachers and students. Here lacking of an appropriate legislation related to refugee oriented curriculum comes to the forefront.

Another teacher (TP5) indicates that state may be providing a variety of courses and opportunities but even if so because the family is not knowledgeable or there is a transportation problem, ultimately a child cannot go to course alone, family are not able to send their child to these courses. TP5 suggests that in order to surmount this kinds of nuisances, in the afternoon, morning students could be given something like additional language courses whereas in the morning, afternoon students could be given such language courses. Or I think, there can be a transportation support for such students who have trouble in arriving school.

To sum up, although teachers and administrators emphasized on some similar points, it was seen that teachers shared more about support structures and they expressed more difficulties about the lack of these supports. The administrators talked more superficially about these supports. They generally mentioned the lack of language and translator supports because most of the time their position is like a bridge to keep in touch with parents and students and prolong communication. This also may be because administrators do not attend classes and interact with students as much as teachers do.

4.2.1.3. Experiences in terms of Working Conditions

4.2.1.3.1. Working Conditions as a Barrier to Student-Teacher Bonding Process

The working conditions challenged teachers during the education process are the most mentioned third theme by teacher participants. The teachers stated that they have experienced many challenges regarding working conditions during refugee education process. Crowded school and as a result of it crowded classrooms in which the number of students range from 45 to 65 is the most mentioned challenge. A teacher indicated that unfortunately, refugee students got lost in classrooms including around 50 students and whether they want to or not, they lose them at the end. She also continued that their biggest obstacle was the inability to reach all of them individually because of the high student population per class. She cannot even remember her students' name and that prevents her from bonding. She especially asserted that there was no chance to take these students forward without sharing something common and without learning even their name (TP4). Another participant teacher confirms this;

I thought about doing something, but I gave up. As I said, it is very crowded. Within the class there are already classes of at least 45 people.... It's hard to take care of them all (PT6).

Another teacher supports the idea that they cannot spare time to deal with not only refugee students but also local students because of the crowd. She added that;

Because our classrooms have many students here, we can not give importance as much as needed(TP4).

A confirmative statement PT 8 shared shows the fact that they work in a very crowded school which has classrooms with 58 even 60 students, even if they want to be in touch with all the family members and one-to-one contact to help them and try to include them into everything, unfortunately this is not always possible. She also added that first of all, she would like to be able to help them in respect of reading and understanding Turkish with a special program. Or she would like to organize special events for them and give them the appropriate activities and perform them on that day. However, they cannot sometimes manage it because of them(teachers)or because of the circumstances. Another teacher (TP5) confirms the lack of time issue because of the high student population. TP 10 emphasized

that although they would like to be more concerned with refugee students individually, they cannot take care of them much, because their school and classrooms are very crowded. They are not able to reach every child one by one within 40 minutes.

Like participant teachers indicated, participant administrators also mentioned how working conditions are influential on refugee education process. All of the administrators complained about the crowd of school and classrooms as a result. They especially showed their sadness about not dealing with each refugee students individually because of high student population B school includes in general. The first participant indicated that due to the high student number at school, they cannot put effort to deal with all refugee students except for 3 or 5 of them. Another participant administrator also verified that;

But since we are a crowded school, refugee children are usually fading into insignificance in our school. Our teachers do not have too much time to take care of those children in classrooms having 45-60 students in each. These children can make a little progress on his or her own or with the effort that teachers spare by extracurricular activities (PA3).

The school principal also uttered that the crowd of the school create some hardships for them. Because the neighborhood in which B school is located is a migration receiving location, the number of students in a classroom changes between 40 and 60. This situation makes administrators feel in trouble. The principal wishes that the number of students per class had been low.

The lack of time and space issue also stems from double shift schooling. In the neighborhood this school is in, there aren't enough middle schools which can meet the need of the neighborhood, the number of students in B school is nearly 2000. It is hard to educate about 2000 students at the same time in the same building and because of the insufficiency of school infrastructure, the school implements double shift. Whereas 8 and 6 graders are educated in the morning, 5 and 7 graders are educated in the afternoon. Hence the school is not empty from ten to eight am. till twenty past six pm. in weekdays. There are no empty classrooms or places which provide students a silent studying environment together with teachers or on their own. One of the participant teachers stated that to help more, maybe break time can be used. However she did not continue her statement because we have only 3 breaks a day and a lesson lasts 80 minutes without any break. I think the reason why she ended her sentence uncompleted is the lack of break time.

One of the teachers indicated that if they really have a serious problem regarding a child, they can get in touch with the family. Apart from it, there is no time to deal with all students closely and individually (TP8).

Although majority of the participant teachers complained about the scarcity of appropriate time and space in B school in order to deal with all of the refugee students individually, only school principal among the participant administrators voiced this case. She said that;

Our spaces are limited. Our classrooms are crowded. We have 24 computers in the matter of using our labs. We have a library and a studying room but in such a school with 2000 students, there must be more. Only one science and computer lab is not enough and capable. For example, we do not have a gym when you want to give folk dance courses or you would like to group students for various competitions in physical education lessons. It's not easy to do a physical education class or an event in the conference hall (PA5).

As understood from the statements of the teachers, although they were willing to connect with refugee students more intimately, to be more interested in them and their families, to help them and to take steps in this direction, the crowds of classes and the inadequacy of time were the most frequently mentioned working conditions as a barrier to student-teacher bonding process in refugee education.

4.2.1.3.2. Working Conditions as a Barrier to Teaching and Learning Process

In terms of working conditions, another category is the inclusion of special needs children into classrooms besides refugee students which causes one of the major hardships for teachers. Participant teachers stated that the classrooms are already too crowded to deal with each student one by one and what is more, there are also 2 or 3 special needs children besides refugee ones in each classroom. Whereas teachers are supposed to prepare individualized training plan for each special need children and evaluate such students' performance in line with the predetermined skills and knowledge, they are not expected to prepare any plan or program for each refugee students according to their readiness or their background. Hence they might feel insufficient while teaching refugee students because these students are supposed to acquire the requirements of what national curriculum necessities and they cannot manage this. Similarly, majority of the participant administrators verified that besides refugee students they have 72 special education needs students in B

school. Some of these students are physically handicapped, whereas some have learning disability. However only two of them expressed that such a crowded school, educating both refugee and special education needs children is harder.

Although teachers initiated to make some changes, they cannot manage, change and do anything beneficial for students (PT6). As I said above, teachers are required to prepare individualized training plan for each special needs child separately according to their special needs. And in line with this plan, teachers should prepare special worksheets and activities to make those students acquire the skills and functions stated and aimed in individualized training plan. Teachers also need to prepare an appropriate exam for those students different from other students in order to evaluate their success. This procedure also puts more burdens on teachers' shoulder as well as easing some issues like knowing what to do. In addition, because of the high number of student population, checking the exam results and scoring them becomes very time consuming, weary and sometimes it takes weeks.

One of the participant teachers indicated that all too often, there are more special education students per class in B school. She said that;

In fact, as our school counselor says, while each class in schools should have 1 special need student, we have more than 2-3 students in each classroom (TP10).

Participant teachers also indicated that school lacks appropriate and empty space to give private lessons to refugee students voluntarily to foster their learning. A science teacher (TP6) indicated that it must be a sufficient time. TP6 complained that supposed that they have time then there is no class to study in school, so unfortunately they could not do anything. The statements of TP6 again clearly indicate that there are some teachers who are eager to take a step to help refugee students and make sacrifice for them. However, the conditions in B school do not allow them to embark something in terms of promoting refugee students' education. Administrators did not mention the inadequacy of appropriate and empty place or time shortage. This might be due to the fact that administrators are not as much involved as teachers in teaching and learning process because of the busyness of administrative work. They are aware that some teachers are volunteer to support these students but it seems that they are uninformed about what teachers are experiencing while providing extra support to such children.

4.2.1.4. Experiences related to Diversity

Mostly mentioned and emerged code related to diversity from the lens of participant teachers is cultural interaction between locals and refugees in B school. Majority of teachers indicate that although there are some disadvantages of having such a diverse student population, to see how local and refugee students interact with each other and share their cultural values and background can make the teachers ignore the effects of disadvantages on their self and working life. According to one of the teacher statement, local students generally are not aware of what is happening around the world and their neighboring countries. With the help of the existence of refugee students from Iraq, Afghanistan and Syria, local students get informed that in some parts of the world people are suffering and their lives are at risk so these people had to escape from there for their asylum. They also learned that there are lives other than they live in. They realized that there are other languages and cultures different from Turkey. Because nearly all of the students in B school have not gone abroad even some of them have not gone anywhere apart from their district, it is very normal that they did not know any differences except for the regional culture or language differences in Turkey. One of the participant teachers verified this by saying that;

The advantage is that these (refugee) children comprehended that there are people, who have another culture and language, outside their own country different from their culture, their region. So I think cultural sharing and culturalization as an advantage. Because when they see the cultures of people in different countries, I think they rejoice in them (TP10).

Teachers think that thanks to refugee students, school climate has changed and the influence of having various groups of students can be felt in classrooms and school. The activities done at school for national ceremonies and other school events started including diverse groups, so the reflection of different cultures were prominent. For instance, in the pageant at schools, refugee students were included together with local students. One of the teachers said that;

I organized an event on April 23rd. I have also included refugee students in this event. They came in with their traditional dresses. One of my students got dressed in traditional outfit in Afghanistan. He was very happy and I was very happy. His classmates, who saw him in his local attire, were informed of his culture as well.

This findings indicate that initiations for providing heterogeneous learning climates can be felt easily inside classrooms and school as a whole. This cultural events also change the

viewpoints of some teachers who always prefer teaching Turkish folk dance to students instead of various dances belonging to different countries. The national ceremonies and projects become the activities in which refugee students can be included with their own culture, skills and sometimes languages.

One of the administrators shared her observation that after refugee students registered and started attending classes, the class hours became more entertaining. Their friends tried to adapt them, as well. It can be understood from her statement that local students were effected emotionally and as a result they helped their refugee peers and did not exclude them from their areas.

As a teacher in B school, I also applied for a project competition in Finland together with both local and refugee students who are an Iraqi, Afghan and a Syrian. I wanted them to prepare a dream holiday schedule and make arrangement as if it was a real holiday tour. There were many different suggestions for the place they would like to go, to the sightseeings they would like to see. They were required to work and decide on everything collaboratively. They prepared posters, leaflets and videos to popularize their projects. The main purpose for this project is to make local and refugee students study together and labor for a same goal. By this way, refugee students could feel that they belonged to the groups they were in and this contributed to their integration process to school. Thanks to the refugee students, I could easily feel the diverse ideas generated by groups. They tried to convince other group mates for the practice of their idea. One of the refugee students could manage to convince other group members. The place and all the things which were going to be done there were planned according to his suggestions. They waited the results of the competition with sharing the same excitement.

Likewise, I usually tried to include refugee students in any activities at school. Because I think these students need peer supports and the feeling of acceptance, social cultural activities are essential for refugee students. With the help of this project, I tried to pave the way for inclusion of refugee students into activities with full acceptance of who they are and what their preferences are.

Majority of teachers also mentioned their experiences regarding emotional influences, which refugee students existance causes, on local students feelings. Mostly mentioned effects was

emphaty. Teachers indicated that after refugee students came to B school, local students learned how to put themselves into someone's place and how to evaluate issues from another person's perspective and point of view. One of the participant teachers said that;

The other students in the class may be able to portray how badly the war is, to imagine it. They try to make him forget some things as a friend by taking him into their groups. I see it that way. I can say 'humanity'. They have perhaps learned to live humanity in a little more concrete way thanks to him (TP 1).

Another participant indicated that;

The advantage is to see the relationship and good friendship between refugee and local students. In other words, I consider this a direct indicator of the concept of humanity (TP3).

In contrast with teachers' statement related to empathy issue, one of the administrative participants indicated that most of the local students are not able to be considerate towards their refugee peers. She asserted that;

We have too many students to work through refugee students and their parents. We are in a crowded school and we work in a neighborhood in which families' socioeconomic situation is very low and people are illiterate and unconscious. Therefore, our students (local ones) are implementing the policy of bullying refugee students. We are suffering from lack of empathy inside local students (AP2).

However, AP4 supported the idea that having refugee students in school settings have also influence on the emotions of the host students and as a result local students became more empathetic. He advocates that;

Once the refugee students have arrived,our children have begun to recognize people from different culture and language. What is happening in their neighboring countries and around them and why these people have come here start to attract their attention. They become aware of that people were affected by this war. Otherwise, they did not have much awareness in that sense. They have realized with the existence of refugee students..... They become more empathetic (AP4).

Another participant administrator shared that;

Children can at least learn to respect their differences (PA2).

It is clear that the influence of heterogeneous population can be felt easily in school environment and as a result school climate.

Likewise, all of the participant administrators supported the idea that there is a cultural interaction between refugee students and Turkish ones as a result of exchange cultural values, background and traditions. In terms of benefits of having refugee students in B school, cultural interaction was the most mentioned issue by all of the administrators. They shared the cultural interaction between students they have observed in different statements. One of the administrator verified that;

It enables children to be culturally interacted. If the refugee student is interested in his/her lessons and shows a high success in lessons, that student can affect other students and share something about his/her own country. I think it enables acculturation (AP1).

Another administrator supported that;

In terms of benefits of having refugee students, the adaptation of children to multicultural life is advantageous for us. They recognize various people and learn how to have a relationship with them. Although I do not teach in class individually, as far as I know from friends, there are both the contribution of refugee students to local students and the contribution of local students to refugee ones. They teach games in their culture to each other. They certainly bring something in each other by interacting (AP5).

AP4 also added that the opinions of refugee children about Turkey were always positive. Refugee students told that Turkey supported us and they moved away from the war environment. In fact, as she said, refugee children are very grateful to us.

According to the participant teachers' opinions under this category, the most frequently mentioned diversity roots in the ignorance and indifference of refugee parents. Unfortunately, one of the teachers does not think that refugee parents give enough importance or priority to the education of their children (TP3). Another participant teacher added that refugee parents are ignorant and indifferent. When they were asked to come to school in order to talk about their child, they preferred not coming or keep their child at home by not letting him/her go to school (TP2). According to the statements of another teacher, there seems to be very huge cultural difference. TP6 expressed that when she asked

a refugee student something about his family, she saw there were differences and heard some differences, too. However, she said that she was not able to tell what the differences were.

Another teacher added that;

Here we have a bit more difficulty in approaching students who are different in both culture and language (TP7).

The statements of teachers regarding the differences between the cultures reveal that teachers perceive some differences but they cannot utter how they are different culturally. They weren't able to provide specific samples depending on their experiences demonstrating cultural differences. The reason behind being unable to provide specific experiences can be the communication breakdown one more time. Teachers stated that they perceive some cultural differences but in terms of what is not clear.

Teachers think that because refugee parents already came from troublesome environment, they did not want to deal with nuisance such as complains about misbehaviors of their children here. Teachers expressed that they have to cope with such parents besides cultural differences.

One of the teachers thinks that the level of adaptation and the success of a student generally are related to the parents' perspective regarding education in the environment in both host country and their hometown they came from (P8). From her statements, it can be understood the significance of parental perception on education and its influence on students. Another teacher supported this idea by sharing her experience with her refugee students. She said that;

One of my 8th grade students was a member of a Syrian and totally Arabic speaking Family. When I met, he said that they had come to Turkey 3 years ago. However it is not possible to distinguish him from other students from the way he speaks in Turkish. When I asked how he learned it, he said he bought a Turkish dictionary. He memorized words and idioms. His friends were impressed by his perseverance. So a human could learn a language he never knew in 3 years. It can also be a foundation for details about this language. It was a good example that man can achieve everything at any time. Then I had the opportunity to meet the same student's brother this year. I've seen that they have similar features. I understand that this family has a very serious perspective on education (TP8).

This teacher clearly emphasizes the importance of family approach and perspectives towards education and to what extent they take it serious and to what extent they give importance to it are related to students' wellbeing academically and socially.

One of the participant teachers (TP5) emphasized on a different issue which is implementation differences on religion. Because the schools in the country most of the refugee students escaped from offered an education in which girls and boys were trained separately, and here is the opposite, some refugee parents did not send their child, particularly girls, to school. This experience was also mentioned by one of the administrators. AP1 expressed that because of the implementation differences on religion, refugee parents are not eager to send their daughters to B school in which both girls and boys are trained in the same environment. Although the school sent official report and asked for many times to see their daughters at school, some did not change their way of thinking. This shows that how cultural differences and different religious perceptions have an influence on school climate and vice versa. Similarly, I personally observe the effect of cultural differences related to religion on refugee students whenever I changed the seating plan and announced the newly prepared one, one of my refugee students came to me and ask whether I could change his place again or not if he was required to sit beside a girlfriend in the seating plan. When I asked the reason, he told me that he did not want to sit beside a girl in the same desk because he was not accustomed to it. The religious practices and its cultural results can be easily seen on the attitudes of this student.

In addition to all above, when asked about their experiences, teachers also talked about their perceptions about the experiences of their refugee students during this process. Most of the teachers shared some experiences and expressed their perceptions regarding adaptation side, emotional side and relations between peers.

4.2.1.4.1. Adaptation Side

Since refugee students resettled in Turkey after escaping from the chaos and violence in their country, they have become a witness to many events and situation during the resettlement process. These events and situations have an absolute influence on children somehow. These events occur both inside and outside of educational settings. What they have experienced during their integration and adaptation process in a Turkish state school which is B school

are of great importance that without knowing their experiences and the needs raised as a result of these experiences, effective refugee education would go off at halfcocked. Therefore, all of the participant teachers share at least one observation that affects them deeply.

Majority of teachers considered refugee students as poorly adapted. They put emphasis on the time some of the refugee students wasted out of school. Some of the teachers wonder that how come those students did not go to school, although they have been in Turkey for a long time. This situation affects how well a student adapts to a new educational setting. One of the teachers shared that;

In fact, there seems to be no adaptation process to school (P2).

Another one indicated that;

Together with students, I mean the students in Turkey, it is hard to adapt to them for refugee students. This is the same for our students, too. Hence, I do not think that it is very positive (P6).

Another teacher participant added that;

.....This caused many disciplinary problems and violence in schools. Some of our (Turkish) students even change the school because of problems caused by refugee students (TP2).

Majority of teachers agreed upon that whereas there are some refugee students who are adapted to new educational setting very well, there are also some students who are still looking around with fear and doubt. They could not catch up with their peers academically. One of the teachers added that she had very successful refugee students who got higher marks close to or sometimes higher than other students in the classroom. These students generally have good relationships with their both local and other refugee peers. She told that they even had some students who could go to prestigious high schools. A teacher participant mentioned her refugee student who seems to be adapted well by saying that;

After he came, I saw that our refugee student played chess with other children. During the breaks between classes, as soon as when I enter the class I see the chess stand on the table. He looks like well adapted (TP1).

Another one supported the idea that there are both kinds of refugee students in B school. She said that whereas some refugee students couldn't get used to, a few of them got used to nicely. There are some who can speak Turkish very well. While some students brought such a different softness and peace to the class, some others showed naughty behaviors which deteriorated the tranquility in the class (TP5).

Majority of teachers indicated that whereas there are students who are reluctant and no aim for coming to school, there are also other refugee students who adapted to their environment very well and showed great success in academic and social life. The academic success of some of the refugee students in some subjects is even better than Turkish students. I had a student who came from Iraq two years ago and I admired the ambitious and intelligence which this student had. Not only was she good at English, but also she performed very well in other subjects. I used to follow their marks and talked to other subject teachers about her academic improvement. As teachers who educated this girl, we were happy that she was good enough and well adapted to prolong their education in Turkish education system. However, she returned back to her hometown after spending 2 years with us.

Administrators also supported that there are also refugee students who have adapted to the new educational setting very well. One of the participant administrators gave an example of a student who even took part in a competition related to Quran recitation and represented B school. He is also very eager to participate in national and international projects. He is a really successful student that influence his friends in a good way.

Related to adaptation side, the absenteeism in the education of poorly adapted refugee students are frequently encountered condition. One of the teachers expressed her sensitivity about the absenteeism of those students. She shared that;

For instance, their absenteeism affects me so much. Whenever they are absent, writing their name on the attendance sheet as absent distresses me (P4).

