A QUALITATIVE CASE STUDY FOR INCLUSIVE EDUCATION IN A PRIMARY PUBLIC SCHOOL WITH DIVERSE STUDENTS

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ABSTRACT

A QUALITATIVE CASE STUDY OF A PRIMARY PUBLIC SCHOOL WITH DIVERSE STUDENTS

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The study focuses on readiness levels of stakeholders in the educational and instructional process and their needs in a public primary school with diverse student groups in Altındağ district in the capital of Turkey. The study was designed as a qualitative embedded single case study. Data of the study were collected through semi-structured interview forms from the school stakeholders including the school administrator (*n*=1), teachers (*n*=9), school counsellor (*n*=1) and local parents (*n*=4). Through interviews, the researcher sought to an understanding: how the public primary school with diverse student populations located in Altındağ district were ready to teach for inclusive education from the perspectives of school's stakeholder and explore the educational needs for inclusive education in the school with diverse students. Inductive content analysis method was used for data analysis process. The findings of the study indicate that there is no systematic registration procedure in public primary school for foreign students, which causes misplacement for foreign students in the school, and for that reason instruction for inclusive education may not be provided at the level expected. Additionally, Turkish language competency emerged as an important barrier for all stakeholders including the students as it highly affects the educational process from the initial registration process to instructional process as it happened

dramatically. Moreover, local parents have perceived the implementations that exist in the integrated education as positive discrimination for both foreign students and their parents. In addition, there is need for a supervisory system to observe and evaluate the effectiveness of the process periodically in schools. As a result, the findings indicate that there is a need for well-planned foreign student integration process into the schooling process, including curriculum, teacher training, parent involvement to provide effective inclusive learning environments for public primary schools with diverse student populations.

Keywords: Integrated Education, Inclusive Education, Foreign Students, Diversity in Primary Schools, Educational Needs

ÖZ

FARKLI ÖĞRENCİ GRUPLARININ BİR ARADA EĞİTİM GÖRDÜĞÜ BİR DEVLET İLKOKULUNA DAİR NİTEL BİR DURUM ÇALIŞMASI

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Bu çalışma, başkent Ankara'nın bir ilçesi olan Altındağ'da farklı öğrenci gruplarının bir arada eğitim gördüğü bir devlet ilkokulunda paydaşların eğitim ve öğretim sürecine yönelik hazırbulunuşluk düzeylerine ve ihtiyaçlarına odaklanmaktadır. Çalışma iç içe geçmiş tek durum deseni olarak tasarlanmıştır. Araştırmanın verileri, okul yöneticisi (*n*=1), öğretmenler (*n*=9), okul rehber öğretmeni (*n*=1) ve yerel veliler (*n*=4) dahil olmak üzere okul paydaşlarından yarı yapılandırılmış görüşme formları aracılığıyla toplanmıştır. Yapılan görüşmeler ile araştırmacı Altındağ ilçesinde bulunan çeşitli öğrenci gruplarına sahip bir devlet ilkokulunun okul paydaşları açısından kapsayıcı eğitime ne kadar hazır bulunduğunu ve bu süreçteki eğitsel ihtiyaçlarının neler olduğuna yanıt aramıştır. Veri analiz sürecinde tümevarım içerik analizi yöntemi uygulanmıştır. Çalışmanın bulguları, devlet ilkokulunda yabancı öğrenciler için sistematik bir kayıt prosedürünün bulunmadığını, bu durumun yabancı öğrencilerin yanlış sınıf seviyelerine yerleştirilmesine yol açtığı ve bu sebeple kapsayıcı eğitim için beklenen düzeyde bir eğitim sağlanamadığını göstermektedir. Bununla birlikte Türkçe dil becerisinin; öğrenciler de dahil olmak üzere tüm paydaşlar için, ilk kayıt işleminden başlayarak öğretim sürecine kadar tüm eğitim öğretim sürecini dramatik olarak büyük ölçüde etkileyen önemli bir engel olarak ortaya çıkmıştır. Dahası, yerel veliler, entegre eğitim sürecindeki uygulamaları hem yabancı

öğrenciler hem de velileri için pozitif ayrımcılık olarak algılamaktadırlar. Ayrıca, sürecin etkinliğini okullarda periyodik olarak gözlemlemek ve değerlendirmek için bir denetim sistemine ihtiyaç bulunmaktadır. Sonuç olarak, bulgular, farklı öğrenci gruplarına sahip devlet okullarında etkili kapsayıcı öğrenme ortamları sağlamak için müfredat, öğretmen eğitimi, veli katılımını içeren iyi planlanmış yabancı öğrenci entegrasyon sürecinin okul sürecine dahil edilmesinin gerekli olduğunu göstermektedir.

Anahtar Sözcükler: Entegre Eğitim, Kapsayıcı Eğitim, Yabancı Öğrenciler, İlkokullarda Çeşitlilik, Eğitim İhtiyacı

"There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they grow up in peace."

To disadvantaged children.

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LIST OF ABBREVIATIONS

CEDAW	Convention on the Elimination of All Forms of Discrimination against Woman
DGoMM	Directorate General of Migration Management
ICESR	International Convenient on Economic, Social and Cultural Rights
IOM	International Organization for Migration
MoNE	Ministry of National Education
OECD	Organization for Economic Cooperation and Development
PICTES	Promoting Integration of Syrian Children to Turkish Education System Project
TECs	Temporary Education Centers
TRC	Temporary Refugee Centers
UDHR	Universal Declaration of Human Rights
UNHCR	United Nations High Commissioner for Refugees
YOBİS	Foreign National Students Information System
YTB	Presidency for Turks Abroad and Related Communities

CHAPTER 1

INTRODUCTION

This thesis is about a case study that attempts to explore the current situation of a public primary school with diverse students located in Altındağ district from the perspective of school stakeholders including the school administrator, teachers, the counsellor, and local students' parents. The purpose of this study is to analyze current situation in terms of readiness of stakeholders for inclusive education in public primary schools with diverse students, and to identify their educational needs from the perspectives of internal stakeholders.

In this chapter, firstly, background of the study is presented. Next, the problem statement, purpose, and significance of the study are explained and then, the research questions are provided accordingly. Finally, the chapter finishes with the definition of the key terms used through the thesis.

1.1.Background of the Study

In the age of globalization, the world became more globalized and diverse, and people became more connected. The most visible and significant side of the globalization is seen as increasing migration (Tacoli & Okali, 2000). As a result of globalization, not only economy and finance are affected but also education as a part of national cultures and services is affected (Caillods, 2003, p.1). Thus, diversity and diversification have become inevitable in most of the fields; and as a reflection of society, schools inevitably have become diverse. All these diversities have brought several changes to the schooling experiences of students, teachers, parents, and school administrators.

Diversity within education systems is defined as "characteristics that can affect the specific ways in which developmental potential and learning are realized, including cultural, linguistic, ethnic, religious, and socio-economic differences" (OECD, 2010). With the increasing race, ethnic, and linguistic diversity, educational practices are affected beginning from kindergarten to higher levels as a natural process. Increasing number of refugees and asylum seekers in the global context, recognizing the importance of school environment in order to support successful settlement outcomes, and inclusion for people who have refugee background is growing (Block, Cross, Gibbs, and Riggs, 2014).

OECD countries have been affected from refugee issue mostly beginning with the 2014-2015 refugee crisis due to huge amount of displaced people (OECD, 2019). Although many countries had already faced the refugee issue with the previous flows, the existing after 2015, the faced situation was unprecedented in terms of magnitude, diversity and time period dimensions of the flow. According to OECD data (2019), in time period from mid-2013 to mid-2017, number of refugees in OECD countries became 5.9 million which means tripled increasement. Nowadays, the world witnessed the highest levels of displacement according to UNHCR record (2019). 70.8 million people who were forced from their country, among those approximately 30 million of them refugees and more than half of them are under the age of 18. That indicates there are almost 15 million children who are at compulsory education age based on international regulations related to children rights. In terms of educational needs of those children, schools face the effects of diversification in both diverse and homogenous communities as can be reviewed from the literature regarding countries with refugee and or asylum-seeking population. Although refugees include diverse groups when educational policies and implementations were reviewed, it is realized that they are mostly handled as a homogenous group. That cause a prevention for detailed examinations of pre and post factors in terms of migration (McBrien, 2005). Thus, it can be stated that OECD countries face such heterogenous groups of people with different history, language, culture, religion, ethnicity, etc. that those countries started to be affected in schools as a reflection of societies.

Turkey, as one of the OECD countries, with nearly 3.7 million refugees, is the top-refugee hosting country (UNHCR, 2019). The influx of refugees has begun

especially from Syria and Iraq since 2011 when the Syrian civil war began. With this population increase in the country, Turkish society became more diverse. According to Directorate General of Migration Management (DGoMM) data (2018), there are 1.135.250 Syrians under temporarily protected people who are at the age of compulsory education out of 3.587.930 people. With the change of paradigm, in 2016-2017 academic year, the registration obligation came for the 1st, 5th, and 9th grade students to the public schools (Promoting Integration of Syrian Children to Turkish Education System Project, 2016). As a result of this decision, based on MoNE 2017-2018 academic year data, there are 976.200 Syrian students who are under temporary protection out of 17 million 885 thousand students in compulsory education. Thus, it can be stated that the context of Turkish public primary schools became more diverse in terms of language, culture, religion, and many other factors. That brings a need to multi-perspective for both instructional and educational process. As a graduate student from Faculty of Education and student from Department of Educational Sciences, the researcher investigated this study in a public primary school with diverse students to examine needs of stakeholders and if the inclusive and integrated education could be implemented successfully. In other words, what changes in public primary school in terms of stakeholders are tried to be understood.

1.2.Problem Statement

Beginning with the turmoil in neighboring countries, lots of refugees especially from Iraq and Syria started to come to Turkey. There were 500.000 Iraqi refugees in Turkey (ORSAM, 2010). Additionally, number of the Syrian refugees was 14.237 (DGoMM, 2018, December) in 2012 at the first years of the Syrian influx, and this number increased to 3.635.841 (DGoMM, 2019, February). Syrian population in Turkey is very diverse because they come from different socio-economic, ethnic, and religious backgrounds (Akçapar & Şimşek, 2017); as a result, Turkish society became more diverse as well. This diversity also started to affect public schools with "Yabancılara Yönelik Eğitim-Öğretim Hizmetleri" memorandum by Ministry of National Education (MoNE) General Directorate of Basic Education with the number of 2014/21, which states that children who are under temporary protection status entitled to access public schools in Turkey. After the memorandum, 60% of children

who are under temporary protection status registered public schools based on December 2016 data by MoNE. According to Foreign National Students Information System (YOBIS) data (2017) regarding the number of foreign students in public primary schools and in Temporary Education Centers (TECs) based on grade level, there are 219.239 Iraqi and Syrian students who are registered for primary school. In the last half-decade, Turkish schools have faced a dramatic change due to incoming high number of foreign students. While school administrators began to manage diverse parents and students in the process, teachers began to teach to diverse students in classes mostly with no previous integrated education experiences. Firstly, there are Turkmens among Iraqi refugees and Turkmen students' adaptation process is different from the Syrian students because they have a right to be Turkish citizen according to Turkish Citizenship Law (2009, Law Number: 5901). Secondly, considering the number of Syrian students in public schools, their cases require different approach from other students with rare population in society and public schools. Thirdly, the regular and transparent data about foreign students have been shared by the government but the data mostly includes Syrian students. In addition to these reasons, Syrians possess different lingual and cultural diversity that pushes the researcher to focus on Syrian refugee students through the study.

Considering the educational process of foreign students in public schools from the perspective of teachers' educational background, teacher training programs (New Teacher Training Undergraduate Programs, 2017) were reviewed. It can be derived that teachers are not educated adequately to be diversity-responsive implementer in teacher education programs. Additionally, according to Kozulin (2003), educators are mostly oblivious of culture factor until they face it in a real multicultural classroom setting. Educators pay attention to culture dimension when at least two culture patterns visible in a class simultaneously otherwise, in a mono-cultural classroom, culture dimension remains mostly invisible (Kozulin et al., 2003).

Thus, considering the regular or current educational and instructional processes of the public primary schools, with the addition of such diverse students to school context, what (i.e. teachers, school administrators, students, and local parents) readiness of school to experience integration process, how teachers follow the formal curriculum and annual plan with the diverse needs of those students, what diverse

student groups experience, and what school stakeholders need through the ongoing process are needed to be revealed. Therefore, it is essential to investigate the readiness of schools with diverse students and identify their needs from the perspectives of school stakeholders. For that reason, the main concern of this study is to explore the readiness of public primary schools with diverse students in a public primary school located in Altındağ district, and to identify their educational needs from the perspectives of school administrator, school council members, and local students' parents and teachers (classroom teacher, English teacher, counselor, and teacher who is responsible for teaching Syrian asylum seekers Turkish).When the related literature is reviewed, it can be stated that there is a number of studies in the field of education. Some of these studies handled the issue at the educational policy level (Çelik, 2018; Özcan, 2017; Seydi, 2014), some of them handled the Syrian students' educational problems from the perspectives of teachers and administrators (Bütün & Uzun, 2016; Çayaka & Levent, 2017), and some of them handled the teacher problems from the perspectives of teachers (Akay, Hamamcı, & Kurt; Akman & Kardeş, 2018; Babahan, Balkar, & Şahin, 2016; Bulut, Soysal, & Gülçiçek, 2018; Dilmaç & Şimşir, 2018; Erdem, 2017; Şensin, 2016; Karaağaç, 2018; Moralı, 2018). It is observed that limited studies focused on integration to school (Aksakal, 2017; Çıplak & Mert, 2017). Also, most of the studies merely focused on the problems in the education process. Moreover, most of the studies handled the issues from one perspective and collected the data from a limited number of stakeholders. Different from those studies in the field, this research aims to reveal current situation of the public primary schools with diverse students in terms of integration and inclusion and to identify their educational needs in the schools from the perspectives of internal stakeholders.