Majority of the participant administrators also give utterance the poorly adaptation status of refugee students to Turkish education system and setting. Although as administrators, they try to support their adaptation to school and their friends help them, too, there are still adaptation problems stemming from themselves. One of the administrators showed their absenteeism as a main reason underlying these students' poor adaptation. Because these

students do not speak Turkish, they cannot contribute to and participate in education process. As a result they get bored and become reluctant to attend school. When they are continuously absent at school, they start to disincline themselves to come to school. According to my own observations, the reasons behind not showing regular attendance might be like in the followings;

Some of the refugee students have to work in order to make money for their family because there are no other people in family except him/her (mostly boys), who can earn money.

Some of the refugee parents are not willing to send their daughters to the school because of some religious concerns, because in their country, boys and girls are educated in separate settings. The situation is vice versa. Although the school sent official report and asked for many times to see their daughters at school, some did not change the way of thinking. Hence, the adaptation of girls when compared to boys become harder and takes more time, because of irregular attendance.

Some of them prefer being away from school because they do not find attending school satisfying. Because they sometimes even do not understand which school subject lesson they are in, coming to school and sitting backwards in the classroom become useless and boring for them. Instead of attending school regularly, they often prefer hanging out with their refugee peers by leaving school without permission of neither school administration nor their family. I can say that these are possible reasons behind absenteeism of refugee children. The teachers of visual arts and music indicated the common features of arts and music around universe. Hence refugee students have not had many difficulties in such subjects. However, the science teachers indicated that her refugee students have struggled a lot to understand science because they do not know which term refers to what in science. She mentioned that she knew that these students had hard times in Turkish classes, as well. She also added that although they seem to be confused in science lessons, they are very good at Math subject, because the numbers and mathematical operations are universal. I agree with the idea that the students' academic adaptation towards various subjects can differ from subject to subject. The reason behind this discrepancy about lessons is because of the familiarity of subjects to the students before. Because I am an English language teacher in B school and these students have more or less background in English, I have not observed many students who struggled a lot in my lessons. Moreover, some of my refugee students are

so good at English that they can perform better both in class activities and in the exams than most of the Turkish students. The music teacher also supported the idea that some refugee students are very familiar with English. She said that;

English sometimes can be a common language; we can communicate via it (TP10).

Under the adaptation side, although one of the teachers mentioned that refugee students have no future planning and as a result they do not feel any worry about their education and adapt to new educational setting, the situation in which students have no hope or expectations for their future is a big hindrance in front of their adaptation and integration into education (TP6). I also observe the same attitudes which some of my refugee students have. They do not have any worries or hopes for the future. They just come to school because of either family force or lack of better things to do instead of attending school. I sometimes acknowledge their way of thinking to be right. Because they are not good at even daily speeches in Turkish, how come they can expect to improve themselves and go further education? Hence, I think one of the most influential experiences that refugee students have related to their lack of promising hope for the future.

4.2.1.4.2. Emotional Side

When participant teachers were asked to share their experiences with refugee students, the second mostly mentioned theme was the emotional turmoil which those students have experienced. The manifestation of behavioral problems are generally related to missing their hometown, losing their beloved ones or leaving them back, as a result being silent in classroom and refusing to communicate with others. One of the teachers put emphasis on how a students emotional wellbeing is important for her. She said that;

The thing I observe is emotional dimension rather than education. Indeed, student socialization, his/her success to prove his/herself individually, getting over trauma are among my primary goals rather than education (TP1).

One of the teachers said that;

Those children need love before teaching, before anything else. Because they do not have any mothers and their fathers are still in battle for their country or there are some children living with only brother. So this is a really important situation (TP10).

Another teacher indicated that when needed to keep in touch with parents, the student whose father passed away in war told this sadly. Hence the teacher expressed that because of this, they could not communicate with family.

The same scene happened to me once. When I asked a student just in order to get more information about her life and establish a mutual relation between us, she told me that she lost her father and two uncles in the war. She came here together with other family members who succeeded to escape without few or no injuries. However the way she told this to me amazed me so much because while she was telling, it seemed that her face did not reflect any feelings or indication of sorrow. I think the reason why she mentioned as if she talked about a normal issue is because they got used to such kinds of terrifying events.

The majority of the teachers also mentioned that most of the refugee students are inclined to show aggressive behaviors which the lack of skills for expressing themselves in Turkish generally cause. One of the teachers shared her observation telling that;

In general, because these children did not understand the subject (during the class), when they were told something, they got frustrated and started beating and pushing one another (TP2).

Another teacher told her experiences which supported the same idea that her colleague shared above. She told that some refugee students ganged together with other naughty students and showed aggressive behaviors break the peace in both classroom and school setting respectively.

As it was mentioned before, teachers put emphasis on the feelings and their effects which make some refugee students silent and withdrawn. The teachers did not mentioned the reasons behind the silence of these students because the reasons were not observable without an indebt examination but in such a crowded school where just one counselor works, it is something nearly impossible.

Addition to all these above, although not many participant mentioned about the homesick which refugee students have, in my opinion and I am nearly sure that most of the students miss their home country. Being in Turkey means nothing to them other than safety.

As for administrators, majority of administrators agreed upon that not all of the refugee students but most of them cause behavioral problems and violence inside school. One of the administrators support the idea that if the students and their families are reluctant and ignorant, the frequency to appear such problems increases. Another participant uttered that these students are under severe circumstances and feel as outsiders. This situation makes them feel sorry.

In general, the variety and amount of shared teachers perceptions regarding experiences of the refugee students are more than the ones uttered by administrator. This might show that administrators cannot reach students as close as teachers do. Because administrators and students do not spend much time together and administrators do not have plenty of time to observe these students, their experiences become limited to just behavioral issues. The reason behind this can be also administration mostly come across the students in such situations that teachers cannot handle and these are generally related to misbehaviors which break the peace in school and have a bad influence on school climate.

4.2.1.4.3. Relations between Refugee and Local Students

The majority of participant teachers find the interaction and relationship between refugee and local students worthy of mentioning. According to the observations and experiences of teacher participants, there are both local and refugee students who show negative attitudes and problematic behaviors towards each other whereas there are many others who get on well with each other and do not cause any troublesome situations. Although given samples were mostly related to negative peer attitudes and it can seem as if there are more negative relationships than positive ones, I think it is both because the negative behaviors or attitudes have much probable to complain to teachers to solve the problems and the positive relationships are already there hence not many teachers can observe them in such a crowded school. Maybe but for that, teachers would know the samples of good relationships and mention them more. One of the participant teachers talked about issues regarding Turkish National Anthem and flag. She said that;

Students are in constant quarrel. They are fighting for the flag. For example, there are some refugee students who do not read the Turkish National Anthem. Our children also have a prejudice when they see them. That's why it has a negative affects(TP6).

Another participant put emphasis on the violence and fight issues shown by refugee students by saying that;

They(refugee students) are inclined to violence and fight. When the most simple thing was said to them (because they did not understand the language (Turkish)), they resort to violence(TP2).

There are local students based problems hindering good relationship between local and refugee students. Local students who behave in troublesome and problematic way can pressure on refugee students and use their weaknesses differentially. Such troublesome cases can occur (TP10).

Similarly, another participant indicated that they could sometimes experience difficulties in the attitudes and behaviors of local students towards refugee students. Local students can act and think differently. They can marginalize them. (TP4).

One of the participant teachers told that she did not encounter much bullying inside school borders, however outside school she was informed about some bullying especially towards male students. According to her statement, there are some local students who pressure on refugee students by demanding money from them. There were even some refugee students who were exposed to violence because they did not want to give their money to those bullies. The same teacher stated that;

Of course we've done all that is necessary. We made transactions by finding those children and keeping official records describing the event. After that, there are no more such events, but usually they choose these students outside the school, which is a refugee student. They think this is a refugee student who does not understand anything and they can force them (TP10).

Another participant teacher indicated even if refugee students did not face any problems in relation to the relationship with other student in their class, they had many problems with students from other classes. The students from other classrooms can behave harshly and unkindly (TP5).

A minority of participant teachers touched upon envy shown by local students. It is understood that if a teacher tried to put some effort on helping refugee students or spending extra time for them, local students started to be jealous of them. I personally witnessed an

event like this. While I was trying to explain the meaning of a word by multiplying examples for making it clearer for one of my refugee students, one of the local students told me that ‘Teacher, we are wasting time, she will not understand anyway. Let’s continue’. And I was at a loss. After class, I explained what kinds of harsh experiences that refugee girl may experience and even if she cannot understand us totally, she needs our interest and affection to be happy and feel belonging. I kindly asked for him not to say something like this again in order not to break any heart. The conversation seemed to be useful because the regret on his face could be observed easily.

Although there are not majorities, some teachers also mentioned the good relationship between refugee and local students. She verified this by stating that;

I think to see the positive relationship between Turkish and refugee students is a reflection of being a human basically (TP3).

Another participant added that;

As friends in their class know that they are refugees, they are a role model for those children in host mode. They have nice behaviors (TP5).

As for administrators, only two of the participant administrators mentioned about negative peer attitudes shown towards refugee students. One of them said that these students sometimes were exposed to bullying while the other said that the number of local students who excluded refugee students is quite low. He added that in such a crowded school having classrooms with 55-60 students, it is pretty ordinary to observe such negative manners. Others did not tell any negative experience depending on their observation of students relations inside school. It means that there is no huge boredom in relations between peers from the viewpoint of administrators.

4.2.2. Factors Contributing Students’ Well-being according to the Experiences of Teachers and Administrators

Based on the experiences of the participant teachers and administrators, the characteristics contributing to students’ wellbeing according to teachers’ and administrators’ opinions in the process of their education, as displayed in Table 3 are given under 3 main categories which are teacher related factors, school related factors and administrators factors in line with the

research questions. Under each category, there are several codes that emerged and some codes have sub-codes as well.

Table 3

Factors Contributing Students's Well-being according to the Experiences of Teachers and Administrators

<i>Categories</i>	<i>Code</i>	<i>Subcode</i>	<i>Participants</i>
Teacher Related Factors	*Teacher-Parent relations		T2,T3,T4,T6,T7,T8,T9,T10,A3,A5
	*Affection		T4,T5,T8,T10,A1,A2,A4
	*Nondiscrimination		T3,T4,T5,T10,A4,A5
	*Teachers' own effort		T9,T8,T2,A1,A3,A5
	*Knowing student needs		T4,T8,A2,A3
	*Motivation		T10,T8,T6,T4
	Homevisit		A2,A4,A5
	Making them visible		T8,T7
School Related Factors	*Extracurricular activities		
		Excursion	T6,T7,T9,T10,A2,A4,A5
		Weekend	
		Courses	T3,T4,A2,A3,A4,A5
		Projects	T10,T9,A2,A4,A5
		Exhibitions	A2,A5
		Competitions	A2,A5
		Fairs	A2,A5
Administrator Related Factors	Keeping in touch with parents		A1,A3,A5
	Supporting teachers'		
	initiatives		A1,A5
	*Motivation		A3,A4
	Financial support		A4,A5

* indicates common codes emerged from the interviews with both teachers and administrators.

4.2.2.1. Teacher Related Factors

Most of the teachers commented on teacher related factors which possibly have a contribution on students' wellbeing. They mostly mentioned that refugee students need to be loved and cared for. Secondly, they said that they try to make them visible in activities in class and at school. Third, it was said that these students need encouragement to go further. Teachers think that even a smiley face can be enough to make them feel happy. Teachers also added that knowing their needs and approaching students accordingly are another significant factor affecting students. In addition, some teachers prefer using WhatsApp application to connect with parents and they find this very useful to easily inform parents on any issues the parents need to know. They expressed that their class used WhatsApp group very well. Their statements show that because people feel that their ideas are being consulted and valued, they feel that they are valuable and as a result they participate in school activities. They learn not to be afraid to take part in, because there's nothing to fear indeed. Majority of teachers asserted that communication is making the connection between them stronger.

One of the teachers added that besides smiley face, there must be also teacher's authority. Most of the teachers believed that their sincerity and smile always gave positive results. Their statements show that children are happy when they see smiles in a foreign environment which consists of people who are stranger to them. What's more, providing them a non-discriminative atmosphere is of significant that students can perceive that they get equal treatment and education at school. By this way, the child feels valued and in turn displays positive behaviors. One of the participant teachers indicated that;

I'm trying to be equal. I'm trying to ask how they are and feel. I observe. I observe even more to see if there are any problems or not. Because I'm guessing there might be a problem in communicating with other children. I'm more observing the environment because I think there might be a problem. So additionally, I'm trying to communicate more. I'm trying to ask such questions as 'How are you doing? How's it going?' more and more a day (TP4).

Another participant stated that;

Embracing and sincerity. To communicate more closely with students' family. I think if students have material or spiritual deficiencies, knowing these and treating accordingly will make students more successful (TP8).

The statements of teacher participants reveal that most of the teachers give importance to the degree of motivation which refugee students have. They mostly emphasize on how they can motivate those students by including them into various activities and as a result of an increase in their motivation level, students become more encourage to take part in other events or activities. Some teachers also stated that they sometimes give rewards to refugee students when they achieve a success so that they can be motivated and encouraged more.

The statements of TP9 showed that she also found tutoring useful for student's language learning. She was the only one who spent time to teach a student Turkish although her subject field is visual arts. However her effort was not enough to reach more children and she could not continue to give tutorials because of the time and place shortage although she saw positive influences of these tutorials on the child. Majority of the teachers participants expressions also show that they thought tutoring would be beneficial for students and they also contemplated to spare time to provide educational assistance for refugee children in need but because of such reasons as time and place shortage and feeling of inadequacy because they have not taken any training related to any issues regarding to teach and approach refugee students, they abstained from embarking such an attempt.

As for participant teacher experiences, it is obvious that most of the participant administrators consider *teachers' own effort* as beneficial for students' well-being. It means that the time that teachers spare and the effort that they can spend to support them after school. One of the administrators shared that;

Teachers find answers to their (refugee students') questions by spending extra time for them (AP4).

It is clearly understood from the statements of administrators that there are very willing and helpful teachers who deal with refugee students to teach them Turkish or prepare them for the exams. One of the administrators told that they spend time for the students who possible achieve and desire success. The rest of the refugee students who are reluctant and show

behavioral problems can be possibly missed out because of lack of time and crowd of the school.

School administrators are aware of such teachers who spend extra time and effort for refugee students without any compensation. School principal told that;

Indeed, we have many teachers showing affection to them and even giving private lessons apart from class hours in order to teach Turkish to refugee students. For example, although our visual arts teacher subject field is not teaching Turkish, she taught Turkish to 2 students. Hence, teachers are very sensitive to this issue. They try to teach Turkish to the students who do not speak Turkish as soon as they find any opportunity. The first opportunity to teach Turkish to students who do not speak Turkish (PA5).

Another mostly mentioned theme is about the affection and interest shown by teachers towards refugee students. In addition to administrators' statements, I personally see the positive effects of showing intimacy on students' wellbeing. I generally choose to talk with the students who show behavioral problems or who just want to share something with me out of class hours. Because nearly all of the refugee children need affection, love and being valued, when they perceive that somebody spend time just to share something or listen to them, their feelings become unutterable. Majority of administrators told that although they cannot personally show intimacy, they are aware of which teachers are interested in taking care of refugee students in need. One of the participant administrators expressed that;

Of course, classroom teachers and subject teachers are much closer to these children. In other words, they can observe them and have more information about these students. We want these students to feel at least a social sense of belonging to the group by including them into group works (PA3).

The interest and affection shown by teachers towards students may affect students' behaviors in a good way. One of the participant administrators told that when she conversed with or show their interest in the students who are inclined to show physical violence or swear, the frequency of the undesirable behaviours decreased gradually and stopped at the end.

Another significant theme which is thought to be useful for students' well-being is homevisits done by the teachers. The school principal appreciates the teachers and vice principals who visit students' home in order to recognize family and learn the need of both students and families. She told that;

Especially, for example, our teacher colleagues go to home visits out of school hours. They do this as a volunteer so this is a risk that you're actually going to enter the house and you're not sure what you'll meet with. Our female teachers, our vice principals or you do home visits, too. You are always in communication. I think home visits are particularly important (PA5).

Another theme is related to nondiscriminative school environment by respecting differences and knowing special needs of students. Personally, with the help of approximately 4 years observation and 5 year experiences in my occupation, in order to win students and influence them, first of all, it is crucial to know their needs and individual differences for a teacher. Without identifying their needs, how come a teacher provides suitable support for the students creates a question mark in minds. For example, think about a student who experienced very harsh events such as witnessing one of his/ her parents killed by somebody. The severity of trauma cannot be estimated by just looking at the face of a child or observing him/her outside. A teacher must first create a secured relationship with the students in need. Then it is necessary to understand what the student has gone through and what is happening in her/his life. As a result, what is deficient in her/his current life must be of great importance for teachers. Waiting high academic success at first sight from such a student who still carry the influence of such events on her/his shoulder does not make sense. Majority of administrators also expressed that they take student oriented precautions at school. They make plans. They assign duty to these students in activities. They even support these students financially. The school principal indicated that;

To look at a wide perspective, to take into account individual differences are among the qualifications all educators have. As principals, as a team, we try to pay attention to this. We try to prepared educational environments for them. In particular, we try to ensure that all of the students take on the task at the end term fairs, TUBITAK projects and special occasions (PA5).

She also added that being tolerant and sometimes ignoring some undesirable behaviors sometimes make the process easier. She said that;

You know, being tolerant... Sometimes we do not see the negative behavior of the children. Hence, I think being tolerant makes our work a little easier. It is easy to refer the child to disciplinary committee and expel but we always try to be constructive (PA5).

School principal and AP2 also indicated that some teachers preferred home visits to recognize the family and the student better. When teachers demand whether any school

administrators accompany them or not for home visit, administrators never refuse teachers' offer and accompany them, because all of administrators assert that getting in touch with families can contribute students' wellbeing. This also indicates once more that administrators support the teachers by taking into consideration their opinions and suggestions.

4.2.2.2. School Related Factors

Teachers mostly indicated that the extra-curricular activities were beneficial for both refugee and local students. Because refugee students' primary need is to be integrated and adapted to a new country, society and education system, social and cultural activities are of primary importance.

Majority of the students indicated that they find tutoring beneficial for refugee students and as long as they have enough time to study together with them, they do. Secondly most mentioned factor is school excursions. Teachers think that excursions allow students to socialize together and explore new places. By this way, the adaptation process of refugee students to their new social circle can be enhanced.

Projects, fairs and exhibitions which are prepared by all students collaboratively and competitions, which are at school, national and international level, are taken part in by students voluntarily are also among other factors contributing students well-being and success. Here is an example of teachers' statements related to these factors above;

To begin with, the (weekend) courses are going very well, because I get very good feedback from the children about their work. Also social events are very effective. They also strengthen the relationship between teacher and student (TP4).

TP3 agreed with the idea that cultural activities and weekend courses are effective in supporting students' success, so increasing the number of such things will be beneficial for promoting students both academic achievement and well-being.

TP6 and TP9 articulated that competitions such as TUBITAK were organized. Although this is not organized in their school this year, they think that most of the time it really pushes their students in social and academic sense. Too many excursions were organized. They

think the excursions cause positive consequences. Children are also learning by doing it. T9 also added that besides TUBİTAK projects and excursions, parent-students relationship and year-end exhibitions are the other things which contribute to the success of all students. Moreover, the experiences of mine and some other participant teachers show that giving children the opportunity to exhibit their own identity and culture in the national ceremonies or any organization held in B school accelerate the acceptance process of refugee students by local ones whose awareness of diversity and differences will have increased as a result of such events making refugee students visible as they are. Creating chances for refugee students to exhibit their own culture can be considered as a part of inclusive education whereas expecting them to act according to the culture and values of host society refers to part of integration. TP10 who is a music teacher indicated that;

To participate in any project, to participate in an event, if I say that for my own class, to join the choir, the case that a Syrian student plays the national anthem more beautifully than other students affected (students wellbeing) as whole (TP10).

This statement approved that some refugee students began learning the national values of the host community and this means that teachers in B school contribute to both inclusion and integration process of those children.

In addition, some of the teachers uttered that because refugee students had had to escape from a war-torn environment, their indispensable need can be related to safety. Being in an environment without any threat or force is complementary factor for improving their wellbeing and success. I have also encountered that one of the refugee parents talked about the security guards working at school. She said that this school environment is better than the school they had studied before in their own country. It is not surprising that a person who has experienced war, chaos and cruelty not long ago put emphasis on the safety issue. Hence, schools which educate refugee students should be more careful about safety issues inside and close outside of the school. Because the school environment maybe the most and only secure place in the life of some refugee children, schools should undertake such an important task which is to provide a peaceful atmosphere and to prolong it.