Consequently, with this study, it was expected to unfurl the ongoing process in a small-scale public school with diverse students and their educational needs for inclusive education from the perspectives of different stakeholders. Thus, a different perspective about the ongoing process and the current educational needs will be provided for the Ministry of National Education and other policy makers to improve the education of diverse students.

1.3.Purpose of the Study

This study aims to investigate the readiness of a public primary school with diverse students located in Altındağ district, and to identify their educational needs from the perspectives of the school administrator, school counselor, and local students' parents and teachers. By identifying the status of the school through a qualitative case study design, the study tried to bring about the educational needs of the school's stakeholders in an inclusive education environment and provide recommendations to overcome the difficulties.

In the scope of the study, following research questions helped to accomplish the purpose through the study;

- How is the public primary school with diverse student populations ready to teach for inclusive education from the perspectives of teachers and the school administrator.
- What are the educational needs of the public primary school with diverse student populations from the perceptions of the school's stakeholders including the school administrator, teachers, school counsellor, and parents?

1.4.Significance of the Study

In 2016, with Promoting Integration of Syrian Children into Turkish Education System Project (PICTES), which aims to contribute to the access of Syrian children under temporary protection to education in Turkey and to support Ministry of National Education in their efforts to integrate Syrian children under temporary protection into the formal Turkish education system within the frame of financial assistance program for the refugees in Turkey by European Union. Within this scope the registration obligation came for the 1st, 5th, and 9th grade students to the public schools starting with 2016-2017 academic year (PICTES, 2016). With this regulation, number of students who are either Syrian or Iraqi in public primary schools reached 219.239. Thus, it can be stated that schools become more diverse with those students' participation to the public schools. Additionally, PICTES staffs, such as Turkish language teachers and school counsellor, were included those schools with foreign students in identified cities by the cooperation of EU. That brings another

differentiation among teachers, and the instructional process. On the other hand, according to National Education Basic Law (the law no 1739) under the fundamental principles of Turkish National Education, 5th Article indicates "National education service is organized according to the needs and abilities of Turkish citizens and needs of Turkish society" (1973). If only needs of Turkish society is considered for organizing educational services, then how the foreign students' needs can be met in the educational and instructional process.

Thus, in the present case, a need emerged to seek an answer for the question of "What is the readiness of public primary schools with diverse students in terms of for offering inclusive education. Moreover, considering such diversity in schools, it is essential that educational needs should be identified from the perspectives of school's stakeholders.

1.5.Definition of the Terms

Refugee: The term refugee is used to define person who is outside of his/her own country because of his/her religion, ethnicity, membership of a particular group, or politics view, and is unable or unwilling to the country because of the fear (The Convention Relating to the Status of Refugees, 1951). However, in Turkish Law, the refugee status is only used for person who come from Council of Europe member countries (Turkish Law on Foreigners and International Protection, Law No: 6458, Article 61, 2014).

Diversity: People's differences which may relate to their race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status (UNESCO, 2017).

Diverse learner groups: In this study, diverse learners refer differences with the dimension of race, linguistic, ethnicity, level of academic readiness, race, culture, or socio-economic status among learners.

Foreign Students: In Turkey, foreign students are defined as students who are not Turkish Republic citizen but studying any degree or type of educational institution at

Turkey with student visa or special permission with the purpose of social, cultural, and vocational purpose either through their own means or as scholar (YTB, 2012). In this study, the term foreign students refers to foreign students who are Afghani, Turkmen, Iraqi but especially Syrian students.

Migrant: The term migrant is used to define person who is moving or has moved within the country borders away from his/her place of residence or across an international border regardless of the legal status of the person, the reason behind the movement, the status of act either voluntarily or forced or the length of the stay (IOM, 2011).

Migration: The term migration refers to the movement of a person or a group of persons. It can be happened in a two way: across an international border, or within a State (IOM, 2011). In this study, it is used for the people who migrate to Altındağ from other cities in the national border of the country.

Inclusion: A process that helps to overcome barriers limiting the presence, participation and achievement of all learners (UNESCO, 2017).

Inclusive Education: The process by which a school attempts to respond to all pupils as individuals by reconsidering and restricting its curricular organization and provision and allocating resources to enhance equality of opportunity (Sebba & Sachdev, 1997, cited in Frederickson & Cline, 2002, p. 66).

Intercultural Education: The term intercultural education refers to an educational process which empowers all groups to be able to understand each other from the perspectives of others and to be able to open themselves for learning from each other and for the change thanks to the interaction (Marginson & Sawir, 2011, p. 169).

Temporary Protection: The legal status of the Syrians in Turkey is defined as temporary protection status. If the foreigner who have been forced to leave the country and have arrived at or crossed the borders of Turkey (Law on Foreigners and International Protection, Law No: 6458, Article 91, 2014).

Thus, based on the Law on Foreigners and International Protection (2014), legal status of Syrians in Turkey is defined as temporary protection. According to

Geneva Refugee Convention and Protocol (1951), since Syrian refugees came from outside of the Europe, they are not under refugee status as a Turkish policy.

Furthermore, since their population is too high to place them in another country, they are not under conditional refugee status either. Thus, with the Law on Foreigners and International Protection (2014), their legal status in Turkey is defined as temporary protection. Throughout the study, the term “foreign students” are used for those people.

CHAPTER 2

LITERATURE REVIEW

This chapter includes an overview about the education of foreign students who have been misplaced. Additionally, international literature on inclusive and integrated education is presented. After increasing refugee movement and increasing diversity both in the society and the school context is presented.

2.1.National Law, Regulations, Policy and Extensive Projects on Education of Children under Temporary Protection Status

Considering the beginning of the refugee influx, the Turkish government implementations were different from now. Firstly, Turkey has implemented open border policy to respond to the refugee influx and has provided temporary protection. Because refugees were seen as guests, the government provided urgent needs. As it was mentioned in Temporary Protection Regulation, education activities for Syrian children have provided both in Temporary Accommodation Centers and out of the centers under the Ministry of Education supervision. At the beginning years of the mass influx of Syrians, the education activities had done with Syrian curriculum with language in Arabic to compensate the loss of years out of the school from Syria, not to face any educational difficulties when they return (Dinçer, 2012). Since the expectation about their return in a short-term period, the education was continued according to Syrian education. Syrian teacher worked as voluntarily in education centers. However, with the rapid increase in the number of Syrians out of the camps and realizing their situation is not temporary, Ministry of Education began to open new TECs out of the camps. Then, the ministry studied to increase the quality of the education centers and developed control mechanism by assigning school principles to those centers. Additionally, the used curriculums and educational materials revised

with the cooperation of UNICEF and Turkish language training was added to the program. In 2017, volunteer Syrian teachers were supported systematically with incentive payments by UNICEF (Erdoğan, 2018).

The first regulation, **"**Directive concerning the admission and accommodation of the nationals of the Syrian Arab Republic and stateless people residing in the Syrian Arab Republic who collectively seek asylum in Turkey" entered into force in 2012 by Ministry of Interior. To meet emergency needs of Syrian people; providing access to Turkey, considering the principle of non-refoulement and supplying minimum standards (includes education) regard to human rights were identified as temporary protection in the regulation.

Secondly, the first official plan of Ministry of Education, "Training Services for Syrian Refugee Entertained Out Of The Camp in Turkey" was issued (MoNE, 2013) Nevertheless, this was more about determining places which had already used educational purposes for Syrians or supplying places for education of Syrian kids. Yet, with the circular, "Education and Training Services for Syrian Citizens under Temporary Protection" was issued with the details of the educational process (MoNE, 2013).

Thirdly, with the Temporary Protection Regulation, rights and responsibilities (like educational services, health services, social assistance and services, interpretation services etc.) of Syrians were defined in detailed. This was the first time; educational rights of Syrians were identified comprehensively in 28th article. According to the article, with the control of Ministry of National Education, education activities can be conducted both inside and outside of Temporary Accommodation Centers. Based on the demands, courses and trainings on language, vocation or hobby may be organized for all age groups. Furthermore, there is a statement about the previous academic life of the Syrian children that if they provide a document to prove their previous education with different curriculum, the ministry will evaluate it in terms of appropriateness of the Turkish curriculum and then based on the equivalence proceedings will be implemented for the grades deemed appropriate (Temporary Protection Regulation, 2014).

Fourthly, in Strategic Plan of Ministry of Education (2015-2019), strategy 7th and 8th are about refugee education: (Strategy 7) integration to education system of foreign who is under temporary protection or stateless as long as they live in Turkey will be conducted; (Strategy 8) problems of foreign who live in the country as refugees, under temporary protection or stateless related to equivalency procedures and education in general will be cooperated with international organizations to get rid of them (Strategic Plan of Ministry of Education, 2015-2019).

Fifthly, for the migration and emergency cases, Department of Migration and Emergency Education was constituted with the responsibilities of developing, implementing, monitoring and evaluating policies of education, carrying out coordinately with other departments about conducted formal and informal educational activities in ministerial educational institutions, developing curriculum, preparing materials and identifying and supplying the needs with the related departments coordinately, cooperating with international organizations with regard to support education, coordinating the ministry and local organizations in 2016. Later, the Ministry decided to close down TECs and to provide education in public schools. However, because of the capacity limit in public schools, the decision about closing was extended over a period. With the paradigmal change, in 2016-2017 academic years, the registration obligation came for the 1st, 5th and 9th grade students to the public schools (Promoting Integration of Syrian Children to Turkish Education System Project, 2016).

Sixthly, Promoting Integration of Syrian Children into Turkish Education System (PICTES) have been financed by European Union to support Syrian who is under temporary protection with humanitarian assistance, education, health, psycho-social help and migration management with the collaboration of Ministry of Education in 2016 with twenty-four months duration. It is expected with the project that Syrian kids receive training on both Turkish and Arabic language, Syrian children who are out of school have a chance to attend extra classes being ready for the enrolment and to become the same academic level with their classmates, providing transportation and materials for Turkish and Arabic training to Syrian children, meetings and materials are organized to raise awareness for Syrian children's families, curricula is revised according to needs of Syrian children with Arabic and Turkish language, measurement

tools for determining the academic and Turkish language levels of Syrian children and teachers, psychological and counselling teachers, and support personal (cleaning, security, etc.) are employed for supporting Syrian children's psychological needs, training on educating Syrian children are given to teachers. To monitor the project process, online software is developed and used (EU Delegation to Turkey, 2018).

Lastly, Ministry of Family and Social Policies implemented a national social assistance program, Extension of Conditional Cash Transfer for Education Program to Syrians and Other Refugees since 2003. The program was extended to maintain the school attendance and to support disadvantaged students' access to education with the cooperation of Ministry of Family and Social Policies, Ministry of Education, Red Crescent, UNICEF, EU's Directorate General for European Civil Protection and Humanitarian Aid Operations, the Bureau of Population, Refugees, and Migration of the US Department and Government of Norway in 2017. Families under temporary protection or refugees can benefit it, if they are found eligible. To be eligible for the program, registration of all family members in Turkey, no regular income, no social security and at least one child as student are compulsory criteria. There is a positive discrimination for daughters to sons in payment per-one month. The condition in the project comes from regular attendance. If a child misses school more than four days in a month, the family cannot get regular payment.

2.2.International Law and Regulations signed by Turkey on Child Education

According to 22nd article in "The Convention Relating to the Status of Refugee" (1951), the contracting states have responsibility to provide equal treatment with the citizens in elementary education. Other than elementary education, refugees should have the same condition after have access to schools such as diplomas, degrees, awards or scholarship. Based on the Article 26(1) which belongs to Universal Declaration of Human Rights (UDHR), implemented in 1948 stated that education is a primary right for every individual. Additionally, in 1966, International Convenient on Economic, Social and Cultural Rights (ICESR), Article 13 declares that "primary education shall be made generally available and accessible to all." (Weissbrodt and Divine, 2012; 171) All those articles indicate that each country has an obligation to ensure free and compulsory education. Moreover, they against all manner of

discrimination toward non-nationals, and they guarantee to access education for non-nationals just like nationals.

Moreover, Convention on the Rights of the Child (1989) identified fundamental rights and freedoms related to children rights. Regardless of any discrimination, each child who is under the age of eighteen has equal rights and freedoms. Governments which signed the convention are responsible for assuring and providing children all the rights within the sovereignty border of themselves. Therefore, children of refugee or asylum seekers are also benefited from those rights (UNICEF, 2011, p. 114). Since Turkey signed those three conventions, it is an obligation to provide equal chance for refugees to access elementary education with Turkish citizens.