Furthermore, the data gathered though the interviews done with all school administrators in B school reveal that what contributes students' well-being most is extracurricular activities implemented inside school.

All of the participant administrators expressed that the activities, weekend courses, events such as competitions, fairs, exhibitions and excursions are an effective way of making students feel well and socialized. One of the administrators uttered that;

We have events in the school. There are competitions and club works. We generally include these students into these. Besides, we're going on trips outside school. We had exhibitions and fairs. Children are socializing with these activities (AP2).

Another administrator (AP3) put emphasis on the motivation factor as well as school activities. She stated that as administration, they tried to increase students' motivation through various school and class activities. AP4 also supported that they tried to increase student success through supportive training courses.

One of the participant administrator thinks that social and sportive activities are very effective in order to make students more successful and especially though excursions, students learn certain things by experiencing. He extended by saying that;

When they study together on either a university trip or a social project, the sensitivity of the children to the environment makes them feel more successful and feel like 'I can do something'. When they say I should study here after seeing the university, it is also very good for us to include refugee students who increase our success into such events. Increasing the motivation of all students in this sense also causes their success to increase (AP4).

4.2.2.3. Administrator Related Factors

In line with the interviews done with administrators, another category which is administrator related factors emerged. Among administrator related factors, the importance of parental involvement is also mentioned. Majority of administrators thought that parental involvement and the role of parents in students educational life is undeniable important. Hence they always try to keep in touch with parents and involve especially refugee parents into any activities which enable them to be involved. One of the participant administrators indicated that;

We are trying to cooperate with their families for their adaptation. We invite and bring them to school. We would like their students to attend school regularly. We continuously cooperate with their families. We are trying to make them take part in different activities. We try to give them active duty on special days (AP3).

The statements of nearly all of the participant administrators indicate that there is no hindrance in front of volunteer and entrepreneurial teachers who come with an idea to do something for students. Administration supports all teachers because especially school principal affirmed that they cannot know all needs of students because they are generally out of classrooms. Teachers are the ones who recognize the students and know their needs, as a result meet these needs. Hence administration always gives chance to teachers who come up with recommendations or new ideas. AP1 verified this by stating that;

Of course, we support our teachers. We offer them the opportunity to support themselves when they demand something from us. We have few teachers who are trained about this (refugee education). When our 3 or 4 teachers want to go to training at the same time, we allow them as the school administration. Somehow we're managing their classes if the class is idle (AP1).

All of the participants expressed that refugee students need to be motivated and included in activities. In order to foster students' well-being, administrators make refugee students active in various activities. They also put emphasis on dealing with each student individually and intimately. By this way, administrators believe that motivation of the students and their success increase respectively. They also observe some desirable changes in student behaviors. AP2 shared that;

We're just trying to help them (refugee students) with our own efforts. I'll tell you more about on my own experiences. We (she and refugee students) are conducting individual interviews. I have seen changes in the behavior of students through individual interviews. When I used a student translator and we understand each other, I actually got good positive feedback (AP2).

From AP2 statements, the need for a translator becomes prominent again. While even using a student as a translator foster the communication and lead desirable results, the contribution of assigning an adult translator who is responsible for only translation issue in B school to all stakeholders is irrefusably immense. In addition, two of the administrators mentioned that they provided some financial support as well as sentimental support for refugee students for the sake of student well-being.

4.2.3. Teachers' Suggestions regarding the Solution of the Problems Experienced during Refugee Education Process

Another significant theme that emerged from the data was possible solutions that teachers have shared for the problems that are experienced, although I do not have a research question related to this. This might be because the teachers have uttered many challenges and corresponding to challenges, they were not able to desist from recommending some solutions.

Teachers' suggestions regarding to the solutions to the problems experienced during refugee education process as displayed in Table 4, are given under 6 main categories which are Turkish language courses for refugee students, diminished class population, in-service trainings or seminars for teachers, separate schools from Turks, preparation of a refugee oriented curriculum, other views in line with the research questions

Table 4

Teachers' Suggestions regarding the Solution of the Problems Experienced during Refugee Education Process

<i>Categories</i>	<i>Participants</i>
*Turkish language courses for refugee students	T1,T2,T3,T4,T5,T7,T8,T9,T10
*Less populated classrooms and more capable school	T1,T3,T4,T5,T6,T8,T9,T10
In-service trainings or seminars for teachers	T2,T3,T4,T5,T7,T8,T9,T10
Refugee oriented curriculum	T2,T3,T4,T8,T9,T10
Orientation program for refugees	T2,T3,T5,T7,T10
* Separate schools from Turkish students	T2,T5,T6

*indicates common codes emerged from the interviews with both teachers and administrators.

4.2.3.1. Turkish Language Courses for Refugee Students

According to the data gathered from teacher participants, some challenges emerged and this makes some changes necessary. Although there is no direct question asking their suggestion or recommendation, they made recommendations to recover some deficiency and improve refugee education in schools.

The most suggested recommendation when the challenges uttered by teachers are thought is not surprisingly related to language. Most of the teachers indicated that refugee students lack Turkish proficiency in reading, writing, listening and speaking and to improve their skills. One of the teachers verified this by saying that;

First of all, I would like to be able to help these (refugee students) with reading and understanding Turkish with a special program (TP8).

Teachers believe that as long as refugee students overcome the language deficiency, they will be more successful. One of the participant teachers put emphasis on the priority of being able to speak Turkish by saying that;

First, the child needs to overcome the language problem (TP3).

The same teacher said that she does not feel successful. She does not know how to teach and what to teach. She put emphasis on the language barrier as a reason behind her feeling of failure.

Majority of teachers recommend that there should be additional Turkish language courses for only refugee students as well as Turkish lessons in curriculum. Teachers all agree that refugee students should have acquired basic language skill before attending the mainstreaming classrooms in public schools in Turkey. Unfortunately, this could not be accomplished in Turkish education system.

4.2.3.2. Less Populated Classrooms and More Capable School

The second mostly mentioned suggestion which is about working conditions is related to diminishing classroom population. Most of the teacher participant indicated that if the

classroom population had not been so high, they would have had much more time to deal with both refugee students and other students simultaneously. However, in such highly populated classrooms, how come a teacher spares additional time for refugee students. It is said that the average student number per class is between around 45-60. The number reveals that teachers are right in terms of being unable to allocate enough time for every student when the duration of a lesson is taken into consideration. A sample quotation from participants;

So, as I said, if the classrooms consisted of 20-25 students, it can be better equipped (TP6).

Another participant said that,

As I said, we cannot take care of them much because of the number of students at our school. I think if the number was less, we could do better and more different things (TP4).

4.2.3.3. In-service Trainings or Seminars regarding Refugee Education for Teachers

Another suggestion is related to in-service training or seminars on refugee education for teachers. One of the teachers said that she want the state to increase in-service training courses and lead teachers in terms of refugee education issues (TP3). Another participant insistently mentioned the need for such kinds of training. She explained the need by telling that;

I do not know the situation in other schools, whether the number of students is as many as like in us, but what we need is to be trained and reached out by the people who are equipped on this issue. Or maybe we have to demand that or we need to at least know where and how we can apply. We need a lot of trainings. I think I need a lot of training as a teacher. As I said, sometimes I have nothing to do, not only for refugee students, but also for students with other behavior problems (TP4).

I totally agree with the idea that teachers need in-service trainings or seminars to be informed about refugee education process. As a teacher in B school, I have witnessed most of my colleagues complaining about how to deal with refugee students, how to educate and approach them. Some of them cannot even communicate with some of the refugee students who cannot speak only few words in English. Teachers do not know how to utilize diversity and differences in class activities. They continuously complain about their lack of knowledge on this issue. To be honest, I do not think that many of the teachers can attend these if any

trainings or seminars were offered. Although they complain about this issue, only some of them will be eager to join such kinds of trainings and other refuse to join excusing that they do not have time or they have children.

Two announcements about two different projects aiming to support Syrian students' integration into Turkish educational system came to B school till now and it requires to application in advance. Only 5 out of about 70 teachers applied for these seminars. Although we are really in need of such kinds of trainings, when there are some initiations, there are very few willing teachers to be informed. Hence I am not sure even if there are plenty of in-service trainings available for teachers, they will not be beneficial for most of the teachers because of the reasons above. Only if such seminars and trainings are mandatory to take part in, all of the teachers can be informed by this way.

Next theme is about the orientation programs which should have been given to refugee students before they are accepted to Turkish public schools. Some of the teachers indicated that these students need an orientation program to be included in Turkish education system. In order to give prerequisite information about some subjects and language and cultural values of the host society which are essential to ease refugee students' integration and adaption to the new educational setting, there are no visible efforts by the state. This situation brought about many problems in the classroom at schools serving refugee population. One of the teachers suggested that;

The first thing that should be done was to have these students taken to the schools after giving the students at least one year of language training. For example, in Europe, this process of orientation is 2 years, for whoever it is. There should be an orientation for the refugees. They should receive orientation training before being sent to schools, which are said to be according to their leve (TP2)l.

4.2.3.4. Refugee Oriented Curriculum

Another issue is the need for a refugee oriented curriculum in mainstream schools. Such a curriculum which aims to improve these students' deficiencies and give importance and priority to how to make these students catch up with other students at their age and how to compensate the years passing out of school in vain.

One of the teachers uttered her wish to help them more with a specially oriented curriculum in especially reading and understanding in Turkish. Or she would like to prepare and give daily activities appropriate for them and make them complete these activities. However, she said that they cannot realize it because of the lack of predetermined or guiding program or lack of opportunities.

4.2.3.5. Separate Schools from Turkish Students

One of the teachers believed and recommended that if these students got education in another school in which only refugee students are, more positive consequences would be encountered. Apart from these themes above, there are some other factors seems to contribute to students' well-being. These implementations are already done at B school and seen its efficacy.

4.2.4. Administrators' Suggestions regarding the Solution of the Problems Experienced during Refugee Education Process

Another significant theme that emerged from the data was possible solutions that administrators have shared for the problems that are experienced, although any of research questions aims to answer this. This might be because the administrators uttered many challenges and corresponding to challenges, they were not able to desist from recommending some solutions. Administrators' suggestions regarding to the solution of the problems experienced during refugee education, as displayed in Table 5 are given under 4 main categories which are Turkish language courses for refugee students, language courses and education to increase awareness of refugee parents, less populated classroom, in-service trainings or seminars for teachers and less populated classrooms and more capable school in line with the research questions.

4.2.4.1. Turkish Language Courses for Refugee Students

Among the challenges revealed from the statements of the administrations, language barrier is the most mentioned theme. To overcome this challenge, majority of the administrators suggested that there should be Turkish language courses for refugee students. By this way, the

language need of the students can be supported. It was said that it is meaningless to make children who have language deficiency sit in the classroom passively.

4.2.4.2. Language Courses and Orientation for Refugee Parents

Another issue which is uttered mostly is education needs of refugee parents. Most of the administrators complained about that the parents they tried to keep in touch with are ignorant and unwilling to come to school. Some of them prefer their sons to their daughters in terms of sending them to school. One of the administrator participants underlined this issue telling that;

I think, language problem needs to be solved. At the school level, language courses should be provided only for refugee students. This can be realized through public education centers or schools but this problem must be solved in a way. Their parents should be trained, as well. First of all, language education. There should be trainings for the parents who have language problems. And I think, it is necessary to explain them how things work at school because they are very unaware. We cannot reach by phone call. Even if we reach, we are the object of children because adults cannot solve the language problem as quickly as children do. We try to communicate through children (AP1).

In my opinion, without surmounting language differences between parties, an effective communication cannot be anticipated. Until the language barrier is removed, a special translator can be assigned to the schools which educate refugee children. By this way, at least using any students as a translator and misinterpretation of what is said can be avoided.

4.2.4.3. In-service Trainings or Seminars for Teachers

Administrators stated that any of the teachers has not taken any training about refugee education. They do not competence regarding to how to train them, how to compromise with them and how to resolve the problems faced during this process. They just try to do something to help these students on their own. One of the participant administrators showed her agreement on the in-service training for teachers by explaining that;

I believe that in-service trainings should be given to all teachers but we have not received any feedback or response from the trainings we have applied to. We have conducted Erasmus K1 project related to integration of refugee students in order to raise awareness of teachers. How do we teach these students and how do we approach them?

One of the administrators said that;

None of our teachers have had a training related to refugee students. We are apparently not competent about how to educate, how to communicate and how to surmount problems. We are just trying to help them with our own efforts (AP2).

4.2.4.4. Less Populated Classrooms and More Capable School

School principal mentioned that the number of students in each classroom change between 40 and 60. She wishes that the number would be less. She said that because the neighborhood of school is inclined to take immigration, they feel in trouble in terms of number of students. She also indicated that because of the high student population, the school capacity and facilities are not adequate for meeting the students' needs. She thought that even cleaning issue affects students' well-being and success, so she is very meticulous about hygiene inside school.

In a nutshell, regarding the experiences of both teacher and administrator participants, experiences related to communication, support structures, working conditions and diversity are the most frequently mentioned categories. Under the category of the experiences related to communication, the statements of both teachers and administrators reveals common codes as communication with refugee students and communication with their parents. Under the category of the experiences related to support structures, both groups mentioned such common codes as in-service training for teachers, additional language courses for refugee students and the need for a real translator whereas teacher participants have also touched upon the need for refugee oriented curriculum and orientation program for themselves and all students and teachers autonomy to be able to modify some aspects of curriculum as they wish in line with the needs of all students.

Under the category of experiences in terms of working conditions, both two participant groups have touched upon the same issues including crowded school and classrooms, inclusion of special needs children besides refugee ones, lack of time and appropriate space to provide additional support for those children.

Under the category of experiences related to diversity, cultural interaction between students and its effects on both local students and school climate, the influence of parental perceptions on education and the results of implementation differences on religion in education are the most frequently stated issues. When it comes to the factors which have contributions to Students' well beings according to the experiences of both groups, teachers related factors such as showing affection towards students and knowing their needs and realizing them, and school related factors such as extracurricular activities held in school are also the most commonly stated codes. Unlike administrators, the opinions of some teachers indicate that how important a secure setting for a child who newly escaped from a chaotic environment. This also shows that teachers are aware of what students have experienced before, during and after resettlement period. In addition, unlike teachers, administrators have touched upon the factors related themselves such as keeping in touch with parents, supporting teachers' initiatives, motivating students and providing financial support as well as emotional one.

When asked about their experiences, teachers and administrators also talked about their perceptions about the experiences of their refugee students during this process. Most of the teachers shared some experiences and expressed their perceptions regarding adaptation side, emotional side and relations between peers. And lastly, possible solutions that teachers and administrators have shared for the problems that are experienced were revealed, although any of reseach questions aims to answer this. This might be because the teachers and the administrators uttered many challenges and corresponding to challenges, they were not able to desist from recommending some solution. Following, the experiences of participant parents in refugee education process will be presented.

Table 5

Administrators' Suggestions regarding to the Solution of the Problems Experienced during Refugee Education Process

<i>Categories</i>	<i>Participants</i>
*In-service trainings or seminars for teachers	A2,A3,A5
*Turkish language courses for refugee students	A1,A3,A5
*Less populated classrooms and more capable school	A2,A5
Language courses and orientation for refugee parents	A1

*indicates common codes emerged from the interviews with both teachers and administrators.

4.2.5. Experiences of the Participant Local and Refugee Parents in the Refugee Education Process

In this study, interviews with both local parents and refugee ones were conducted for the purpose of triangulation. In order to emphasize on whether the experiences of parents confirm the words of teachers and administrators and if so, in what respect they have common experiences. It is also important whether their experiences are different from each other and if so, in what ways these differences appear.

First of all, it is necessary to indicate that all of the local parents were worried because that was their first time to be involved in such a research study. They were mostly reluctant to go into details and provide ample information for the study. However, their facial expressions, while speaking, reveals that they are not content with the situation. It is easy to get an idea about their attitudes towards refugee students and their presence because most of them continuously put emphasis on negative sides of having refugee students in B school as well as local ones.

There is another point which needs to be paid attention is that the socioeconomic status of locals in the neighborhood around school is very low and as a result the socioeconomic status of participant local parents is low as well. I think this also affects the way they express their feelings, thoughts and experiences and as a results the information they provided sometimes remained superficial.

As for refugee parents, they were really eager to talk and share what they have experienced. It seems that dealing with them and paying attention to their thoughts pleased them. However, sometimes language becomes a barrier before what they really want to tell. Even so, their gestures and overall experiences revealed that most of them are pleased with the education that refugee students take. I think this stems from their previous experiences they have had pre resettlement. In the following, first the findings of interviews with local parents and then the findings of refugee parents are presented.

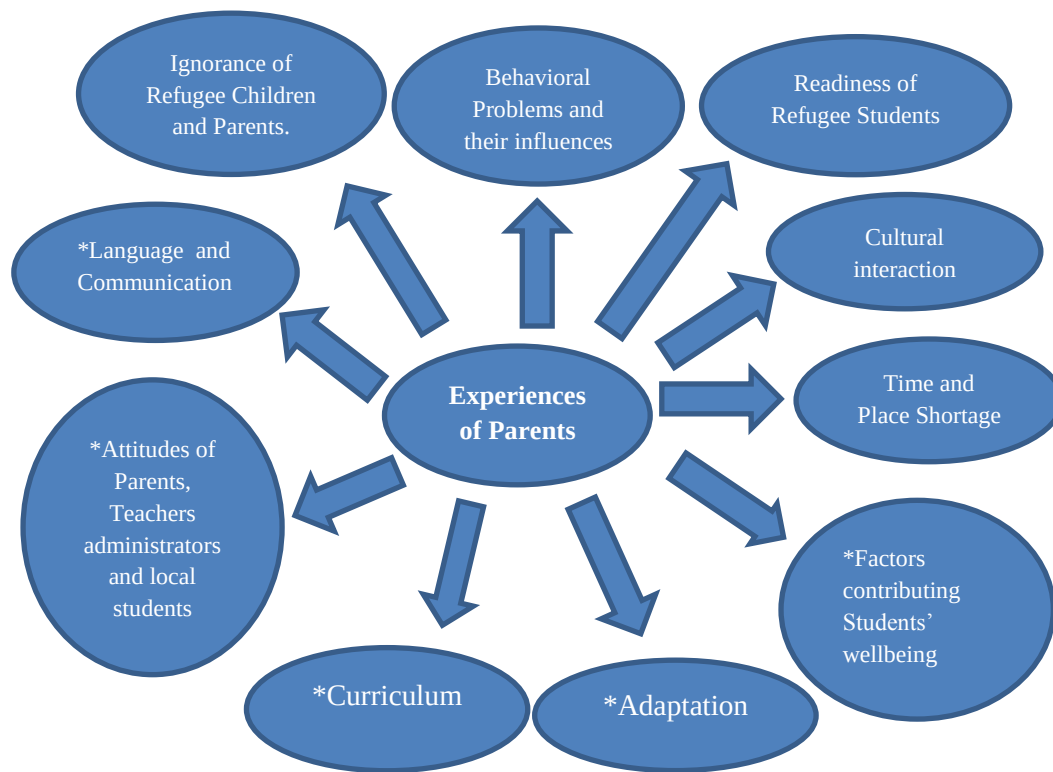


Figure 1. The Experiences of the Participant Local and Refugee Parents in the Refugee Education Process

The ones having * sign are common categories experienced by both local and refugee parents.

Based on the experiences uttered by local parents, some categories emerged as language and communication, attitudes of local parents, teachers and administrators, adaptation, additional support, time and place shortage because of the crowd, cultural interaction, readiness of refugee students, behavioral problems and their influences on local students, ignorance of refugee children and their parents.

As for local parents' experiences, the most frequently mentioned experience is about communication problem stemming from the language differences among teachers, local and refugee students. All of the local parents wished that refugee students could speak Turkish better. LP1 indicated that whereas local student speaks Turkish, refugee one speaks foreign language which is strange to Turkish. This causes difficulty in understanding one another.

LP2 indicated that refugee students could not express themselves and so they were misunderstood by others. LP3, LP4 and LP5 also put emphasis on the language issue which hinders refugee students from participating in educational process and causes many handicaps in educational process.