2.3.Educating Children at Risk

Pearl (1972) defined the term at-risk as "any child who is unlikely to graduate, on schedule, with both the skills and self-esteem necessary to exercise meaningful options in the areas of work, leisure, culture, civic affairs, and inter/intrapersonal relationships". Furthermore, American National Centre for Education Statistics (2012, p.64) defined it any student who: “(1) comes from a single-parent household; (2) has two parents without a high school diploma; (3) has a sibling who has dropped out of school; (4) has changed schools two or more times (excluding changes due to school promotions); (5) has repeated at least one grade; and/or (6) comes from a household with an income below the federal threshold for poverty”.

Some of following risk factors (UNHCR, 2007, p.4) which some of them exclusively or especially relevant to asylum seekers, refugees, internally displaced or returnee children are:

1. lack of adherence by various stakeholders (including camp management, community and leadership structures) to the principle of the best interests of the child at every stage of the displacement cycle, as well as lack of respect for other rights and capacities of children, including their right to participation in all matters affecting the child, and protection from harmful traditional practices;
2. lack of access to adequate national legal and institutional mechanisms which provide for the protection and well-being of children, such as judicial procedures or traditional justice systems that adhere to international standards,

3. and fair and efficient administrative or judicial procedures in which decisions can be made on the separation of a child from his or her abusive or negligent parents or on assigning sole custody to a parent who has been found eligible for resettlement;
4. lack of registration and documentation, including birth registration, for asylum-seeking and refugee children;
5. lack of age- and sex-disaggregated data to help identify children at risk;
6. disruption of family and community support structures;
7. lack of mechanisms for identifying unaccompanied and separated children with international protection needs, e.g. when arriving as part of a mixed migration flow, and for referring these children to the appropriate protection mechanisms that can, inter alia, provide for protection against refoulement;
8. asylum procedures, which are neither adapted to the specific needs, rights and capacities of children, nor do they recognize child-specific forms and manifestations of persecution;
9. lack of reception conditions catering for the specific developmental, educational and recreational needs of children, which can put asylum-seeking children, in particular those who are unaccompanied or separated, at heightened risk of abuse and exploitation, including trafficking;
10. practice of detaining asylum-seeking children;
11. parents'/families' lack of livelihood and self-reliance opportunities, resulting in dependency on humanitarian aid, coupled with chronic food shortages leading to (i) malnutrition; and (ii) heightened mortality and morbidity from communicable diseases, in particular among children below two years; and (iii) other protection problems including exploitation, such as trafficking and "survival sex", and school drop-out;
12. protracted displacement situations and extended stays in camps, resulting in stress and anxiety, and a heightened risk of violence and abuse, including sexual abuse and exploitation, trafficking and under-age military recruitment;
13. insecurity, including the presence of armed elements in refugee and IDP settlements, which places children at heightened risk, e.g. of under-age military recruitment;
14. lack of access to quality education and safe school environments; discontinuation of education in countries of asylum and places of displacement before it can be guaranteed in areas of return; and lack of post-primary education, vocational training and recreational opportunities for adolescents;
15. lack of access to child-friendly health services, including HIV and AIDS prevention, treatment, care and support, and antiretroviral therapy;
16. destroyed or occupied homes and demolished infrastructure such as schools, health and child welfare facilities in places of return, putting returnee children at risk;"
17. discrimination and xenophobia in countries of asylum/resettlement and lack of an enabling environment to help refugee children integrate into the local society (UNHCR, 2007, p.4).

Schonert-Reichl (2000) stated that if a student has a risk factor, this triggers another risk factor. In other words, at risk factor indicates a tendency to be multiplied. Thus, it can be stated that there is necessity for educators to know and understand at

risk population better so that they can identify their educational needs. Moreover, school should be safe heaven for those. Also, for determining refugee children at risk of abuse, gender based or sexual violence and force recruitment, it plays also play an important role to help connect them with appropriate services (UNHCR, 2016).

2.4.Changing Dynamics in Turkish Schools

Turkey has hosted 208.336 foreign guests which comprise of 202.358 Syrian and 5.978 Iraqi in 20 Temporary Refugee Centers (TRC) in twenty cities since 2011 (AFAD, 2018; GIGM, 2018). These centers are at southland and south-eastern cities, Adana, Adıyaman, Gaziantep, Kahramanmaraş, Kilis, Malatya, Mardin, Osmaniye and Şanlıurfa, which are close to the Turkey-Syria borders. Additionally, out of the TRC, 3.345.915 Syrian have benefited from health, education and food aids. While only sixth percent of Syrian populations live in the TRC, majority of Syrians have lived in big cities like İstanbul with the number of 563.963 people, Mersin with the number of 208.267 people, Bursa with the number of 153.145 people and other cities. In Figure 1, number of registered Syrian living people in Turkey through years is indicated (UNHCR, 2007, p.4).

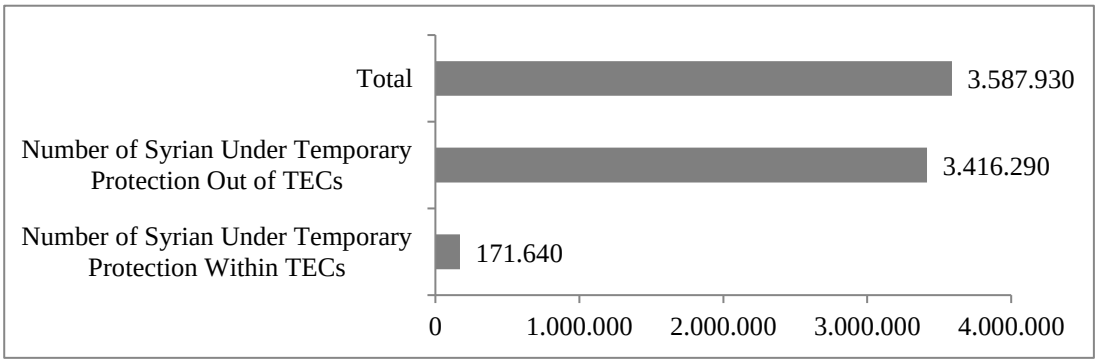

Figure 1. Number of Syrian under Temporary Protection through Years (GİGM, October 2018)

Figure 1 indicates the exponentially increase especially from 2012 to 2014.