Two of the local parents stated that they needed to get in touch with school administrators once. Their reasons for consulting to administration are different from each other. Whereas LP2 complained that one of the refugee students ate her child's lunch recurrently, LP5 got in touch because of high number of students per class as well as refugee students. Both participants expressed that school administration said that they had to accept the situation and could not do anything apart from warning that refugee child eating the lunch of another student without permission. The statements of majority of the participants also reveal that administrators could not find an efficient solution to the problems encountered in B school. L2 also said that LP2 said that he could not say anything to the school administration during the adaptation period because when she asked school administration or teachers why they did not have separate school or why they were experiencing these problems, she got the answer meaning that school administration and teachers also were unfortunately unable to do anything. They said that they were just doing what was required and that was to bring these children to school. The rest of the participants stated that they did not communicate with school administration. LP1 also indicated her willingness to talk to administration about refugee students' education, because she wanted them to have better education in separate classrooms with expert teachers who are foreign, too. But she did not get in touch. Although only 2 of the local parents stated explicitly that refugee students should be gathered in a separate class with special teachers, the statements of other participants such as complaining about time and crowded issue in the classrooms reveal that they would be pleased if these students are trained in separate classroom with special teachers. Although more than half of the participants support this idea for the sake of the education of their children, it seems that other 2 support it because they feel really sorry for hardships that refugee students have experienced during education process. These experiences seem like a superficial problem but here it is significant to look at underlying attitudes behind such behaviors of local parents. I think that the findings show that local parents do not want to accept refugee students and they wish to exclude them from even the classrooms in which their children are trained in B school. Based on the statements, it is true to say that there is some discrimination towards refugee students from the viewpoint of local parents. As for the attitudes of teachers and

administrators, LP1 expressed that teachers, as always, behaved to refugee children in the same way as they behaved to local ones. She also added that she had never witnessed any unpleasant events and the approaches of the teachers were moderate the findings reveal that there is no indication revealing that teachers and administrators discriminate refugee children from locals.

All of the local participants expressed that the adaptation process was not good enough in terms of both their children and refugee ones. However, only LP5 indicated that although at the beginning there were problems, later on some of them were surmounted. She also said that when compared to refugee students, local ones adapted to this new situation better. This experiences show that not only has refugee children had adaptation problems but also local children have endeavored a lot to adapt to this new process.

LP4 verified this by stating that;

At first our children alienated them. Then they can't talk. Or chit-chat. Although we warn our children, some children make fun of them. It can cause some negativity that should not be in the education environment. Perhaps the heart of the children may be dissatisfied or affected by their psychology. There are even children who think of it as a game. So these children are not at the level to think about the other child's psychology, both these children and our children are suffering from this educational environment. I think children cannot get along with each other. In other words, they are missing the training process they should take until they are integrated. So the negativity seems to be more prominent. For us and for them.

Half of the participant parents also indicated that refugee students would need more support like a special needs child because they could not catch up with their local peers mostly because of the language barrier. However, due to the high student population in B school, it is hard to deal with refugee students separately one by one and revise everything whenever refugee students do not understand. The findings indicate that settling refugee children whose grade level is not certain and who cannot express themselves in writing or speaking in Turkish into the local students affect both refugee students and local ones in a negative way. LP4 supported the idea that refugee children should be trained by competent teachers separately especially in Turkish whenever the school is empty.

If the student acquires some basic knowledge and skills, then he/she should be placed into local students. He evaluated the situation negative in terms of education.

Because the number of students per class changes between 40 and 60, it is impossible for teachers to deal with every student with a special care. LP4 stated that teachers were also helpless. LP5 also complained about the crowd of the classrooms and as a result the school failed to conduct this process effectively. It is clearly understood from the statement of local parents that high student population in B school is a problem. Participants agree upon the idea that because of the overcrowded classrooms, both educational environment and the conditions become challenging and put much burden on both the shoulders of teachers and students.

Besides, it can be obviously said from the statements of parents that cultural interaction between refugees and locals is seen as advantage to educational process. However the opinions of one of the parents show that there is a cultural conflict rather than cultural interaction. LP5 expressed why she thinks like this saying that;

This diversity is nice in terms of providing a cultural interaction, but I do not think that our children have enough of such base. In my opinion, children have a cultural conflict rather than a cultural interaction. I don't think that their interactions are very positive because they escaped from a war. If I speak for my child, they don't have the necessary infrastructure for our language and education culture for every child who comes as a refugee.

Two of the parents also think that refugee students participate in education process without enough background knowledge. The system that determines which child will be trained in which grade level do not seem reliable. In addition, one of the participants expressed that according to what her daughter shared with her, there are students who cannot write, speak or even take off their jacket because of embarrassment and just listen to teachers silently and go home every day.

Some experiences of local parents reveal that when refugee students first attended B school, they often exhibited behavioral problems because they do not know how to treat others. At this point, the ignorance of refugee parents comes to the forefront. LP4 thought that refugee students decreased the success level of their children because the degree of importance refugees and their parents gave to education was different. LP4 complained that refugee children could not look at the education through a decisive and competitive framework of paced life.

As for the experiences of participant refugee parents, in terms of adaptation, all of the refugee participants thought that their children adapted to the school well although one of them stated that there were some problems at the beginning but later on everything was good. RP2 shared that at the beginning, there were some issues like being unwilling to attend school. He said that his niece could not get accustomed to school and his friends treated him badly but his nephew liked the school and preferred attending regularly. She did not cause any troublesome situation and did not experience any hardship either. Another refugee parents indicate that children might have some problem between them but because his son did not share anything about such issues, he could not give specific sample or he might have preferred to not share more. It is understood from the statements of refugee participants that they did not express any negative experiences although there were some. In contrast to local parents, they generally put emphasis on positive sides of the adaptation process. The bullying issue uttered by teachers is verified by some statements of refugee parents.

In terms of the experiences with the teacher attitudes towards them, all of the participants indicated that all of the teachers showed as much care as they showed towards Turkish students. They did not discriminate any of them. RP3 said that;

I mean, I can say they are very good. I have never seen anyone behave in such a bad way. They are always nice to us. Maybe because they know our situation or they are already like this.

The statements of both refugee and local parents regarding to the attitudes of teachers and administrators towards refugee children are alike and indicate that neither teachers nor administrators discriminate against refugee students in B school. The expressions of three refugee parents indicated that their children had difficulty in language. RP2 added that;

At first they had difficulty in the language, but they had mathematics and English lessons. A year later they got used to it.

Three of the participants said that they communicated with school administrators whereas RP4 attended parent meeting and met teachers, RP1 and RP3 talked to school administrators in order to get information about how well the children were doing. RP3 also came to school to learn the absenteeism of his child and get students certificate of his child. RP3 also shared that some of the teachers made home visit to meet.

RP1 stated that their children took the same training as local ones had because there was no special prepared plan for them. RP3 also supported the idea that refugee students took the same curriculum as Turkish students had. He also added that there was no special course to improve Turkish. The statements of teachers, administrators and local parents are in line with what refugee parents say in terms of the training that all students have. It is verified that there is no special prepared or oriented curriculum for refugee students.

Three of the refugee participants found the school excursions beneficial for students' wellbeing. Besides, one of them stated that weekend courses were also good for them while one of them emphasized on the security of school and the degree of care which teachers took. One of the refugee participants wished that there would be some courses or classrooms for the ones who are not competent in language. These statements are also in line with what other participant groups shared. It is agreed upon that extracurricular activities, security and care are among the factors contributing students' well-being. In addition to all these above, RP1 shared her ideas about education served in B school saying that;

My views are positive. The level of education is better because the environmental conditions are better. The discipline and safety in school and the quality of teachers are better.

Her statements reveal that she gives equal importance to safety and the quality of education. Whenever she mentioned the education she emphasized on safety issues at the same time. It is clear that what insecure conditions they had experienced in their home country before resettling in Turkey still have influence on them.

Besides, it is important to note that they said that they all motivate their children to reach a better life through education. Since this reveals that refugee parents are aware of how significant education is for an individual's future and give much more importance to it than teachers, local parents and administrators think.

To sum up, whereas some statements of 4 groups of participants are in line with each other, some of them are incompatible. For instance, non-discriminative attitudes of teachers and administrators against all students are approved by both local and refugee parents. Regarding curriculum issue, all of the groups agree upon that there is no special oriented or prepared curriculum for refugee students. As a result, they are supposed to adapt themselves to the curriculum.

Among the factors that contribute to students' wellbeing, extracurricular activities and the degree of care which teachers take are common codes that both parents and teachers emphasize on. However, administrators did not mention security issue.

According to the statements of teachers and administrators, they did home visits to keep in touch with refugee parents. One of the refugee participants confirmed that some of the teachers made home visit to meet them.

Communication problems stemming from language differences are uttered by all participant groups. However, locals put emphasize on the language issue much more than refugees. Regarding to cultural interaction, whereas teachers and administrators are in favor of positive interaction, the opinions of local parents are mostly negative. According to them, there is cultural conflict rather than cultural interaction between children.

Similar to teachers and administrators, local parents agreed that refugee students have behavioral problems and this somehow has an influence on local students, besides they all stated that refugee parents are ignorant when the subject is the education of their children however the statements of refugee parents show how attentive refugee parents are while motivating their children to study more.

Lacking time and space and overcrowded classrooms in B schools are mentioned by three groups of participants except refugee parents. It is approved that especially crowded classroom complicate the process for all parties.

CHAPTER 5

CONCLUSION

In this part, the results of the study obtained through semi-structured interviews with 4 different groups of people will be discussed in line with each research questions. Then, the implications for theory, for research and for practice will be presented. Afterwards the limitation of the study will be referred. Finally, some recommendation for future research will be described.

5.1. Discussion of the Findings

The main purpose of this study is to shed light upon the experiences and challenges of teachers, administrators and parents, both Turkish and refugee, in a school serving refugee students as well as local ones. The design of the present study is a qualitative case study because the primary concern is to reveal how these four groups of people have experienced the process of inclusive education and as a result of their experiences, it is aimed to deduce some recommendations for teachers, school administrators and educational reformers to implement better inclusive education in middle schools.

According to the findings of this study, two themes emerged for two groups of participants which are teachers and administrators; the experiences of teachers and administrators during the refugee education process and the factors contributing to students' well-being. Under the experiences theme, teachers and administrators mentioned many challenges such as language problem, lack of support structures in place, working conditions, the interactions with parents. Both local and refugee parents also shared their experiences during this process. Whereas some parents are neutral, some of them are against the refugee included education. As it can be seen from the themes, school administrators, teachers and parents shed light on the variety of experiences related to various components of refugee education process and school. This shows that refugee education process cannot be considered alone without focusing on every and each structure as a whole. For instance, the language barrier is a problem for both local and refugee children. This concerns both refugee and host community

or if there is a need for orientation program, it must be both for refugees and locals as some of the teachers and administrators mentioned.

5.1.1. The Most Frequently Reported Experiences of All Educational Stakeholders

A higher frequency of experiences such as experiences related to language and communication, working conditions, lack of support structure in place was revealed in the data gathered through semi-structured interview with teachers, administrators and parent participants. The most frequently reported experiences by 4 groups of people are related to language and communication problems. Literature review confirms the result as well, because in the literature, the most mentioned experience in refugee education is generally language difference between the school society and the students (Nar, 2008; Dryden-Peterson, 2015; Gilhooly, 2015; Şeker & Sirkeci, 2015; Kaya & Kırac, 2016; Tösten, Toprak & Kayan, 2017; Taşkın & Erdemli, 2018; Toker Gökçe & Acar, 2018). Participant teachers in this study mostly mentioned that refugee students have trouble in understanding what is going on during their class hours. Because of low language proficiency, these students are unaware of which activity they need to do, what kinds of issue they are talking about and sometimes even which school subject their lesson is about. The study of Tösten, Toprak and Kayan (2017) has similar finding with this study stating that refugee student were not able to comprehend what the rationale behind the lessons were. As a result, teachers cannot make them participate in class discussions or activity and their reluctance to learn and join classes and consequently their failure in the exams make the teachers upset, disappointed and helpless. However, like the teachers in the study of Arnot et al. (2010), teachers should be awake to refugee students' struggle to get on with dominant local culture and languages as well as dialects. This attitude contributes to teachers becoming more attentive and sensitive towards all of their students and perceives what happens in school settings without feeling disappointed and helpless.

According to teacher participants in this study, unless these students take an effective and comprehensive Turkish language support, they continue to sit backwards silently in the classroom in vain without developing any skills. Sometimes silence is a way for these children to cope with trauma, discrimination and exclusion in their present lives in the new society (Christopoulou et al., 2004:5). The statements of some local parents also confirm that some of the refugee students are always silent and just listen without making any

contribution to either educational activities or their own development. The participant teachers in the study of Şeker and Sirkeci (2015) also referred that some of the refugee students never participated in lessons and were embarrassed to ask anything. As a result in line with the findings of this research, it can be said that these students were also passive, silent and isolated in the classrooms.

Likewise, administrator and teacher participants uttered that as well as refugee students, refugee parents cause a great challenge for school administration in terms of their language inefficiency. Although most of them have been settling in Turkey for more than 5 years, they are not capable of even Turkish daily language. Tösten, Toprak and Kayan (2017) found out in their study that some of the teachers confessed that they had never encounter with any refugee parents. In this study, there are also some teachers who indicated that they did not need to talk to any refugee parents or take any initiatives to bring them school. It is usually necessary for participant administrators to keep in touch with parents while registration or for student absenteeism. At this point, language barrier hinder effective communication and informing the refugee parents about how the process will continue after registration. In addition, when some teachers and administrators invite refugee parents to school for meeting, parents are generally in favor of not coming to school. Even if they show up, they neither understand nor speak Turkish; as a result, some communication breakdowns occur frequently between two parties. The study of Tösten et al. (2017) on the investigation of refugee students in Turkish public schools testified that refugee parents preferred not attending teacher parent meetings because of their incompetence in speaking the language of host community, Turkish.

Due to language barrier, school administrators usually prefer using a student whose Turkish language proficiency is better than other refugee students as a translator. However, participant administrators have some doubt about whether the students convey the message intended by parties correctly or not. Sometimes the parents of the students utilized as translator come to school and desire to talk to administrators or teachers about their own children. Similarly, because their parents become more dependent on them in terms of new language which children can learn more easily compared to parents, and more protective towards them due to being in an unknown environment, they frequently have to deal with changes in familial relationships (Candappa & Egharevba, 2002; Rutter, 2001b). At that time, both teachers and administrators cannot be sure whether the students mislead the

intended message or not. Apart from suspicions of precise translation, I have a point that these students are asked to translate conversations regardless of their class hours whenever a parent needs to communicate with someone in the school. This situation interrupts the concentration of both teacher and students in the classroom where the translator is a student.

As for refugee and local parents utterances regarding to the most encountered challenges, language differences and subsequently communication difficulty are mostly mentioned theme. This study shows that communication breakdowns among teachers, administrators and refugee parents as well as teachers, administrators and refugee students. Because cooperating with parents is considered as a hard task to implement, it is generally thought as the last step which should be taken (Börü & Boyacı, 2016). However, it can be easily understood from the statements of both teachers and administrators that they tried to get in touch with parents by calling them, visiting their houses and inviting them to school so that they could do cooperative work together to make them involve in the education process of their children. In other words, it can be said that participants in this study do not consider cooperation as a last step to take rather they started the procedure by trying to cooperate with refugee parents. However, as the researchers like Fuller and Olsen (1998) and Weinstein et al. (2004) asserted that, participant teachers and administrators in this study are also aware of that reaching out refugee parents and communicating with parents from different background is more challenging than the ones with local parents.

Whereas local parents complained that the ones who do not speak Turkish study in the same class with their children, refugee parents just uttered their children's incomprehension during the lessons at the beginnings. While all of the refugee parents are content with the education of their children, all local parents show displeasure related to inclusive education which requires both local and refugee students study in the same classroom. Because there is no study conducted to reveal what refugee and local parents experience during refugee education process, it is not much possible to say whether it is supported by other studies or not. However, the security issue mentioned by refugee parents and the teachers in this study is such an important category that Cohen et al. (2009) mentioned safety as one of the dimensions under school climate.

Secondly most mentioned category is related to working conditions which have codes such as the crowd of the classroom, lack of time and appropriate place and inclusion of special

needs children. Among these codes, the most uttered one is the crowd of the school and subsequently the classrooms. As Hayes (1997) indicates, it is impossible to determine the exact number of being overcrowded classroom, because it changes from country to country and even from one teaching situation to another. Therefore, it can be said that a classroom can be considered as overcrowded when the number of students hinders effective teaching and learning process (Akech, 2016). Since, it is a well-known situation that overcrowded classrooms creates problems while teaching and learning process efficiently (Akech, 2016). The findings of the study conducted in Pakistan similarly reveal that the number of individuals in a classroom is of significance that most of the teachers have experienced some problems in terms of discipline, evaluation and effective teaching (Khan & Iqbal, 2012). The lack of infrastructure and the inadequate capacity of school and classroom were also mentioned in the study of Tösten, Toprak and Kayan (2017) stating that providing education under such an inadequate situations caused undesirable results in school. In B school, the number of students in each class changes between 45 and 65. The least crowded class consists of 45 students. However, these numbers are much higher than 40 pupils per classroom which is the national target stated in secondary education legislation (MoNE, 2015). Similar problem is observed in public schools which serve already high students population and the placement of refugee students in classrooms makes the conditions more inadequate and as a results double shift schooling is common in Jordan, as well (HWR, 2015). Whereas teaching such diverse group of students including both refugee, inclusive and local students has already become very challenging for the teachers, such a high student population per class encumbers teachers while teaching their lessons additionally. Local parents are also not content with such crowded classrooms. The Turkish participants in the study of Tösten et al. (2017) also expressed their dissatisfaction about overcrowded classrooms. Whereas some participant parents indicated their concern about overcrowded classrooms, and hygiene issues (Tösten et al., 2017), the results of present study do not arise any concern about hygiene issue, because the principal of B school is so meticulous and both teachers and parents are aware of this. Hygiene factor was just mentioned by the school principal in order to emphasize that cleaning issue is an important factor affecting students' well-being in such a crowded school. Crowded classrooms require more instructional time and additional supports in terms of school organization. All students need more monitoring. The higher the number of students is, the greater the number of difficulties is (Temel et al., 2004). Culberston and Constant (2015) reached similar results about overcrowded classrooms requiring more monitoring, support and care in their study on education of Syrian

refugee children in Turkey, Jordan and Lebanon. A larger number of teaching methods can be used in classes with fewer students. In addition, it provides time for teachers to deal with each student. Teachers can observe student development more easily and closely and manage the classroom effectively. By this way, effective teaching and learning can be achieved (Celep, 2002). Similarly, in this study, teachers' complains about the overcrowded school population stem from the fact that they cannot accomplish to provide enough time for each students and observe their development closely while managing the classroom effectively.

However, the refugee parents did not reflect any negative ideas about crowd. They even did not mention anything about school population. It can be understood that because refugee students came from chaotic situations, the situations in B school in host country are very efficient for them. Alpaydın (2017) also found that although refugee children have access to multiple educational opportunities, the lack of school capacity in Turkey and as a result crowded classrooms are generally the educational settings for refugee students.

The third mostly mentioned issue is the lack of support structure in place for both teachers and administrators. Both teachers and administrators usually complained about the lack of in-service training related to refugee education and additional language courses for refugee students. Orientation programs for both refugee parents and students follow the other two categories. Nearly all of the teachers and administrators stated that they did not take any trainings related to refugee education process. Although teacher competence is of great importance that they can contribute to refugee students' wellbeing, teachers mostly are not competent enough to teach in diverse groups of students, because teachers do not take any training regarding teaching multicultural environment during their preparatory education (Alpaydın, 2017). A great majority of the teachers seemed willing to attend any course or seminars related to refugee education because they have the feeling of inadequacy and despair. However, they say that there are no such extensive courses they can apply. Some of them mentioned that although there was a course and they applied for it, they could not get any response or feedback about the registration. They demanded such seminars to be offered. Brown (2001) stated that in order to improve quality and attainment in schools serving refugee students, increasing cooperation and motivation of all stakeholders and suitable trainings for them should be offered. Administrators thought the same things. Apart from school principal, none of the administrators took any courses regarding to refugee education. They also wished that there were more informative and extensive in-service trainings or

seminars (Brown, 2001). Among the hardships in refugee education process, the inadequacy of support structures and training programs for personnel working with refugee students and the lack of skillful and experienced personnel to be assigned to educate refugee students (Manyena & Brady, 2007).