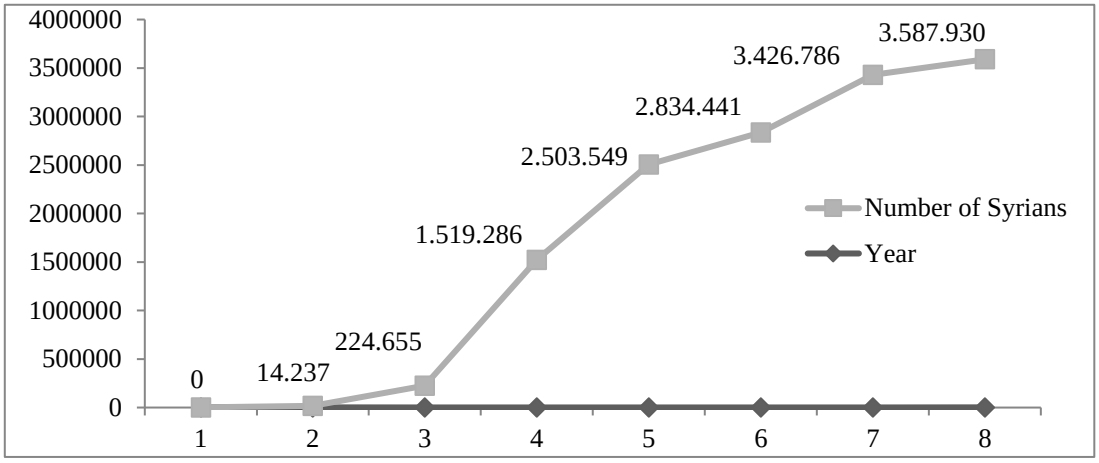

Figure 1. Number of Syrian under Temporary Protection within and Out of TECs

Source: DGoMM, (2018, October). Retrieved from https://www.goc.gov.tr/icerik6/gecici koruma_363_378_4713_icerik

Figure 2 indicates the number of registered Syrians both living outside of Temporary Refugee Centers and living in Temporary Refugee Centers. As it is indicated in the figure, majority of the Syrians are living outside of the centers.

There are different services for education of Syrian children under temporary protection (see the below Figure 3).

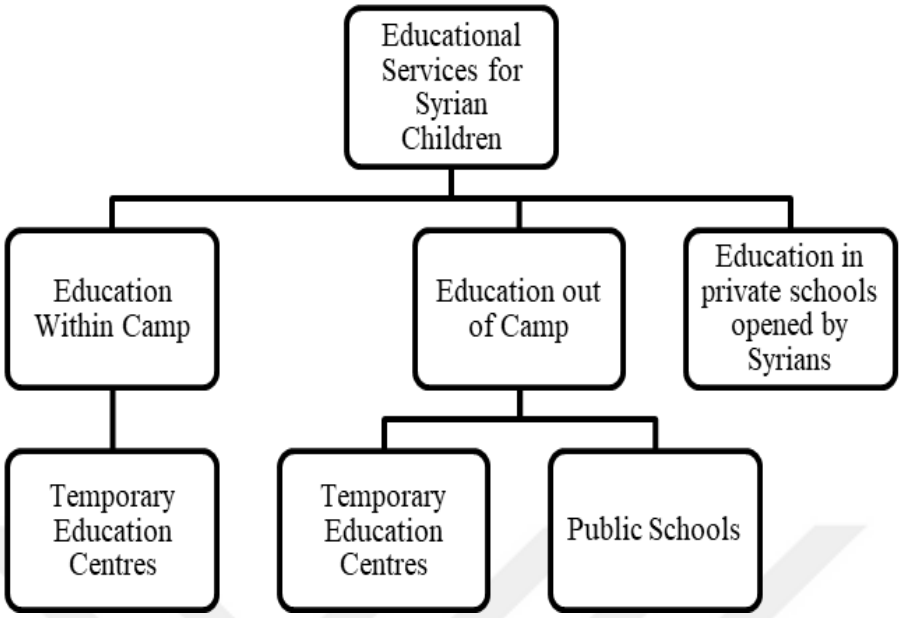

*Figure 2.*Educational Services for Syrians Under Temporary Protection

Figure 3 indicates that Syrian students have different alternatives to access education.

Table 1

Number of Syrians under Temporary Protection According to Age and Gender, 2018

Age	Male	Female	Total
Total	1.947.956	1.640.874	3.587.930
0-4	290.146	270.788	560.934
5-9	246.812	231.578	478.390
10-14	192.207	176.502	368.709
15-18	160.173	127.978	288.151
19-24	318.602	224.352	542.954
25-29	196.998	141.422	338.420
30-34	162.831	121.043	283.874
35-39	113.852	89.972	203.824
40-44	76.204	69.240	145.444
45-49	57.500	53.932	111.432
50-54	46.493	44.710	91.203
55-59	31.133	31.227	62.360
60-64	22.367	23.126	45.493
65-69	14.530	14.663	29.193
70-74	8.074	8.914	16.988
75-79	4.550	5.518	10.068
80-84	2.563	3.326	5.889
85-89	1.326	1.686	3.012
90+	695	897	1.592

Source: DGoMM, (2018, October). Retrieved from https://www.goc.gov.tr/icerik6/gecici-koruma_363_378_4713_icerik

According to DGoMM data (2018), there are 1, 135,250 people who are at the age of compulsory education. Since 2018 data about schooling rate of Syrians under temporary protection were not announced, 2017-2018 education term data is used to indicate schooling rates of the Syrians.

Table 2

Schooling Rate of Syrians under Temporary Protection

Years	**Formal School**	**Total Student Ratio which registered to formal schools**	**TEC**	**Total TEC Ratio**	**Total number of registered students**	**The Age Population**	**Schooling Rate**
2014-2015	40.000	17,39%	190.000	82,61%	230.000	756.000	30,00%
2015-2016	62.357	20,03%	248.902	79,97%	311.259	834.842	37,00%
2016-2017	201.505	40,91%	291.039	59,09%	492.544	833.039	59,00%
2017-2018	351.135	57,00%	267.813	43,00%	618.948	976.200	63,00%

Source: e-okul and YOBİS, (2017, October).

Table 2 indicates that schooling rate duplicated from 2014-2015 (30%) to 2017-2018 educational term (63%).

Table 3

Number of Students and Schooling Rate of Syrians Under Temporary Protection Based on Grade Level

Grade	Number of Syrian and Iraqi in Public Schools	in Temporary Education Centers	Total	Based on Level of Education	Total Number in the age level	Percentage
Preschool	24.574	7.694	32.538	32.538	93.791	34%
1st Grade	91.052	17.303	108.355	81.304	92.358	
2nd Grade	66.111	18.984	85.095		89.198	98%
3rd Grade	35.094	71.785	106.879		85.335	
4th Grade	26.982	53.993	80.975		84.340	
5th Grade	39.611	14.949	54.560	44.745	76.568	
6th Grade	19.474	15.590	35.064		67.721	53%
7th Grade	9.712	20.228	29.940		64.486	
8th Grade	6.585	18.596	25.181		64.044	
9th Grade	13.619	4.920	18.539	50.361	61.434	
10th Grade	5.673	6.595	12.268		62.852	23%
11th Grade	2.507	7.107	9.614		61.069	
12th Grade	1.573	9.471	11.044		73.004	
University Preparatory Class	4	42	46			
Academic Support Class	0	225	225			
Training Class	0	61	61			
Accreditation	0	0	0			
Open Schools	8.564	0	8.564			
Total Number of Students	351.135	267.813	618.948	618.948	976.200	63%

Source: e-okul and YOBİS (2017, October).