As for local parents, they did not mention any need for refugee oriented or informative seminars. They mostly mentioned that these students have lack of language proficiency and there should be additional language courses for them before taking their registration to public schools. The results of this study are mostly in line with the study conducted by Toker, Gökçe and Acar (2018). Their study reached nearly the same results and indicated that there are 11 problematic issues related to refugee education from the view of principals whereas teachers state 9 different problematic issues faced by refugees and as a result by themselves. Some of the problems are stemmed from teachers and Turkish parents. However, the rest generally is based on topics related to refugee students and their parents. Principals mostly complain about accreditation, adaptation, absenteeism, parental problems, teacher-related problems, exploiting refugee status, communication, psychological wellbeing of these students while teachers state mostly lack of appropriate educational materials, difference between age and grade, discipline, writing style, communication with parents, socio-economic factors (Toker et al., 2018). The most frequently mentioned theme in this present study is language and communication problem. This theme is also similar to the findings of the study of Nar (2008) revealing that the problems in refugee education can be categorized as two themes; language and communication problems. In Nar's study, it is clear that the students have difficulties in communication due to their problems in language, they have difficulty in understanding their teachers, and this causes communication problems and students to be withdrawn. As a result their success decreases dramatically.

There are also some advantages of having diverse group of students in school settings according to the statements of participants. The interview analysis reveals that having a diverse student group inside educational setting has some benefits besides its challenges. From the responses emerging from the interview data, it is apparent that majority of the participants agreed upon the idea that there is cultural interaction between refugee students and local ones. First of all, all students try to learn the differences between cultures. It is obvious that they speak totally different languages. Hence, not only can refugee students have opportunity to learn unfamiliar words belonging to Turkish but also local students can

have chance to learn some vocabulary items from their refugee peers. They also teach their traditional games to each other. Some teachers indicated that they include refugee students into the events which enable them to show their culture and performance and by this way contribute to school implementation somehow. Besides, diversity among students has an influence on the performance of all students by the fact that students studying in a diverse educational environment perform and concentrate better because studying alongside with children from other cultures promotes creative work and as a result, various opinions can emerge during the cooperation between diverse groups (Henson & Eller, 2012).

Secondly, teacher and administrator participants indicated that they as well as local students have been affected emotionally. They have learned how to put themselves into someone's shoes and to show empathy towards them. By this way, they are informed how to welcome diversity and appreciate differences among individuals because empathy is considered as an effective factor enhancing teaching effectiveness of teacher in multicultural educational environments (Warren, 2014).

5.1.2. Factors Contributing to Students' Well-being According to the Experiences of All Educational Stakeholders

The data gathered from the interviews reveal that school related factors are more effective than others in terms of their contribution to students' well-being. It is obvious that schools have a significant responsibility in the process of integration of refugee students (Cassity & Gow, 2005) and the contribution of their factors towards student academic performance is undeniably much (Kapur, 2018). Although the teacher factors also play a significant role in students' life, extracurricular activities coded under school related factors seem to be the most effective ones in supporting students' wellbeing. Because students generally find extra-curricular activities enjoyable during the learning process, using extra-curricular activities such as physical activities, games, artworks, excursions and so forth can be beneficial for both being able to engage them in educational process and support them to improve their creative thinking skills (Kapur, 2018). In line with the findings of this research, Kapur (2018) also verified that it is necessary for students to take part in extra-curricular activities in order to perform well in the lessons. While extracurricular activities such as excursions, exhibitions, fairs, competitions and weekend courses are based on the effort of teachers in any case, I find necessary to divide these categories into two because some other codes

depending on only teacher own effort emerged from the statement of participants. The findings of Şeker and Sirkeci (2015) testified that social activities, meetings and events held inside school enhance the relationship between school and children; as a result their social well-being can be supported.

Teachers, administrators and parents find excursions and weekend courses beneficial for all the students. It is also revealed that providing additional tutorial lessons and the activities held by teachers for the sake of all students including refugee ones contribute to the adaptation and integration process of refugee students (Şeker & Sirkeci, 2015). In order to support the sociability of students and integration into society, excursions have a great share and effect. And then, teachers related factors like showing affection or being able to know and meet students' needs are other most mentioned theme. Majority of participants think that these students had to escape from chaos and more severely from a war. Some of them lost their beloved ones whereas some of them had to leave them behind during the resettlement process. Since the most crucial thing in such a child' life is to be loved and caressed at first sight, teachers are mostly inclined to show their affection and love before teaching them something. As Gundara (2000) says, the distance between educators and students is one of the major issues causing problems in education system. The causes of this difference can range from social class, language, religious, age to personal traits of both (Gundara, 2000). Downey (2007) and Murray, Davidson and Schweitzer (2008) agree on the idea that any defective psychological support implementation that evokes traumatic experiences may cause students to withdraw themselves, anger, focus disorder, compliance and adjustment difficulties, sleep disorders, feeling of guilt, depression and post-traumatic stress and anxiety disorder. Therefore, teachers should be qualified enough to address these issues by implementing appropriate education policies. Otherwise, instead of considering the subordinated group as sufferer of social and educational alienation, teachers become inclined to accuse them of their mistakes and low achievement (Gundara, 2000). The reason behind accusing refugee students of their mistakes and low achievements instead of considering them as sufferers might be because even school counselors in the study of Özel (2018) were not aware of the conditions and psychology of children which appear as a result of war and conflict and so indifferent to both refugee students and their parents' psycho-social needs.

5.1.3. Experiences of Refugee Students from the Lens of Participants

The participants in the present study highlighted some experiences which refugee students have had. First of all, both teachers and administrators told that majority of the refugee students have still adaptation problems to the education system and educational setting which is very different from the one they had. This result is in line with the results of many studies (Birman et al., 2002; Miller et al., 2005; Morrison & Bryan, 2014; Şeker & Sirkeci, 2015). The students who have adaptation problems are inclined not to attend school. Because their educational level is already behind their Turkish peers due to the years passed without schooling, it is getting worse correlated with their high absenteeism. As a result, it becomes impossible for them to catch up with their peers. In addition, because these students have a language problem, they cannot achieve high success in school subjects. According to the teachers interviewed, most of the refugee students do not understand what is going on during the class hours. Teachers have not perceived any significant differences in classroom climate or their teaching since the refugee students were included in their classrooms. Since they do not speak and understand Turkish effectively, they prefer sitting silent until the break time.

Secondly, majority of people from all groups are aware of what these students have gone through since they escaped from their country. Refugee children might have such illnesses as anxiety and traumatic stress disorders that is approved by some other studies (Hart, 2009; Roxas, 2011). Some teachers indicated that some of their refugee students lost their parents in war or had to leave them there and escape with their relatives. Because some witnessed many cruel and brutal events and they cannot express their feeling by words, they are inclined to consult violence whenever they need to solve a problem. Hence, violence is among the most mentioned sub-codes by participants. Participants talked about the relationship between peers. It is said that it is not appropriate to say all refugee students cause violent events and fight inside school, because there are also many refugee students who are very willing to come to school and interact with their local peers in a positive way. These students can be engaged into lessons easily even if they cannot gain benefits of the lesson totally. There is also bullying issue uttered by some teacher participants. The experiences teacher participants shared show that some local students are inclined to force especially refugee students to give them money and if these vulnerable students resist, local ones are ready to resort to violence. Şeker and Sirkeci (2015) reached the similar results regarding bullying which might even cause drop-outs. The emotional, social and even

political aspects play an influential role on determining refugee children's abilities, school experiences and the extent that they benefit from the education. Hence, because most of refugee children have had to be out of school for a long time or had very limited access to education, first of all they need to find out how the host community's education system works and the way teachers interpret on classroom behaviors (Rutter & Stanton, 2001). At this point, these three school stakeholders constitute a capital root of efficient adaptation and academic engagement for refugee students (Morrison & Bryan, 2014). In this regard, it seems that majority of teacher participants are aware of this condition and consider and assess refugee students individually without generalization.

The findings of the study indicate that refugee students also experience lack of support from adults around them. Even their parents need them as a translator and they have to present in every conversation between teachers or administrators and their parents whether the issue is related to them or not. Sarr and Mosselson (2010) agreed that refugee students have to shoulder one more challenge, as a result of insufficient support from adults around refugee students. They do not have much chance to access efficient support from neither their parents nor their teachers because their parents have other concerns such as asylum and nutrition for their children while teachers do not feel efficient themselves in inclusive education including refugee children. Feeling of inefficacy is among one of the most mentioned topics by teacher participants. In this regard, what Sarr and Masselon (2010) stated in terms of support towards refugee students was confirmed by the findings of this study.

Finally, in Turkish state schools, people do not required to pay any school fees. It is not mandatory however according to school, families might want to support the infrastructure of the schools and donate money in order that their children could reach more qualified education. Refugee parents stated that they were welcomed by all school staff with gracious and they were not forced to give any fee or money. On the contrary, one of the vice principal stated that the school itself still provides some financial supports as scholarship to a student who graduated from B school successfully. In addition, the neighbors were very helpful while the refugee newcomers tried to find a shelter. They contributed to compose a habitable house with money and some furniture for refugees. In addition to this, administrators reported that they paid for their uniforms, tracksuits or backpacks. Otherwise they would continue to attend school with their casual clothes and this would appeal other students' attention to them. Because their financial status did not let them to buy clothes which are a

necessity for public schools, they helped them. However, in order to establish better educational chances, financial aids are not enough on their own. Parental involvement, expectations and support, teachers' quality and readiness to working with diverse groups are among factors affecting educational opportunities (Tsui, 2005).

5.2. Implications

5.2.1. Implications for Theory

The goal of the current study is to explore the experiences of teachers, administrators and parents, both local and refugee, at a middle school serving refugee students. Triangulation of data enables this study to embrace the various factors influencing refugee education. By considering the findings of the current study, there are some implications for theory. Regarding the relevant theoretical perspectives, this study can be relevant to Bronfenbrenner's bioecological theory, institutional habitus and socio-cultural theory. The development of an individual should be studied through the interactions of multiple systems in detail which include more than one individual. As in ecological theory, more than one element in the school system is one of the factors that affect the behavior of the individual. School administrators and teachers are the people that refugee students spend most of their time together. The attitudes and behaviors of parents, teachers and administrators not only affect refugee students, but also affect local students. That is to say, the thoughts, behaviors, shares and ideas of the important people around an individual have inevitably influence on the individual. The attitudes and behaviors of families are easily observed directly in the attitudes and behaviors of local students because the family is the strongest and the most influential structure in child development from the viewpoint of ecological theory. In addition to family approaches, behaviors and perceptions, attitudes and perceptions of teachers and administrators towards refugee children are observed carefully and might be imitated by local students. Because teachers and administrators can sometimes be the only figure that children can take as role model. This shows that local students can learn how to approach their refugee friends and as a result, refugee students can show more desirable behaviors towards their local peers, because children learn something from one another through the interaction. All above comply with the statements of Bronfenbrenner (1979) which is that an individual and her/his behaviors cannot be considered as a separate unit without the interactions and relations in her/his surrounding. While studying an issue

related to child and child development, both the child and environment around him or her and the relationship and interaction in larger environment must be paid attention to (Paquette and Ryan, 2001). The development of an individual encloses all procedures occurring since he/she was very young. Until an individual passes away, an individual cannot be perceived alone without parents, teachers, friends, and people around him/her. Therefore, in this study, administrators, teachers, both local and refugee parents are the participants whose experiences reveals what goes on during the inclusive education process in B school. In line with the theory, refugee inclusive education can be investigated within the scope of Bronfenbrenner's (2005) bioecological system model. In short, the family, and school, in other words teachers and administrators who an individual has direct contact with, are among the structures in the microsystem. It can be referred that administrators, teachers and member of the family affect the development of a child. A practice of microsystem is mesosystem level including multiple interactions between the structures of microsystem (Berk, 2000). The exosystem which includes microsystem does not directly have an influence on the development of a person but indirectly. In this study, the economic hardships which refugee parents try to surmount are mentioned by the teacher and administrator participants. They expressed that refugee parents have already had a lot of hardships such as having a secure place and work to gain enough income to look after their families. Besides, mental health of parents is of great significance that parents are the ones who interact with other structures in child's microsystem and as a result influence the child. The forth level is macrosystem which is related to how social structure; political, religious and economic systems affect the development of the child. For instance, refugee children who are raised in war-torn areas experience different type of development than the local children who are raised in tranquility. The situation before, during and after war that refugee students are in such as how urgent they have to escape from their hometown, how they have to leave behind or where they have to stay till they resettle in a safe place are included in macrosystem. Educational issues like policies can be also evaluated within the macrosystem. Some policies and programs for refugee education might be prepared to contribute to the wellbeing of all stakeholders from teachers to parents. The outermost level is chronosystem which refers to what extent the characteristics of an individual and the environment around him/her change over time. The effect of any conflict, change or improvement on other levels can be embraced in this level.

As for institutional habitus perspective, the education system including curriculum, medium of instruction and all kinds of activities in B institution is culturally and socially biased. In relation to refugee education, institutional habitus seems to be a useful tool, because some problems such as absenteeism which teachers, administrators and parents need to cope with can be caused by the process in which refugee students do not feel belonging to this institution and they feel the cultural and social practices are not suitable for them and their background knowledge is useless and underestimated. However, a student from dominant social group who 'encounters a social world of which it is a product, it is like "a fish in water": it does not feel the weight of the water and it takes the world about itself for granted' can easily go through the education arranged for them (Bourdieu & Wacquant, 1992, p.127). On the other hand, a student from refugee background who is unfamiliar to tradition, language and educational system might feel like a fish out of water. Hence they may become inclined to stay in their familiar habitus which is home.

As for socio-cultural perspectives, mediating tools and their role in the way of thinking people have are of great importance. Hence human development is considered as a mediated period of time which changes from one culture to another. According to Vygotsky, learning and development not only occurs in the brain of an individual but also consists of social interaction around the individual. Human development cannot be thought as a separate unit from the society and culture they are in. Hence the interaction of a human with the people around them is of great importance that if human is on the core of a study, the influence of not only internal processes but also the social context on an individual life cannot be underestimated. In other words, when a phenomenon is aimed to be searched, in order to reach a holistic view of it, the role of social dynamics and context where the phenomenon occurs should be paid attention. Knowledge and meanings do not exist only inside the mind of a human. Human can interpret the meanings as a result of their interactions and negotiations with the outer world in which cultures, society and people intersect.

5.2.2. Implications for Research

The findings of this research indicate some implications for further research on refugee education. Considering the result of this research, further research is necessary to find out how both refugee students and school stakeholders can be integrated at school linguistically. I totally agree with the idea that more detailed research should be done in the field. In my

opinion, Turkey include refugee children in its education system in the most practical way by supplying these displaced children with certified learning chances, however such an abrupt and unexpected condition occurring in mostly Turkish public schools overwhelmed teachers, administrators, parents and students who are already studying there. Together with this issue, some challenges and benefits have started to be perceived in educational settings.

As a result of Mendenhall, Bartlett and Ghaffar-Kucher (2017) study, they indicate that in order to provide cooperative and heterogeneous rather than homogenous learning climates in such schools serving refugee students, the number of students should be low and teachers should teach the same group of students over 1-2 years. This recommendation is also in line with the findings of this study. Majority of participants in this study mentioned their displeasure regarding to the high student population in classrooms. Conducting a study on a school who has not as much crowded as B school can be useful in order to find out that whether the main reasons behinds challenges stem from just overcrowded classrooms or not.

Schools serving refugee students should support an interactive education environment in which students can use both the language of instruction and their native languages to communicate each other. By this way, they can capture the content of the project they are working on together and help each other complete a project tasks. Teachers should pay attention to students' own will to share ideas and clarify issues and interact with their classmates (Sylvan, 2013). In such schools, "the locus of control for language practices should lie with the students," rather than being "controlled by a rigid external language education policy" (Garcia & Sylvan 2011, p. 397). Students should be supported to utilize their home languages while they are working individually or in small groups; "Students' language practices are flexible and dynamic, responding to their need for sense-making in order to learn" (p. 397). Hence, they should not be punished if they prefer to use their home language during the class hours.

On account of refugee students, language of instruction and curriculum might be a great obstacle for their academic progress. Integration can be also a concern around how the host and refugee show welcoming of each other. On account of teachers and administrators, language, curriculum and integration can be an issue, as well. They play a significant role in this process and they thought that they do not have the capacity to establish a school environment in which all refugee students can be progressed in an academic, social and

linguistic way. Hence, the studies based on effective curriculum implementations which welcome diversity should be investigated.

The insights, opinions and school-based factors contributing to healthy intellectual inclusion of refugee students as well as parental factors provided by teachers, administrators and parents in this study can be beneficial for other teachers, administrators and policy makers in Turkey and elsewhere. Especially educators can provide more ample support for refugees and other vulnerable groups of students such as special need students by utilizing the recommendation presented above.

Once a refugee student has secured a place at a public school, teachers, administrators and parents as well as themselves have certainly encountered with many circumstances which is positive or negative. As a result of various different experiences captured in the study, it can be said that there is no clear guidelines for public schools on the process for educating refugee students. There is an urgent need to conduct more studies regarding certain and efficient guidelines for schools including refugee students.

5.2.3. Implications for Practice

As a result of present study and the literature;

Middle school students should have chance to take intensive Turkish courses either during their existence in public schools or before attending them.

An information sharing campaign between the teachers in temporary education centers and the ones in public schools can be beneficial to understand each other's experiences and create solutions (Dare, 2015).

Ministry of National Education should provide more in-service training which enables teachers and administrators to accelerate the fruitful integration of refugee students as well as back up these students, some of whom may be without parents, encounter further challenges and confront psychosocial issues, because almost all of groups showed their desire to access more trainings and convey what they learn to others. Sarr and Mosselson put emphasis on "the importance of knowing individual refugee students and providing appropriate support" (2010, p.563). In addition, they offer educators to be equipped with "critical pedagogy techniques that affirms students' experiences and serve to educate the larger host country

student body” (Sarr & Mosselson, 2010, p.563). To realize this offer, there should be trainings and seminars which educators can easily access and participate in.

All educators should be aware of the requirements of inclusive teaching and learning process, because the data show that neither teacher nor administrators are able to provide the definition of inclusion, integration and mainstream education. Each of them labeled the refugee education under different headings. In addition to this, there should be curricula some of whose contents are related to refugee students. This new curricula should be linguistically, culturally and socially relevant for middle school formal education and it should be contextually adaptable. The statements of participants reveal that there is no specially adapted curriculum for the refugee students and what are more, teachers do not have any authority over modifying anything in curricula. They are required to implement what is predetermined nationwide. As a result, considering refugee children, teachers should be given authority and trained for applying of curricula properly and equipped with the skills which are necessary to adapt the curricula to particular needs of individuals.

Teachers should organize meetings conferences and after school activities so that they can form an effective curriculum which is not restricted to only one course book including predefined activities. However, to make an independent curriculum which can respond to specific needs of different students, teachers should have enough autonomy to realize curriculum following regular guidelines provided by Ministry of National Education. By this way, lessons can arouse and fulfill the needs and curiosity of students. Teachers should benefit from responsive and attentive curriculum as well as portfolio assessment to develop student learning.

Enough space enabling teachers to assist students in need and study together with them should be provided to teachers, because in the present study, nearly all of the participants complained about the inadequate space and time in such a crowded school. As well as space, teachers should be equipped with appropriate materials and resources by Ministry of Education. By this way, teacher can monitor the process more closely and whenever they need, they can interfere in it in a suitable allocated place for supporting and meeting refugee students’ educational needs.

Majority of participants stated that they have tried to involve refugee students in educational and social activities actively. Besides this, schools should create more effective and stronger links between parents and educators. Because the present study reveals that refugee parents are timid to participate in teacher-parent meeting or even show up at school, by surmounting the language barrier, teachers and parents should cooperate and coordinate some occasions together in order to support students' well-being.

Majority of participants mentioned that they have had to deal with aggressive refugee students and their behavioral problems. However educators do not feel competent about how to approach these students and heal their undesirable behaviors. In order to solve this problem, there should be psychological support units in schools which take care of refugee children. These units should be composed of experts and deal with aggressive students and the problems which are not possible to be solved by the struggle of subject teachers.

In terms of refugee inclusive education, as it is understood easily from the data gathered from participants, there is not an efficient education policy to implement qualified inclusive education in public schools. According to Sanduvac (2013), there are some gaps in regulations, education planning and implementation and in order to surmount and fill in these gaps, an educational committee consisted of teachers can evaluate and assess the capacity and inadequacy in the education system. According to these capacity and inadequacy, new educational regulations can be improved.

Turkish learning is not isolated from one classroom. Instead, all of the teachers should be content and Turkish teachers at the same time. Remarkably, as a part of teachers' teaching practice, they should employ students' native language via different activities (Mendenhall, Bartlett, & Ghaffar-Kucher, 2017). It is also stated that in order to contribute refugee students' academic success, encouraging and sensitive relationship between teachers and refugee students should be established by teachers besides providing subject knowledge and language support (Mendenhall, Bartlett, & Ghaffar-Kucher, 2017). Teachers from different subject area should arrange a team which is accountable to a set of refugee students and this team should meet to discuss the needs and problems of the refugee students as well as the host ones at least once a week with the participation of the school counselor, because team assistance and collaboration are among the most significant factors to support all students, particularly students having trouble in terms of socio emotional needs(Mendenhall, Bartlett,

& Ghaffar-Kucher, 2017). Teachers should spend extra time helping refugee students and make them sense close attention given to them. By this way, refugee students can feel worthy and express their feelings more easily. In addition, a mentor teacher can be assigned to each refugee student so that they can meet and observe the academic, social and emotional development of the students regularly.

Teachers should spend extra time helping refugee students and make them sense close attention given to them. By this way, refugee students can feel worthy and express their feelings more easily. A mentor teacher can be assigned to each refugee student so that they can meet and observe the academic, social and emotional development of the students regularly. Such teachers can also contribute linguistic support to refugee children, because refugee students need linguistic support from especially their teachers at school (Mendelhall, Bartlett & Ghaffar- Kucher, 2016).

The study findings also emphasis on the importance of extracurricular activities, home visits, weekend courses in students' well-being as well as professional development opportunities offered by Ministry of National Education. If possible, providing additional Turkish language lessons are practices that work schools with refugee students should implement as well.

5.3. Limitations

There are some particular limitations to be taken into account. Before anything else, as a researcher of this study, I have been working with refugee students at B school as a teacher which could have influenced the objectivity of the reached findings. Although I struggled a lot to reflect everything neutrally, I have previous experiences with refugee students and a picture about working with them at B school.

Language for data collection was a significant limitation and affected the number of refugee participants who could be interviewed for the study. Although the participant refugee parents speak Turkish better compared to other refugee parents, I think they sometimes struggled to express themselves accurately. However, their attitudes and statements were enough to find out what they intended to say.

A further limitation can be seen as that although the focus of the research was on understanding the experiences of teachers, administrators and parents, it would have been raising awareness to discuss the issues with refugee students, as well. However, the time was a significant limitation and there has already been much previous research focusing on the experiences of refugee students not only in Turkey but also around the world.

Due to the small sample size, it is significant to note that finding discussed here are by no means representative of every teacher, administrator and parent's experience. Rather, they provide a snapshot into the challenges and experiences of a small number of school stakeholders who have faced various situations after refugee students' access to public schools. The findings might vary dramatically according to location and infrastructure of the school. Hence this should be taken into consideration, as well.

5.4. Recommendations for Future Research

The aim of this study is to provide many insights of the situation on which teachers, administrators and parents have faced during the refugee inclusive education process. The experiences of teachers might vary according to different grade levels, countries, regions and even districts, discipline and population they teach. The experiences of administrators can change according to the same factors stated above as well as cultural and organizational structure of a school. Hence, the scope of such variations and the uniqueness of a case should be taken into account for further research.

More extensive research with administrators, teachers, parents as well as students, both refugee and local ones in other schools serving refugee students as well as local ones is needed to explore more detailed information regarding how to include refugee students into mainstream classes, increase their adaptation and provide high quality education. In order to eliminate researcher bias, qualitative studies might be supported by quantitative studies or a researcher who is not a teacher teaching refugee students had better to conduct such kind of studies.

As for language issue, using a competent translator can be beneficial to provide a better understanding of refugee experiences in the future research.

In order to raise awareness to discuss the issues with refugee students as well as other school stakeholder, refugee students can be included in further studies.

Collecting the data from just one site and being unable to include other schools serving refugee students became also a limitation in the study. Hence the results cannot be easily generalized back to the population. However, I endeavored to go further and reach a broader picture that would be representative of teachers, administrators and parents in Turkey.

5.5. Summary

The aim of this study was to provide many insights of the situation on which teachers, administrators and parents have faced during the refugee inclusive education process. In order to understand the experiences of all participants in detail, a qualitative research design was used. The data were collected through interviews with a total of 25 participants; 10 teachers, 5 administrators, 5 local parents and 5 refugee parents and such documents as regulations and reports published by both government and non-governmental organizations. During the data analysis process, both descriptive and content analysis was utilized to represent the data in detail. First of all, each interview was transcribed in detail. Second, the most repeated and highlighted categories and codes were identified from the data. As a result of data analysis, different themes belonging to the interviews of different groups were grouped. However, whereas the most common theme regarding challenges that all groups have is language barrier, the most repeated theme regarding the factors contributing to students' wellbeing is extracurricular activities under the school related factors category. As for the benefits of having refugee students in school, cultural interaction is the most mentioned theme among other themes. There are also other significant themes that emerged from the participant teachers, administrators and parents. They stated their observations about refugee students and the experiences of refugee students during their education process. Majority of participants emphasized on the adaptation sides which these students have gone through. As for the suggestion for providing a better refugee inclusive education, Turkish language courses for refugee seem to be more essential according to participants' statements.

All in all, this study shed light upon the experiences of three groups of stakeholders from several perspectives as explained so far. All the findings emerged from the analyzed data pioneers to the conclusion that teachers, administrators, parents and the experiences of all of them play a significant role in providing a qualified education for both local and refugee students.

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APPENDICES

A. DEMOGRAFİK BİLGİ FORMLARI

ÖĞRETMENLER İÇİN DEMOGRAFİK BİLGİ FORMU

Yaşınız :

Cinsiyetiniz :

Medeni Durumunuz :

Çocuğunuz var mı? : ☐ Evet ☐ Hayır

Varsa kaç tane? :

Eğitim durumunuz : ☐ Üniversite ☐ Yüksek Lisans ☐ Doktora

Mesleğiniz/Branşınız :

Meslekte hizmet süreniz :

Bu okulda hizmet süreniz :

Mülteci öğrencilerle çalışma süreniz :

Mülteci öğrencilerle çalışma konusunda eğitim aldınız mı? : ☐ Evet ☐ Hayır

Şuan ders verdiğiniz sınıflardaki ortalama öğrenci sayısı :

Şuan ders verdiğiniz sınıflardaki toplam mülteci öğrenci sayısı :

OKUL YÖNETİCİLERİ İÇİN DEMOGRAFİK BİLGİ FORMU

Yaşınız :

Cinsiyetiniz :

Medeni Durumunuz :

Çocuğunuz var mı? : ☐ Evet ☐ Hayır

Varsa kaç tane? :

Eğitim durumunuz : ☐ Üniversite ☐ Yüksek Lisans ☐ Doktora

Mesleğiniz/Unvanınız :

İdareci olmadan önce öğretmenlik yaptınız mı? : ☐ Evet ☐ Hayır

Evet ise kaç yıl ve hangi alanda? :

İdarecilikte hizmet süreniz :

Bu okulda idarecilik süreniz :

Mülteci öğrencilerle çalışma süreniz :

Mülteci öğrencilerle çalışma konusunda eğitim aldınız mı? ☐ Evet ☐ Hayır

Şuan sorumlu olduğunuz öğrenci kademesindeki mülteci öğrenci sayısı:

MÜLTECİ VELİLER İÇİN DEMOGRAFİK BİLGİ FORMU

Yaşınız :
Cinsiyetiniz :
Medeni Durumunuz :
Eğitim durumunuz : ☐ İlkokul ☐ Ortaokul ☐ Lise
☐ Üniversite ☐ Yüksek Lisans ☐ Doktora
Mesleğiniz :
Kaç yıldır Türkiyedesiniz? :
Hangi ülkeden geldiniz? :
Kaç çocuğunuz var? :
Bu okulda öğrenim gören kaç çocuğunuz var? :
Kaç yıldır bu okulda öğrenim görmektedirler? :
Çocuğunuzun öğrenim gördüğü sınıftaki toplam öğrenci sayısı kaçtır? :

YEREL ÖĞRENCİ VELİLERİ İÇİN DEMOGRAFİK BİLGİ FORMU

Yaşınız :
Cinsiyetiniz :
Medeni Durumunuz :
Eğitim durumunuz : ☐ İlkokul ☐ Ortaokul ☐ Lise
☐ Üniversite ☐ Yüksek Lisans ☐ Doktora
Mesleğiniz :
Kaç çocuğunuz var? :
Bu okulda öğrenim gören çocuk sayınız :
Kaç yıldır mülteci öğrencilerle aynı sınıfta öğrenim görmekteler?:
Çocuğunuzun öğrenim gördüğü sınıftaki toplam öğrenci sayısı kaçtır? :
Çocuğunuzun öğrenim gördüğü sınıftaki toplam mülteci öğrenci sayısı kaçtır? :

B. INTERVIEW QUESTIONS / GÖRÜŞME SORULARI

ÖĞRETMENLER İÇİN GÖRÜŞME SORULARI

1. Şimdiye kadar hangi tür okullarda çalıştınız ve eğitim verdiğiniz öğrenci gruplarındaki çeşitlilik nasıldı?
2. ‘Kaynaştırma eğitimi’ ‘kapsayıcı eğitim’ ve ‘çok kültürlü eğitim’ kavramlarını duyduğunuzda aklınıza neler geliyor? Sizce hangi kavram mülteci öğrencilerin okulunuzdaki eğitimini açıklar?Neden?
3. Hiç kaynaştırma öğrencisiyle çalıştınız mı? Evet ise, bu öğrenciler göçmen, mülteci ya da farklı özel eğitim ihtiyaçları olan öğrenciler miydi?
- 4.Ne kadar süredir mülteci öğrencilerin bulunduğu okulda öğretmensiniz? Sizce, mülteci öğrencilerin okula entegrasyon süreci nasıldı?
- 5.Mülteci öğrencilerin varlığıyla okulda ve sınıfta değişiklikler meydana geldi mi? Geldiyse, mülteci öğrenciler gelmeden önceki eğitim işleyişinden farklı olarak ne gibi değişiklikler meydana gelmiştir?
 - a- Sınıfınızda mülteci öğrenci bulunmasının avantajları ve deavantajları nelerdir?
 - b- Sınıfına ne şekilde katkıda bulundular? Sınıf yönetimini ve sınıf iklimini etkilediler mi? Etkiledilerse hangi açıdan?
- 6.Mülteci öğrencilerin aileleriyle iletişime geçmeyi denediniz mi? Denediyseniz, deneyimlerinizi ve neden iletişime geçmeye ihtiyaç duyduğunuzu söyleyebilir misiniz?
- 7.Mülteci öğrencilerin okul kültürüne uyum sağlamaları için herhangi bir girişimde bulundunuz mu? Bulunduysanız, girişimlerinizden bahseder misiniz? Bulunmadıysanız da neden bulunmadığınızı açıklayabilir misiniz?
- 8.Mülteci öğrencilerin okul içinde ve dışında motivasyonlarını nasıl etkiliyorsunuz?

9.Mülteci öğrencilere eğitim vermede herhangi bir niteliğin sizi başarılı kıldığına inanıyor musunuz? İnanıyorsanız hangi nitelikler? İnanmıyorsanız mülteci çocuklara eğitim vermedeki eksiklikleriniz nelerdir?

a: Sizin yaklaşımlarınız mülteci öğrencilerin başarısını ve refahını nasıl etkiliyor?

10.Mülteci öğrencilere eğitim vermek için hiç mesleki destek aldınız mı? Mesleki olarak kendinizi geliştirmek için neler yapıyorsunuz?

11.Mülteci öğrencilerinin öğrenmesini iyileştirmek için okuldaki aidiyetiniz ve liderliğinizden faydalanmanız mümkün mü? Evet ise, mülteci öğrenci eğitimi için okulunuzdaki risk alma ve öncü girişimlerinizi okul idaresi nasıl destekliyor?

a: Eğer varsa yaşadığınız zorluklarla nasıl başa çıkıyorsunuz?

12. Mülteci öğrencisi olmayan diğer okulların aksine, MEB tarafından ilan edilen ve sizlerin takip ettiği mülteci öğrencilerin eğitimine yönelik farklı programlar ve yaklaşımlar var mı? Okulunuzdaki müfredat öncelikleri nelerdir?

a:Siz mülteci öğrencilerin eğitimine yönelik programların verilmesi ve bu doğrultuda yaklaşımların gelişmesi için bir şey yapabiliyor musunuz?

13. Size göre, okulunuzdaki tüm öğrencilerin başarısına katkıda bulunan okul çapında sistem ve yapılar nelerdir?

OKUL YÖNETİCİLERİ İÇİN GÖRÜŞME SORULARI

1. Şimdiye kadar hangi tür okullarda çalıştınız ve idareci olduğunuz okullarda öğrenci gruplarındaki çeşitlilik nasıldı?
2. ‘Kaynaştırma eğitimi’ ‘kapsayıcı eğitim’ ve ‘çok kültürlü eğitim’ kavramlarını duyduğunuzda aklınıza neler geliyor? Sizce hangi kavram mülteci öğrencilerin okulunuzdaki eğitimini açıklar? Neden?
3. Hiç kaynaştırma öğrencisiyle çalıştınız mı? Evet ise, bu öğrenciler göçmen, mülteci ya da farklı özel eğitim ihtiyaçları olan öğrenciler miydi?
4. Ne kadar süredir mülteci öğrencilerin bulunduğu bir okulda idareci pozisyonundasınız? Sizce mülteci öğrencilerin okula entegrasyon süreci nasıldı?
5. Mülteci öğrencilerin varlığıyla okulda ve sınıfta değişiklikler meydana geldi mi? Geldiyse, mülteci öğrenciler gelmeden önceki eğitim işleyişinden farklı olarak ne gibi değişiklikler meydana gelmiştir?
 - a: Okulunuzda mülteci öğrenci bulunmasının avantajları ve deavantajları nelerdir?
 - b: Okuluza ne şekilde katkıda bulundular? Okul yönetimini ve okul kültürünü etkilediler mi? Etkiledilerse hangi açıdan?
6. Mülteci öğrencilerin aileleriyle iletişime geçmeyi denediniz mi? Denediyseniz, deneyimlerinizi ve neden iletişime geçmeye ihtiyaç duyduğunuzu söyleyebilir misiniz?
7. Mülteci öğrencilerin okul kültürüne uyum sağlamaları için herhangi bir girişimde bulundunuz mu? Bulunduysanız, girişimlerinizden bahseder misiniz? Bulunmadıysanız da neden bulunmadığınızı açıklayabilir misiniz?
8. Mülteci öğrencilerin okul içinde ve dışında motivasyonlarını nasıl etkiliyorsunuz?
9. Mülteci öğrencilerin bulunduğu okulu yönetirken herhangi bir niteliğin sizi daha başarılı kıldığına inanıyor musunuz? İnanıyorsanız hangi nitelikler? İnanmıyorsanız mülteci çocukları eğitmede eksiklikleriniz nelerdir?

a: Sizin yaklaşımlarınız mülteci öğrencilerin başarısını ve refahını nasıl etkiliyor?

10. Mülteci öğrencilere eğitim veren bir okulu yönetmek için hiç mesleki bir destek aldınız mı? Mesleki olarak kendinizi geliştirmek için neler yapıyorsunuz?

11. Mülteci öğrencilerinin öğrenmesini iyileştirmek için okuldaki öğretmenlerinizin aidiyet ve liderliği üstlenmelerine fırsat veriyor musunuz? Evet ise, mülteci öğrenci eğitimi için okulunuzdaki risk alma ve öncü girişimleri nasıl destekliyorsunuz?

12. Mülteci öğrencisi bulunmayan diğer okulların aksine, MEB tarafından ilan edilen ve sizlerin takip ettiği mülteci öğrencilerin eğitime yönelik farklı programlar ve yaklaşımlar var mı? Okulunuzdaki müfredat öncelikleri nelerdir?

a: Siz mülteci öğrencilerin eğitime yönelik programların verilmesi ve bu doğrultuda yaklaşımların gelişmesi için bir şey yapabiliyor musunuz?

13. Size göre, okulunuzdaki tüm öğrencilerin başarısına katkıda bulunan okul çapında sistem ve yapılar nelerdir?

MÜLTECİ ÖĞRENCİ VELİLERİ İÇİN GÖRÜŞME SORULARI

- 1) Çocuklarınızın azınlık olduğu bu okulda eğitim görmesi hakkındaki düşünceleriniz nelerdir?
a: Çocuklarınızın azınlık olduğu sınıfta/okulda eğitim görmesinin olumlu ve olumsuz yönleri nelerdir? Eğer varsa, yaşadığınız sıkıntılar nelerdir?
- 2) Çocuklarınızın diğer öğrencilere ve okula uyum sürecini nasıl değerlendirirsiniz?
- 3) Okul idaresi ve öğretmenlerle hiç iletişime geçtiniz mi? Geçtiyseniz, nedenini ve açıklığa nasıl kavuştuğunu söyleyebilir misiniz?
- 4) Okul idaresi ve öğretmenlerin sizlere yaklaşımlarını nasıl değerlendirirsiniz?
- 5) Okul idaresi ve öğretmenlerin çocuklarınızın okul kültürüne uyumunu sağlamak için yaptığı girişimler nelerdir?
- 6) Çocuklarınızı okula adapte olma konusunda nasıl motive ediyorsunuz?
- 7) Okulda çocuklarınızın diğer öğrencilerle ortak eğitim almasına yönelik hazırlanmış öğretim programları ve eğitim materyalleri nelerdir?
- 8) Kapsayıcı eğitim, kaynaştırma eğitimi ya da çok kültürlü eğitim hakkında neler biliyorsunuz?
- 9) Size göre, bu okuldaki tüm öğrencilerin başarısına katkıda bulunan okul çapında sistem ve yapılar nelerdir?

YEREL ÖĞRENCİ VELİLERİ İÇİN GÖRÜŞME SORULARI

1) Sınıflardaki çeşitliliğin fazla olduğu bir okulda çocuklarınızın eğitim görmesi hakkındaki düşünceleriniz nelerdir?

a: Çocuklarınızın mülteci öğrencilerle aynı okulda/sınıfta eğitim görmesinin olumlu ve olumsuz yönleri nelerdir? Eğer varsa, yaşadığınız sıkıntılar nelerdir?

2)Çocuklarınızın mülteci öğrencilerle uyum sürecini nasıl değerlendirirsiniz?

3) Mülteci öğrencilerle alakalı okul idaresi veya öğretmenlerle hiç iletişime geçtiniz mi? Geçtiyseniz, nedenini ve açıklığa nasıl kavuştuğunu söyleyebilir misiniz?

4) Okul idaresi ve öğretmenlerin mülteci öğrencilere yaklaşımlarını nasıl değerlendirirsiniz?

5) Okul idaresi ve öğretmenlerinin mülteci öğrencilerin okul kültürüne uyumunu sağlamak için yaptığı girişimler nelerdir?

6)Çocuklarınızın mülteci öğrencilerle uyum içinde olması için onları nasıl motive ediyorsunuz?

7) Okulda çocuklarınızın mülteci öğrencilerle ortak eğitim almasına yönelik hazırlanmış öğretim programları ve eğitim materyalleri nelerdir?

8) Kapsayıcı eğitim, kaynaştırma eğitimi ya da çok kültürlü eğitim hakkında neler biliyorsunuz?

9) Size göre, bu okuldaki tüm öğrencilerin başarısına katkıda bulunan okul çapında sistem ve yapılar nelerdir?

C. INFORMED CONSENT FORM / GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ yüksek lisans öğrencisi Begüm ERÇAKIR KOZAN tarafından yürütülmektedir. Bu form size araştırma koşulları hakkında bilgi vermek için hazırlanmıştır.

Bu araştırma, mülteci öğrencilerin bulunduğu bir ortaokulda bu öğrencilerin okula entegrasyon sürecinde idareci, öğretmen ve velilerin yaşadıkları deneyimleri ortaya çıkarmak amacıyla yapılmaktadır.