Table 3 indicates that, according to grade level, the given table indicates that the highest schooling rate belongs to primary school level (98%).

Ministry of Education has the primary responsibility of Syrian under temporary protection. Conducted three main educational activities by MoE are studies on increasing the number of access to each level and type of school, preparing and distributing educational materials, providing informal educational activities. In the following three years, TECs will be closed and all Syrian students under temporary protection are going to register public schools. To accelerate the integration process, registration to kindergarten, 1st, 5th and 9th grade levels became compulsory in official schools (Ombudsman Institution, 2018).

2.5.Inclusive Education

Origin of inclusive education came from special education and "inclusive education" phrase was derived from Salamanca Statement, in 1994. Special education is provided both as a supplementary form to general education and entirely separate form from the general education. Appropriateness of the separate system has been challenged from the perspectives human rights as well as point effectiveness. Thus, practices under special education were transformed through "integration" approach to mainstream (UNESCO, 2005). Passing to the integration brought a basic challenge with itself. That is mainstreaming had not been accompanied by the change of ordinary school organization, curriculum, and instructional strategies. Thus, lack of organizational change has proved as one of the major barriers for implementing the inclusive educational policies.

Although integration and inclusion are used interchangeably, they are two different concepts. While integration refers to a process that child with special learning needs are placed in a regular school environment without change in school organization, curriculum and teaching strategies (Harman, 2009), inclusion refers to "a process in which the school is organized to accept and accommodate for differences in children as an evident fundamental condition." (UNESCO, 2005).

In 2000, 164 countries, one of them is Turkey, committed for achieving "Education for All" at the Dakar Framework for Action, which was mandated by

UNESCO, as a leading agency. Thus, governments of the countries took on an obligation to ensure six identified goals and targets are met and sustained till 2015. According to UNESCO (2005), "education for all" means ensuring access to basic education with good quality for all children. That suggests designing an environment in schools and in basic education programs that children are able and enabled to learn. This environment "environment must be inclusive of children, effective with children, friendly and welcoming to children, healthy and protective for children and gender sensitive" (UNESCO, 2005).

Table 4

Key International Milestones towards Inclusive Education

Year	**Convention/Declaration**
1948	The Universal Declaration of Human Rights (Article 26)
1966	The International Covenant on Economic, Social and Cultural Rights
1982	The World Program of Action Concerning Disabled Persons
1989	The Convention on the Rights of the Child
1990	The Jomtien World Conference on Education for All (EFA)
1993	Standard Rules on the Equalization of Opportunities for Persons with Disabilities
1994	The Salamanca Statement and Framework for Action on Special Needs Education
2000	The World Education Forum, Dakar
2006	The UN Convention on the Rights of Persons with Disabilities

Source: Dreyer, (2017). Retrieved from Dreyer, L. (2016) Inclusive Education. In Education for Initial teacher training (p. 385).

In the literature, "inclusive education" defined in a variety of perspectives by several academicians and professionals. For instance, Sachdev and Sebba (1997) defined inclusive education as a process that a school attempts to meet needs of all students as individual by both reconsidering the school curriculum as well as restricting it and providing resources to increase equal opportunity. In a similar way, UNESCO defines inclusive education as "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education." (UNESCO, 2015, p.13). Also, inclusive education is accepted an issue about human rights from the perspective of UNESCO.

Additionally, Barton (2003, p.427) explained inclusive education as “Inclusive education is not about containment, assimilation or accommodation. It is not about placing particular pupils in changed, under-resourced and unplanned circumstances”. Furthermore, he stated that it is about all children’ and youngs’ participations and removal of all practices which cause discrimination (Barton, 1998, p.84-5). On the other hand, some authors defined inclusive education as providing education for children with disabilities in a context which instructional process are provided in regular class with regular class teacher (Mastropieri & Scruggs, 2004).

Although the given sample definitions before, in some non-Western countries like Turkey, the common view to inclusion tends to be limited with disabilities (Ciyer, 2010). Furthermore, based on Ministry of Education Special Education Regulations, inclusive education was defined as “a special education practice based on the principle that the education of individuals with special education needs (SEN) continue their education with their peers without disability in the official and private schools at pre-school, primary education, secondary education and adult education level by providing them educational support services" (MoNE, 2006). Thus, according to the regulations and laws on inclusive education implementation, inclusive education is regarded under the existing special education system (Durak & Erkılıç, 2013). Supportively, based on review of literature in Turkey context, it can be stated that conducted studies on inclusive education focused on child or young with disabilities.

To further explain the inclusive education, Barton (1998, p.84-5) said that it is not just about providing opportunity to access into mainstream school for children who have been previously excluded. According to him, the existing school system including physical context, curriculum, role of the leadership, teaching expectations and the way of teaching will have to change. That is about the nature of the inclusive education which is for removing all the forms of exclusion and for including participation of all child and young. Inclusive education corresponds to reconstruction of education system to extend the quality of the education for all students regardless of their genders, ethnicities, languages, religions, socioeconomic statuses, and or any other divergences (ERG, 2018).

As it can be understood from the given definitions, academicians and researchers have not agreed about a definition for the concept of inclusive education (Pearson, 2005). However, through this study, inclusive education is handled in the light of definition of UNESCO, "Process of strengthening the capacity of the education system to reach out to all learners." (UNESCO, 2017).

2.6.Inclusive Education for Refugees and Asylum Seekers

School context has gained importance in order to promote outcomes of successfully settlement and inclusion for refugee-background people with increasing population of asylum seekers and refugees in a global level (Block, Cross, Gibbs & Riggs, 2014). To include students with diverse educational needs in mainstream schools is now priority for educational policy and planning throughout the world. That emphasizes on education for all within inclusive schools has served as a catalyst for the transformation of schools (Engelbrecht, Malinen, Nel & Savolainen, 2011). Researches indicate that educationally disadvantaged students are likely to fail in elementary and secondary schools. Students who come from low socio-economic and or from minority background, or whose parents are not involved in their children's education are at risk either educational failure or dropping school.