Araştırmaya katılmayı kabul ederseniz, size okulda yaşadığınız olumlu ve olumsuz deneyimleriniz, ilişkileriz ve yaklaşımlarız hakkında açık uçlu sorular yöneltilecektir. Paylaşılan bilgiler daha sonra veri analizinde değerlendirileceği için görüşme sürecinde ses kaydı alınacaktır. Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Görüşme sırasında sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Çalışma genel olarak kişisel rahatsızlık verici sorular içermemektedir. Cevaplarınız tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Çalışmaya katılmak istememeniz veya sonradan herhangi bir nedenden dolayı çalışmadan çekilmek istemeniz durumunda olumsuz hiçbir sonuçla karşılaşmayacaksınız. Çalışmaya katılmayı kabul edip bu belgeyi imzaladığınız takdirde ise sağladığınız veriler gönüllü katılım formlarındaki kimlik bilgileri ile hiçbir şekilde eşleştirilmeyecektir. Görüşme sonunda, bu araştırma ile ilgili sorularınız cevaplanacaktır. Gönüllülük esasına dayanan bu araştırmaya katıldığınız için şimdiden teşekkür ederiz.

Araştırma hakkında daha fazla bilgi almak için ODTÜ Eğitim Bilimleri Bölümü öğretim üyelerinden Assist. Prof. Dr. Gökçe Gökcalp (e-posta: ggokalp@metu.edu.tr) ya da yüksek lisans öğrencisi Begüm ERÇAKIR KOZAN (e-posta: e180791@metu.edu.tr) ile iletişime geçebilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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**D. PERMISSION OF HUMAN SUBJECTS ETHICS COMMITTEE / İNSAN
ARAŞTIRMALARI ETİK KURUL İZNİ**

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
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05 NİSAN 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr. Öğretim Üyesi Gökçe GÖKALP

Danışmanlığını yaptığınız yüksek lisans öğrencisi Begüm Erçakır KOZAN'ın "**Mülteci Öğrencilerin Bulunduğu Ortaokulda İdareci, Öğretmen ve Veli Deneyimlerinin İncelenmesi: Vaka Analizi**" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2018-EGT-041** protokol numarası ile **06.04.2018 - 30.12.2018** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

Doç. Dr. Yaşar KONDAKÇI

Üye

Doç. Dr. Zana ÇITAK

Üye

Doç. Dr. Emre SELÇUK

Üye

Dr. Öğr. Üyesi Pınar KAYGAN

Üye

**E. MINISTRY OF NATIONAL EDUCATION RESEARCH PERMISSION / MİLLİ
EĞİTİM BAKANLIĞI ARAŞTIRMA İZNİ**



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.10235204
Konu : Araştırma İzni

25.05.2018

MAMAK KAYMAKAMLIĞINA
(İlçe Milli Eğitim Müdürlüğü)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2017/25 nolu Genelgesi.
b) Orta Doğu Teknik Üniversitesi'nin 16/05/2018 tarih ve E. 54850036-044-2463 sayılı yazısı.

Orta Doğu Teknik Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Anabilim Dalı Eğitim Yönetim ve Planlaması Programı Yüksek Lisans öğrencisi Begüm ERÇAKIR KOZAN'ın "Mülteci Öğrencilerin Bulunduğu Ortaokulda İdareci, Öğretmen ve Veli Deneyimlerinin İncelenmesi" konulu tez çalışması uygulama talebi Araştırma Komisyonumuzca incelenmiş olup ilçenize bağlı [REDACTED] Ortaokulunda uygulamanın yapılması Müdürlüğümüzce uygun görülmüştür.

Uygulama formunun (10 sayfa) uygulama yapılacak sayıda araştırmacı tarafından çoğaltılarak, araştırmanın ilgi (a) genelge çerçevesinde, ilçe milli eğitim müdürlüklerinin sorumluluğunda okul ve kurum yöneticileri de uygun gördüğü takdirde gönüllülük esasına göre yazımız ekinde gönderilen mühürlü uygulama araçlarının uygulanmasına izin verilmesini rica ederim.

Vefa BARDAKCI
Vali a.
Milli Eğitim Müdürü

EK:
Uygulama formu (10 sayfa)

Açık: Alptekin Tufan ve Feriye M. A. A.
Yazınca ANKARA
Elektronik Ağ: ankarameh.gov.tr
e-posta: ankarameh@meb.gov.tr

İlçe: a. a. A. A. A.
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Her türlü gizlilik elektronik ortamda korunmaktadır. İletişim: 0708-8008-3888-8514-8000. İletişim: 0708-8008-3888-8514-8000. İletişim: 0708-8008-3888-8514-8000.

F. TURKISH SUMMARY / TRKE ZET

Dnya zerinde farklı nedenlerden dolayı milyonlarca insan kendi lkelerini terk ederek başka lkelere g etmek zorunda kalmıřtır. İstatistiklere gre dnyada 2015 yılında 65.3 milyon insan lkelerinden ayrılmak zorunda kalıyorken bu sayı 2018’ de 68.5 milyona ulařmıřtır (Figures at a Glance, 2018). Bunların iinde 25.4 milyon insan mlteci statsne eriřmesine raėmen 10 milyonu hala bir yurt edinememiřlerdir. zellikle 2010 yılında bař gsteren ve Orta Doėu lkelerinin zerinde etkisi aıka grlen Arap Baharı milyonlarca insanın Trkiye’ ye sığınmasına neden olmuřtur. Bu srete Trkiye aık kapı politikası benimsemiřtir. Suriye mlteci krizinin 8. Yılına girdiėi 2018’ de dnya apında en fazla mlteci nfsuna sahip lke olmuřtur (UNICEF, 2018). Trkiye 2019 mayıs sonu itibariyle 3.6 milyondan fazla sığınmacıya ev sahipliėi yapmaktadır. Bunlardan 112.708’i geici barınma merkezlerinde bulunmasına raėmen geri kalan 3.4 milyondan fazla insan geici barınma merkezleri dıřında yani toplum iinde yařamlarını srdrmeye alıřmaktadır (DGMM, 2019). Trkiye sığınmacılara mlteci stats verememesine raėmen bu sığınmacılar genellikle mlteci olarak adlandırılmaktadır. Bařlarda yetkililer tarafından barınma, gvenlik ve saėlık gibi daha elzem ihtiyalara nem verilmesine raėmen bu nfsun 1 milyondan fazlasının 5 ve 18 yař arasında olması, başka bir sylemle okul aėındaki bireylerin oluřturması, ve Trkiye’de bulunma durumlarının geici olmadıėının anlařılması zerine bireylerin topluma uyum srelerinde en etkili rol stlenen eėitime verilmesi gereken nem de n plana ıkmaktadır (UNHCR, 2016). Dnya zerinde okula gidemeyen mlteci ocuk nfsunun yarısından fazlası Trkiye, Pakistan, Lbnan ve Kenya gibi geliřmekte olan lkelerde bulunmaktadır (UNHCR, 2016). Bu lkeler hala kendi yerel ėrencilerini eėitmekte bile bazı sorunlar yařıyorken bu lkelerin, yeni yerleřtikleri lkenin dilini konuřamayan, eėitimlerine ara verilmiř farklı zgemiře sahip bireylerle yařadıkları deneyimler nem arz etmektedir. 2018 yılındaki verilere gre rgn eėitim kurumlarına kayıtlı 564,552 Suriyeli ve 39,377 diėer milletlerden ėrenci bulunmaktadır. Bu sayı tm ocuk nfsuyla karřılařtırıldıėında okula eriřimi olan ėrenci sayısının hala ok dřk olduėu grlmektedir. Bu yzden 2012’ den beri mlteci ocukların eėitiminde daha istikrarlı politikalar belirlemek iin birka dzenleme getirildi. 2012’de zellikle mlteci kamplarındaki ocukların eėitim olanaklarını geliřtirmek iin giriřimlerde bulunuldu. nk mltecilerin savař bitiminde lkelerine dnecekleri ngrlyordu. Fakat mlteci sayısının giderek artması ve durumun kalıcılıėının devam etmesi 2013’te eėitime odaklanan iki ayrı

bildirinin yayımlanmasına neden oldu (Emin, 2016). Bu bildiriler Suriyeli çocukların eğitimleriyle ilgili yapılması gerekenleri açıklıyordu. Bu bildirilere göre çocukların eğitimlerine ara vermeden devam etmelerini, ülkelerine ya da başka ülkeye göç ettiklerinde en azından eğitim ortamlarından uzak kalmamış olacaklarını vurguluyordu. Ayrıca bu bildiriler Arapça öğretebilecek ve öğretmenlik bölümlerinden mezun olan ya da öğretmenlik bölümlerinden mezun olmamalarına rağmen öğretmenlik yapabilecek nitelikteki mülteci yetişkinlerin onlardan herhangi bir şey talep edilmeden mülteci çocukların eğitiminde yer alabilmelerini sağlamıştır (MoNE, 2013b). 2014 Nisan ayında ise mülteciler üzerine ilk kapsamlı resmi düzenleme olan Yabancılar ve Uluslararası Koruma Kanunu çıkarılmıştır. 2016 yılında ise Yabancılar için Eğitim başlıklı genelgeyle mülteci çocukların alacakları eğitim standart hala getirildi (MoNE, 2014). Bununla birlikte mülteci çocukların eğitiminde geçici eğitim merkezlerinden devlet okullarına bir akış olmaya başlamıştır. Mülteci öğrencilerin devlet okullarına kayıtlarının alınmasıyla kalabalık öğrenci sayısının yanında özel eğitime ihtiyacı olan öğrencileri de bulunan okullar birçok olumlu ve olumsuz durumla karşı karşıya bırakılmıştır. Karşılaşılan zorlukların üstesinden gelmek ve mevcut durumları iyileştirmek için her okul kendine özgü yöntemlere başvurmaktadır. Özü itibarıyla bu çalışma kalabalık öğrenci nüfusu ve özel ihtiyaç gereksinimli öğrencilerinin yanı sıra mülteci öğrencilere de hizmet veren Ankara'nın en çok mülteci alan iki ilçesinden biri olan Mamak'ta bir ortaokulda çalışan öğretmen ve okul yöneticilerinin ayrıca hem mülteci hem de yerel velilerin eğitim sürecine dair deneyimlerinin araştırılmasını amaçlanmıştır. Okul paydaşlarının mülteci eğitimi ve mülteci veli-okul ilişkilerine dair deneyimlerinin sonucunda eğitimciler ve ailelere mülteci çocukların uyum süreçlerine katkı sağlamak ve onların eğitimini daha etkili ve yeterli şekilde desteklemeleri için bazı öneriler getirilmiştir.

Bu çalışmanın araştırma soruları aşağıdaki gibidir:

- 1) Mülteci çocuklara eğitim veren bir okulda çalışan öğretmen ve okul yöneticilerin deneyimleri nelerdir?
- 2) Mülteci çocuklara eğitim veren bir okulda çocukları eğitim gören ailelerin deneyimleri nelerdir?

Bu alanda yapılan çalışmaların genellikle ya sadece mülteci öğrenci deneyimleri ya da sadece öğretmen deneyimleri üzerine olduğu görüldüğü ve öğretmen, okul yöneticisi ve veli gibi eğitim paydaşlarının deneyimlerine aynı anda odaklanan herhangi bir çalışmaya

rastlanmamış olması bu araştırmayı önemli kılmaktadır. Bu çocukların eğitim ihtiyaçları yetkilileri bazı adımlar atmaya zorlamış ve bu da mülteci çocukların devlet okuluna kaydedilebilmesine fırsat vermiştir. Bu durum ise zaten varolan koşulların yetersizliğinden muzdarip olan eğitim paydaşlarının daha da zor durumlarla karşı karşıya kalmasına neden olmuştur. Bu öğrencileri devlet okullarına entegre edilmesi için çıkarılan ve tatmin edici olmayan güncel politikalar ise okullardaki eğitim uygulamalarında bir başka belirsizliği beraberinde getirmiştir.

Literatüre bakıldığında örneklem veya amaçları farklı olmasına rağmen mülteci eğitimiyle ilgili birçok araştırma bulunmaktadır. Beltekin (2016) Mardin’ deki mülteci eğitimi sonucu ortaya çıkan ihtiyaçları karşılamada Türkiye’nin ilerlemesini araştırmıştır. Bu araştırmada öğretmenlerle ve okul yöneticileriyle yaptığı görüşmelerle ve gözlemleriyle durum analizi çalışması yürütmüştür (Beltekin, 2016). Bakar, Şahin ve Babahan (2016) da geçici eğitim merkezi koordinatörleri ve bu merkezlerde çalışan Suriyeli öğretmenlerin görüşleri üzerine araştırma yapmışlardır. Bu çalışma eğitimsel ve öğretimsel faaliyetler süresince koordinatörlerin ve öğretmenlerin ne gibi zorluklarla karşılaştıklarını ve ne tür mesleki gelişime ihtiyaç duyduklarını ortaya çıkarmıştır. Aynı şekilde Börü ve Boyacı (2016) da Eskişehir ilindeki göçmen öğrencilerin ve onların öğretmenlerinin eğitim faaliyetleriyle ilgili görüşlerini ve karşılaştıkları zorluklara odaklanmışlardır. Arar, Örucü ve Küçükçayır (2018) okul yöneticisi ve iki öğretmenle yaptıkları görüşmelerle okul içinde karşılaşılan zorlukları araştırmışlardır. Bu araştırmanın önemli bulguları arasında mülteci öğrencilerin okula entegrasyonunu sağlama ve uyum süreçleriyle ilgili belirsiz politikalar altında sosyal uyumlarını geliştirme ön plana çıkmıştır. Uluslararası literatürde ise Fazily (2012) mülteci velileri ve eğitim personellerini içeren niteliksel bir çalışma yapmıştır. Bu çalışmada mülteci ailelere ve okul çalışanlarına aile okuryazarlık programı uygulanmış ve bu çalışmanın sonuçları araştırılmıştır. Kısaca, farklı amaçlara hizmet etmesine, farklı örneklerle çalışılmasına, farklı teorik çerçeveye dayandırılmasına ve farklı araştırma metodlarının benimsenmesine rağmen mülteci eğitimiyle ilgili birçok araştırma bulunmaktadır. Fakat okul paydaşları göçmen ve mülteci öğrencilerin akademik başarı ve etkili uyumlarının sağlanmasında önemli bir yere sahiptir (Morrison & Bryan, 2014). Bu yüzden okul yöneticilerinin, öğretmenlerin ve velilerin bu süreçteki rolü ve deneyimleri görmezden gelinemez. Yaklaşık dört yıldır mülteci öğrencilerinde olduğu sınıflarda ders veren bir öğretmen olarak eğitim sürecinde tanık olduğum olumlu ve olumsuz olaylar, sahip olduğum

deneyimler beni bu çalışmayı yapmaya motive eden önemli faktörlerdi. Araştırmadaki görevim katılımcı gözlemci olmaktı.

Yöntem

Bu çalışma, mülteci öğrencilere de eğitim veren bir ortaokuldaki eğitim paydaşlarının eğitim sürecine dair deneyimlerini ve varsa yaşadıkları zorlukları araştırabilmek için nitel bir durum araştırması olarak planlanmıştır. Çalışmanın amacı da eğitim paydaşlarının okullarındaki mülteci eğitim sürecine dair deneyimlerini onların görüş ve ifadeleriyle ortaya çıkarmaktır. Mültecilere eğitim veren on öğretmen, B okulunu yöneten beş okul yöneticisi ve çocukları bu okulda eğitim göre beş mülteci ve beş yerel veliyle tarafımda hazırlanmış ve iki ayrı eğitim uzmanının geri bildirimleri alınarak düzenlenmiş yarı yapılandırılmış görüşme tekniğiyle deneyimlerine dair veri toplanmıştır. Yapılan görüşmelerin süreleri 20 ile 40 dakika arasında değişmektedir. Araştırmada katılımcılar amaçlı örneklem tekniğiyle seçilmiştir. Mamaktaki bir ortaokulun seçilmesinde Mamak ilçesinin Ankara ilindeki en çok mülteci nüfusuna sahip bölgelerin başında gelmesi etkili olmuştur. Bu araştırmada gönüllülük ve kolay ulaşılabilirliğin yanında katılımcı öğretmenlerin dersine girdiği mülteci öğrencilerinin olması, ve yerel velilerin çocuklarının sınıfında mülteci öğrenci bulunması gibi kriterleri taşımaları gerekmektedir. Okulda mevcut tüm yöneticilerle, bir müdür ve dört müdür yardımcısıyla, araştırmanın yönetici deneyimlerini ortaya çıkarma kısmı doğrultusunda görüşmeler yapılmıştır. Katılımcı öğretmenlerin sekizi kadın ikisi erkek iken katılımcı okul yöneticilerinin üçü kadın ikisi erkektir. Katılımcı yerel velilerin dördü kadın biri erkek iken, katılımcı mülteci velilerin dördü erkek, biri kadındır. Öğretmenlerin meslek deneyimleri üç ile yirmi yıl arasında değişiyorken okul yöneticilerinin okul yönetimi deneyimleri iki ile dört yıl arasında değişmektedir. Mülteci katılımcı velilerin ikisi Suriye, ikisi Afganistan ve biri Irak'tan gelmiştir. Görüşmeler süresince katılımcıların izni ve bilgisi dahilinde araştırma için orijinal verinin ihtiyaç duyulduğunda kolaylıkla ulaşılabilir olması açısından ses kaydı yapılmıştır. Bütün görüşmelerde standart bir görüşme protokolü izlenmiş ve araştırmanın amacı katılımcılara önceden açıklanmıştır. Görüşme soruları şu alanlara vurgu yapmaktadır: (1) demografik bilgiler (2) katılımcıların mülteci eğitimi sürecine dair genel deneyimleri, (3) kapsayıcı eğitim, kaynaştırma eğitimi ve çok kültürlü eğitime dair bilgi ve deneyimler, (4) mülteci öğrencilerle deneyimler, (5) okulun ve MEB'nin mülteci öğrencilerle etkin çalışmak için sunduğu ya da sunmadığı destekler ve kaynaklarla ilgili deneyimler, (6) velilerle ilgili deneyimler, (7) öğrencilerin akademik başarı, uyum ve iyilik

hallerine etkin eden faktörler. Ayrıca araştırma soruları katılımcıların süreçte dair önerilerini sormamasına rağmen katılımcılar genellikle sorunlara kendilerinin etkili olacağını düşündükleri bir çözüm ve öneri sunmuşlardır. Bu da amaçlanmamasına rağmen süreçteki zorluklara karşı öneriler temasının ortaya çıkmasına neden olmuştur.

Araştırmada elde edilen demografik bilgilerin analiz edilmesinde betimsel analiz yöntemi kullanılmıştır. Çalışmanın ana verileri ise tematik analiz yöntemiyle analiz edilmiştir. İlk olarak görüşme kayıtları dikkatli incelenmiş ve tekrar tekrar okunmuştur. İlgili alanla verilerin karşılaştırılması ve araştırmanın amacına bağlı kalınarak veriler kodlara ayrılmıştır. Son olarak da kapsayıcı ve tekrar eden temalar belirlenmiş ve tekrar etme sıklıkları odağa alınmıştır. Bu çalışmada güvenilirliği sağlamak için işlenmemiş veriler üzerinden bir doktora öğrencisi de bir kod listesi oluşturmuştur. Ortaya çıkan kod ve temalar araştırmacının belirlediği kod ve temalarla karşılaştırılmıştır. Kodları gruplama ve kategorileri oluşturma yine bir eğitim uzmanı ve doktora öğrencisinin kontrolleriyle son halini almıştır.

Bulgular

Öğretmen ve okul yöneticilerinin genel deneyimleri yönünden, bulgular bütün yöneticilerin öğretmenlerin olumsuz deneyimlerin üzerinde daha çok durduklarını, mülteci eğitimi süresince sadece olumlu yönleri ya da avantajlardan bahseden hiçbir katılımcının olmadığını göstermiştir. Deneyimler genellikle olumsuzluklar çevresinde yoğunlaşsa da eğitimci katılımcıların mülteci öğrencilere karşı bir tutum içinde olmadıkları aksine onların iyiliği için önerilerde bulundukları görülmüştür.

Eğitimcilerin deneyimleri, iletişimle ilgili deneyimler, çalışma koşulları yönünden deneyimler, destek yapılarıyla ilgili deneyimler ve çeşitlilikle ilgili deneyimler olmak üzere 4 kategori altında verilmiştir. Eğitimciler tarafından en sık dile getirilen konu dil farklılığı ve buna bağlı yaşanan iletişimle ilgili deneyimleriydi. Hem mülteci ailelerle hem de öğrencilerle anlaşmakta ve iletişim kurmakta zorluk yaşadıklarını belirten katılımcılar çevirmen desteği olarak iki dilde görece daha iyi konuşabilen bir öğrenciden yararlandıklarını fakat hassas konularda öğrencinin çevirmenlik yapmasını uygun bulmadıklarını dile getirmişlerdir.

Ayrıca iletmek istedikleri mesajın doğru bir şekilde iletilip iletilmediği konusu da katılımcılar için önem teşkil eden durumlar arasındaydı. Kısaca hem öğretmen hem de okul yöneticisi katılımcıların ifadeleri öğrencileri çevirmen olarak kullanmanın mülteci aileler ve mülteci öğrencilerle iletişimi sağlamak için etkili bir çözüm olmadığını göstermiştir.

Öğretmen ve okul yöneticisi katılımcıların destek yapılarıyla ilgili deneyimlerinin altında ise hizmet içi eğitimler, mülteci odaklı müfredat programları, mülteci öğrenciler ve aileleri için ekstra dil kursları, hem yerel öğrenci ve veliler hem mülteci öğrenci ve veliler hem de okul çalışanları için oryantasyon programlarının gerekliliği ve çevirmen eksikliği gibi konularla ilgi deneyimler en sık dile getirilen konulardı.

Öğretmen ve okul yöneticisi katılımcıların çalışma koşulları bakımından dile getirdikleri deneyimleri ise kalabalık okul ve buna bağlı olarak kalabalık sınıflar, neredeyse her sınıfta ortalama 2 özel eğitim ihtiyacı olan öğrencinin bulunması, okul altyapısının bu denli kalabalık ve çeşitli öğrenci grubunun ihtiyaçlarına cevap verebilecek yeterlilikte olmaması, okulun ikili öğretim şeklinde hizmet vermesi ve ekstra desteğe ihtiyacı olan öğrencilerle ilgilenmek için yeterli zaman ve yine mekanın olmaması ile ilgiliydi.

Öğretmen ve okul yöneticisi katılımcıların çeşitliliğe dair deneyimleri ise öğrenciler arasında kültürel etkileşimin varlığı, ailelerin eğitim konusunda farklı algı ve değerlere sahip olması, okul içinde dinin uygulama farklılıklarından kaynaklanan deneyimleriyle ilgiliydi.

Bunların yanında katılımcı öğretmen ve okul yöneticilerine deneyimleri sorulduğunda bu süreçte onların mülteci öğrencilerinin deneyimledikleri şeylerle ilgili de konuştukları görülmüştür. Katılımcı öğretmenlerin çoğu akranlar arasındaki ilişkinin yanı sıra uyum ve duygusal yönden algılarını da dile getirmişlerdir. Katılımcı öğretmenlerin çoğunun ifadeleri mülteci öğrencilerin uyum sağlamada başarısız olduklarını ve sınıfta geçirdikleri zamanın onlara bir şey katmadığını düşündüklerini göstermiştir. Bunun yanında bazı mülteci öğrencilerin de yeni eğitim öğretim alanına iyi bir şekilde uyum sağladıklarını hatta akademik açıdan bazı yerel öğrencilere göre daha başarılı oldukları da dile getirilmiştir. Aynı şekilde okul yöneticilerinin de bu şekilde düşündükleri ortaya çıkmıştır. Yöneticiler okula devamsızlığın uyum sürecinin önündeki en büyük engel olduğunu dile getirmişlerdir. Okula düzenli devam eden öğrencilerde uyum sürecinin devam etmeyenlerinkine göre daha başarılı olduğu gözlemlenmiştir. Ayrıca mülteci öğrencilerin duygusal yönden de bir çok zorlukla mücadele ediyor oldukları katılımcılar tarafından dile getirilen diğer bir konu olmuştur. Katılımcılar mülteci öğrencilerin gösterdiği davranış problemlerinin anavatanını özleme, sevdiklerini kaybetme ya da onları geri de bırakıp Türkiye'ye gelmek zorunda olma gibi durumlarla genellikle ilgili olabileceğini belirtmişlerdir. Bazı öğrencilerin iletişim kurmayı reddetme ve sessizce sınıfın bir köşesinde oturma davranışı göstermesinin de bunların sonucu olabileceği dile getirilmiştir. Yerel ve mülteci öğrenciler arasındaki ilişkilere dair

katılımcı öğretmenlerin çoğu öğrencilerin birbirlerine karşı olumsuz tavır ve davranışları gibi bahsetmeye değer yönlerin olduğunu vurgulamışlardır. Aynı zamanda yerel öğrenciler tarafından şiddet ve akran zorbalığına maruz kalma durumu gözlemlenen deneyimler arasındaydı. Bunun yanı sıra, çoğunluğu oluşturmamasına rağmen öğrenciler arasındaki olumlu ilişkilere dair algılarını dile getiren öğretmenler de vardı. Okul yöneticilerinden sadece ikisi ise mülteci öğrencilerin olumsuz deneyimlerine dair algılarını dile getirmişler, bazı öğrencilerin zorbalığa maruz kaldığı görüşünü desteklemişlerdir. Ama böylesine kalabalık bir okulda bu örneklerin olmasının oldukça sıradan karşılanması gerektiği de vurgulanmıştır.

Öğretmen ve okul yöneticisi deneyimlerine göre öğrencilerin iyilik durumlarına katkı sağlayan faktörler arasında öğretmenle ilgili unsurlar ve okulla ilgili unsurlar ön plana çıkmıştır. Öğretmenin öğrenciye sevgi ve şefkat göstermesi, motive etmesi, öğrenci ihtiyaçlarının farkında olarak onları karşılaması, ayrımcılık yapmaması ve öğrencilere özel olarak ilgilenip ders vermesi öğrencilere katkı sağlayan öğretmenle ilgili unsurlar arasında gösterilmiştir. Okulla ilgili unsurlarda ise müfredat dışı etkinliklerin öğrencilere katkısı vurgulanmıştır. Güvenli bir okul ortamının varlığı da öğrencilerin iyilik hallerine katkı sağlayan önemli unsurlardan biri olduğu belirtilmiştir. Bu sayılanlara ek olarak katılımcı okul yöneticileri kendileriyle ilgili unsurlarında öğrencilere katkı sağladığını dile getirmişlerdir. Örneğin, okul yöneticilerin ailelerle iletişime geçmeleri, öğretmenlerin girişimlerini desteklemeleri, onları motive etmeleri ve öğrencilere maddi destek sağlamaları yöneticilerle ilgili unsurlar arasında gösterilmiştir.

Araştırma sorularında yer almamasına rağmen bu araştırma öğretmen ve okul yöneticilerinin mülteci eğitimi süresince deneyimledikleri problemlere muhtemel çözümlerle ilgili önerileri olduğunu da ortaya çıkarmıştır. Öğretmenlerin büyük çoğunluğu mülteci öğrenciler için Türkçe dil kurslarının ve oryantasyon programlarının olması gerektiğini öneriyorken kendileri içinde hizmet içi eğitim veya seminer ve daha az kalabalık sınıflar ve daha yeterli okulların olması gerekliliğini dile getirmişlerdir.

Yerel ve mülteci katılımcı velilerin ifadelerine göre iki grupta dil ve iletişim problemleriyle ilgili, müfredatla ilgili, uyum süreciyle ilgili, ve bütün eğitim paydaşlarının mültecilere karşı tutumlarıyla ilgili deneyimlerinden söz etmişlerdir. Ayrıca yerel veliler mülteci öğrencilerin davranış problemleri sergilediğini ve bu durumun kendi çocukları üzerinde etkisi olduğunu

vurgulamışlardır. Öğretmenler, mülteci öğrencilerin devlet okullarındaki sınıflarda eğitim almaları için yeterli hazırbulunuşluğa sahip olmadıklarını dile getirmişlerdir. Ayrıca zaten kalabalık olan bu okulda mülteci öğrencilerle ekstra ilgilenmek için onlara zaman ayırmada ve okul içinde müsait yer bulmada sorun yaşadıklarını dile getirmişlerdir. Tıpkı öğretmenler ve okul yöneticilerinin ifadelerinde olduğu gibi yerel velilerin ifadeleri de mülteci çocukların ve ailelerin eğitim algılarının farklı olduğunu ve onların eğitime gerektiği kadar değer vermediklerini göstermektedir. Ayrıca mülteci velilerin çocuklarının aldığı eğitimle ilgili hep olumlu deneyimlerinden bahsederken yerel veliler çoğunlukla olumsuz deneyimlerin üzerinde durmuş ve yerel velilerin ifadelerinden ise çocuklarının mülteci öğrencilerle aynı sınıfta eğitim almalarını desteklemedikleri anlaşılmıştır.

Tartışma ve Sonuç

Araştırma bulgularına göre bu araştırmanın katılımcısı tüm eğitim paydaşları mülteci öğrencilerin eğitime dair dil farklılığından ve bunun sonucunda ortaya çıkan iletişimle ilgili deneyimlerinden bahsetmişlerdir. Öğretmenler mülteci öğrencilerin dilini anlamadıkları için olayları yüzeysel anlamakta veya arkadaşına göre daha iyi Türkçe konuşabilen başka bir mülteci yardımıyla öğrenci ve velilerle iletişime geçmeye çalışmaktadırlar. Bunun yanı sıra öğretmenler mülteci öğrencilerin dil yeterliliklerinin olmamasından dolayı ders boyunca yapılan ve anlatılanı anlamada zorlandıklarını hatta hangi dersin işlendiğinin bile farkında olmadıklarını dile getirmişlerdir. Bunun sonucunda öğretmenler sınıf aktivitelerine mülteci öğrencileri dahil edemediklerini ve sonuç olarak bu öğrencilerin sınavlarındaki başarısızlıkları öğretmenleri çaresiz hissettirmektedir. Ancak öğretmenler dominant kültür ve dil ile uyum sağlamak için çabalayan mülteci öğrencilerin uğraşlarının farkında olmalı ve bu sayede bütün öğrencilere daha hassas ve duyarlı yaklaşarak çaresizlik hissine kapılma olasılıkları azalmaktadır (Arnot et al., 2010). Literatürdeki araştırmalarda bu sonucu doğrular niteliktedir. Çünkü okul topluluğu ve öğrenciler arasındaki dil farklılığı genellikle mülteci eğitiminde en çok dile getirilen deneyim olarak karşımıza çıkmaktadır (Nar, 2008; Dryden-Peterson, 2015; Gilhooly, 2015; Şeker & Sirkeci, 2015; Kaya & Kırac, 2016; Tösten, Toprak & Kayan, 2017; Taşkın & Erdemli, 2018; Toker Gökçe & Acar, 2018). Katılımcı öğretmenler mülteci öğrencilerin kapsamlı bir dil desteği almadıkça sınıfta arka sıralarda hiçbir becerisini geliştirmeden oturmaya devam edeceğini dile getirmişlerdir. Öğretmenlerin öğrencilerin sessizliğine dair bu deneyimi Christopoulou et al. (2004) tarafından da dile getirmiştir. Şeker

ve Sirkeci'nin (2015) araştırma bulgularında da bazı mülteci öğrencilerin derslere hiç katılmadığını ve herhangi bir şey sormaya bile çekindikleri görülmüştür. Aynı şekilde hem okul yöneticileri hem öğretmenler mülteci velilerle iletişim kurmada da zorluk yaşadıklarını belirtmişlerdir. Bazı öğretmenler ise herhangi bir mülteci veliyle hiç iletişime geçmediklerini dile getirmişlerdir. Tösten et al. (2017) araştırmasında da bazı öğretmenlerin mülteci velilerle hiç karşılaşmadığını itiraf ettikleri belirtilmiştir. Dil farklılığı yüzünden mülteci velilerin okul veli toplantılarına katılmamayı tercih etmeleri de hem Tösten et al. (2017)'in araştırmalarında hem de bu çalışmada ortaya çıkan bulgulardandır. Dahası öğretmenler ve yöneticiler mülteci velilere ulaşmanın ve farklı geçmişe sahip bireylerle iletişim kurmanın yerel velilerle olan iletişimden daha zor olduğunu söylemişler ve bu da Fuller ve Olsen (1998) ve Weinstein et al. (2004) tarafından ortaya atılmıştır.

İkinci olarak en çok dile getirilen deneyim kalabalık sınıflar, zaman ve mekan eksikliği, özel eğitim ihtiyacı olan öğrencilerin varlığı gibi çalışma koşullarıyla ilgili olanlardı. Bunların içinde ise en sık dile getirilen okulun ve buna bağlı olarak sınıfların kalabalık oluşuydu. Çünkü sınıfların bu kadar kalabalık olması da mülteci eğitimi sürecini ve eğitim paydaşlarının deneyimlerini etkileyen unsur olarak görülebilir. Akech (2016) da kalabalık sınıfların öğrenme ve öğretmen sürecinde sorunlara sebep olduğunu belirtmiştir. Diğer katılımcı grubunun aksine mülteci veliler kalabalıkla ilgili herhangi bir olumsuz fikir veya deneyim paylaşmamışlardır.

Üçüncü olarak ise hem yöneticiler hem öğretmenler hem de öğrenci ve velileri için bazı destek yapılarının eksikliğinden bahsedilmiştir. Neredeyse bütün öğretmenler ve yöneticiler mülteci öğrenci içeren eğitime veya çeşitlilik arz eden gruplarla çalışma üzerine herhangi bir eğitim ya da seminer almadıklarını belirtmişlerdir. Alpaydın (2017) öğretmenlerin çok kültürlü ortamlarda eğitime dair üniversite yıllarında da herhangi bir ders almadıklarını belirtmiştir.

Son olarak farklı öğrenci gruplarının bulunduğu eğitim ortamlarının bazı avantajlarının da olduğu belirtilmiştir. Örneğin katılımcıların çoğu mülteci öğrenciler ve yerel öğrenciler arasında olumlu kültürel etkileşimlerin olduğu fikrini desteklemektedirler. Ayrıca mülteci öğrencilerin duygusal açıdan da yerel öğrencileri etkilemekte olduğu belirtilmiştir. Yerel öğrenciler karşısındakinin yerine kendilerini koyup durumlara karşı empati göstermeyi öğrenmişlerdir. Bu şekilde öğrenciler farklılıklara saygı duymayı öğrenebilirler. Çünkü

empati duygusu çok kültürlü eğitim ortamlarında öğretmenin öğretim etkinliğini arttırmasında önemli bir faktör olarak görülmektedir (Warren, 2014).

Eğitim paydaşlarının deneyimlerine göre öğrencilerin iyilik durumlarına etki eden faktörler arasında öğretmenin öğrencilerine gösterdiği ilgi ve şefkat gibi öğretmen kaynaklı unsurlar, müfredat dışı aktiviteler gibi okul kaynaklı unsurlar ve aileyle iletişimde bulunma gibi yöneticilerin üstlendiği görevlerle ilgili unsurlar ön plana çıkmıştır.

Bu çalışmada ayrıca bazı sınırlamalarla karşı karşıya kalınmıştır. İlk sınırlama nitel araştırma yönteminin doğasından kaynaklanmaktadır. Araştırmacı katılımcı gözlemci görevinde olduğu için görüşmeler süresince katılımcıları etkileme riski bulunmakta ve sonuçları etkilemiş olabilmektedir. Bu önlemek için bütün görüşmelerde izlenen prosedürlerin aynı olmasına dikkat edilmiştir. Ayrıca araştırma verileri bir doktora öğrencisi tarafından kodlanarak araştırmacının yaptığı kod listesiyle karşılaştırılmıştır.

Yalnızca bir okuldan 25 katılımcı içeren bir durum araştırması olduğu için araştırma sonuçları daha geniş kitlelere genellenemez. Sonuçlar okulun altyapısına ve konumuna göre bile değişiklik gösterebilir. Veri toplama sürecindeki dil problemi araştırma için bir sınırlılık daha oluşturmuştur. Zaman kısıtlılığı yüzünden çalışmaya mülteci öğrenciler dahil edilmemiş onların yaşadıkları katılımcıların deneyimleri üzerinden araştırmaya yansımıştır. Bu da çalışmanın temel sınırlılıkları arasında gösterilebilir.

Mülteci eğitimi, eğitim ortamlarına uyumu, eğitim paydaşlarının bu süreçteki deneyimleri yeni bir durum olmamakla birlikte son zamanlarda Türkiye’de de bu konu üzerinde birçok çalışmanın yapıldığı görülmektedir. Mülteci öğrencilerin devlet okullarına nasıl dahil edilebileceği, onlara kaliteli eğitim olanaklarının nasıl sağlanacağı ve uyum süreçlerine katkı için nelerin yapılabileceğinin derin bir incelemesi gelecek araştırmaların konusu olabilmektedir. Bu çalışmalarda öğretmen, okul yöneticisi ve velilerin yanısıra hem mülteci hem de yerel öğrenci deneyimlerine de yer verilmelidir. Gelecek araştırmalarda dil farklılığı sınırlaması görüşmelerde kullanılacak iki dilde de yetkin bir çevirmen yardımıyla aşılabılır. Mültecilerin devlet okullarındaki eğitim ve uyum süreçlerini desteklemek için bütüncül eğitim yaklaşımları benimsenmelidir. Çünkü mülteci olgusu ve onların deneyimleri kendi içlerinde yaşadıklarıyla sınırlı değildir. İçinde bulundukları toplumla bir şekilde etkileşim halinde bulunmaları mültecilerin yaşadıklarını anlamak için iletişime geçtikleri her bir bireyin

deneyiminin araştırılmasını önemli kılmaktadır. Bu nedenle, öğretmen, yönetici, veli ve öğrenci gibi okul paydaşlarının deneyimlerini olumlu şekilde etkileyecek kapsayıcı ve bütüncül eğitim programları geliştirilmelidir. Okullarda mevcut öğrencilerin her birinin dilinde yetkin olan çevirmenlerin bulunması da iletişim sürecini kolaylaştırabileceği gibi sonuç olarak öğrencilerin akademik başarı ve uyumlarına katkı sağlayabilmektedir. Dilsel, kültürel ve sosyal açıdan mülteci öğrencilerin eğitimini de dikkate alan yeni müfredatlar geliştirilmelidir. Öğretmenlerin bakanlık tarafından belirlenmiş müfredatın üzerinde bazı değişiklikler yapmalarına izin verilmelidir. Bu yolla dersler öğrenci ihtiyaçlarına göre düzenlenerek öğrencilerde merak uyandıracak ve onların ihtiyaçlarını karşılayabilecektir. Okullarda öğretmenlere mülteci öğrencilere gerektiğinde ekstra destek verebilmeleri için yeterli alan sağlanmalı ve bu alanlar gerekli ve uygun materyal ve kaynaklarla donatılmalıdır. Bu şekilde öğretmenler süreci daha yakından takip edebilir ve sürece müdahale etmek istediklerinde öğrencileri desteklemek için yeterli yere sahip olurlar. Okullardaki sosyal ve kültürel faaliyetler arttırılmalı ve bu faaliyetlere mülteci öğrencileri ve ailelerin katılımı sağlanmalıdır. Çünkü araştırma bulguları ailelerin okuldaki toplantılara bile katılma konusunda çekimser davrandıklarını ortaya çıkarmıştır. Okullar dil sorununu çevirmenlerle aşarak öğretmenleri ve velileri bazı etkinliklerde öğrencilerin akademik ve ruhsal durumlarını desteklemek için bir araya getirebilmelidir. Okullarda davranış bozukluğu gösteren mülteci öğrencilere yönelik psikolojik destek birimleri olmalıdır. Bu birimler uzmanlardan oluşmalı ve branş öğretmenlerinin çözüme ulaşamadıkları öğrenci davranış problemleriyle daha derinden ilgilenmelidir. Araştırmada mülteci çocukların dahil edildiği eğitiminde hala belirsizliklerin olduğundan bahsedilmiştir. Bu belirsizlikleri gidermek için eğitim sistemindeki yetersizlikleri ve kapasiteyi yakından takip eden öğretmenlerden bir kurul oluşturulmalı ve bu kurul yardımıyla eğitim ortamlarına ve eğitim süreçlerine yeni düzenlemeler getirilmelidir. Tüm bunlara ek olarak öğretmenler öğrencilere yardım etmek için ekstra zaman harcamaları ve onlara yakın ilgi göstermeleri gerekmektedir. Çünkü bu şekilde mülteci öğrenciler kendilerini değerli hissederek düşüncelerini öğretmenlerine çekinmeden dile getirebilirler.

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