2.7.International Regulations for Inclusive Education

According to Article 26 of Universal Declaration of Human Rights (1948), Article 13 of United Nations Convention on Economic, Social and Cultural Rights (1976) and Article 28 of United Nations Convention on the Rights of the Child (1992), everybody has a right to education and primary education is compulsory and free to all. Additionally, government who signed United Nations Convention on the Rights of the Child are responsible for taking measure to ensure attendance to the school and reduce school dropout rates (Article 28).

Providing just formal education is not enough, there is need to remove barriers like poverty and discrimination and to provide education in required quality so that children can benefit (United Nations Convention on the Rights of the Child, 1989; Committee on the Rights of the Child, General Comment No. 1: The aims of education, article 29 (1) (2001)). Moreover, it is an obligation for government who signed those

instruments to provide qualified education and monitor the current situations in society whether all school age students have access to education, school meets the international standards for education or not. According to international agreements, scope of the education rights and the necessary relied principles are: first, core of the education needs are the receiving education rights. To access this right, it is necessary that government should build schools with necessary conditions. Secondly, the government is responsible for employing teachers. Thirdly, providing access to education for everybody without discrimination and for kids who have a difficulty to access like girls, minority groups and refugees, the government has an obligation to take precaution for those. Fourthly, considering different kids and their different needs and cultural characteristics, education should be shaped accordingly for those.

In terms of gender equality, European Convention on Human Rights (1950) and Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979) prevent discrimination based on gender. Government which signed CEDAW has responsibility to guarantee with regulations to gender equality such as providing equal opportunity accesses to educational institutions and receiving education with equal quality. Moreover, the governments should take precautions to reduce rate of school dropout among girls and to close the educational gap between women and men.

In terms of disability, governments which signed United Nations Convention on the Rights of the Child (Article 23, 1992) are responsible for ensuring prestige of children with mental or physical disabilities and ensuring their active participation to society by providing facilitating conditions for them. Additionally, the convention encourages governments to provide free education for them. The given international regulations were signed by Turkey and it is responsible for realizing the stated ones. They are related to proving access and qualified education without discrimination, as a characteristic of inclusive education. 2.8. National Regulations for Inclusive Education in Turkey

Based on Article 42 of Fundamental Law of Republic of Turkey, individuals cannot be deprived from education and instruction rights. Besides, primary education is compulsory for to both girls and boys citizens and free in public schools. According

to Fundamental Law of National Education, the law no 1739, under the fundamental principles of Turkish National Education, the following two articles are among the listed seventeens: (1) Educational institutions are open to everyone regardless of language, race, gender and religion. No privilege can be granted to any person, family, group or class in education (Article 4).

In terms of language, based on Article 2 of law on "Education and Teaching in Foreign Language and Teaching Different Language and Dialects to Turkish Citizens", languages and dialects which are used as a custom in daily lives of Turkish citizens can be taught with special courses and schools which use those languages as medium of instruction can be opened as private schools.

In terms of religion, according to Fundamental Law of Republic of Turkey, everyone has the right to worship in accordance with religious freedom and believes (Article 24, 1982 Fundamental Law). Based on this article, education and instruction on religious and morals are done under the control of government. Religious Culture and Moral Knowledge lesson is one of the compulsory lessons in primary and secondary level of education. Other than that, religious education and instruction only depends on the request of the individual and the legal representative of the child.

Fundamental Law of Republic of Turkey and international conventions signed by Turkey forbid discrimination based on gender, language, religious, being disabled and ethnicity. Right to education is accepted as a right for everyone both in national and international regulations. Although in national regulation, inclusive education term can be observed when it comes to gender and disability (ERG, 2016). Right to education is guaranteed with many international conventions and regulations signed by Turkey.

2.8.Promoting Integration of Syrian Children into Turkish Education System (PICTES) Project

Promoting Integration of Syrian Children into Turkish Education System Project that is financed directly as grant in the fields of humanitarian aid, education, health, psycho-social support and migration management for Syrians under temporary protection in Turkey by EU in March 2016. This project is financialized within the

scope of FRIT (Facility for Refugees in Turkey) Agreement which is a financial aid program aimed to financially support to both refugees and host countries (First Annual Report on the Facility for Refugees in Turkey, 2017, p. 4).

The project aims to contribute access to education for Syrian children who are under temporary protection in Turkey. In this regard, main activities implemented in the PICTES project are presented in Table 5.

Table 5

Main Activities in PICTES

Name of the Activities
Provision of Turkish and Arabic Language courses for Syrian children both in and out of School
Provision of catch-up training courses for Syrian children out of school
Provision of additional (back-up) training courses for Syrian children in schools and TECs
Provision of school transfer for Syrian students
Distribution of complementary teaching materials to Syrian Children
Awareness raising on educational opportunities for Syrian students
Revision, development and purchase of education material
Development of examination system to determine the academic levels and Turkish language skills of Syrian teachers and students
Provision of secure, hygienic and proper learning environments in schools and education institutions.
Provision of education equipment to schools and TECs
Provision of training for teachers, administrative and other staff of MoNE
Monitoring and evaluation activities

Source: EU Facility Projects Promoting Integration of Syrian Children into Turkish Education System (2016)

Although duration of the project is identified as 24 months, the project is decided to be continued after completion year 2018.

2.9.Intercultural Education

Intercultural movement began in the late 1920 and it lasted till the late 1950s. The movement serve as a significant role for multicultural education (C. Banks, 2004). Bennett (2003) defined intercultural education as “an educational approach based on

democratic values that support cultural diversity and a school system that guarantees equal opportunities in education". Primary aim of the intercultural education is learning to live together in a culturally diverse society. According to International Conference on Education (1992) Final Report, it was suggested for intercultural education's aim to be "the reduction of all forms of exclusion, the furthering of integration and school achievement, the promotion of respect for cultural diversity, the promotion of understanding of the cultures of others and the promotion of international understanding".

Additionally, aim of activities in intercultural education is to decrease underprivileged for students with disadvantages and to provide them additional support for academic success (Leeman, 2003). Cooperative learning and interaction are base for intercultural education. In order to provide such a convenient environment that individuals can interact, democratic and safe school setting is essential (Batelaan, 2001).

Attaining quality education for all, the importance of multicultural issues has emphasized by many global education conferences and fora for many times. Based on UNESCO Guidelines on Intercultural Education (2006), three principle were identified to guide for intercultural education. Those principles are presented in Table 6.

Table 6

Guidelines on Intercultural Education

Principle Number	**Statement of the Principle**
Principle 1	Intercultural education respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all.
Principle 2	Intercultural education provides every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society.
Principle 3	Intercultural education provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations.

Source: UNESCO Guidelines on Intercultural Education (2006, p.30).

Table 6 indicates that providing education in a way that respect for other cultural identities, providing necessary knowledge, attitudes and skills for society participation, and enabling them to spread out respectfulness and insightfulness are important functions of intercultural education.

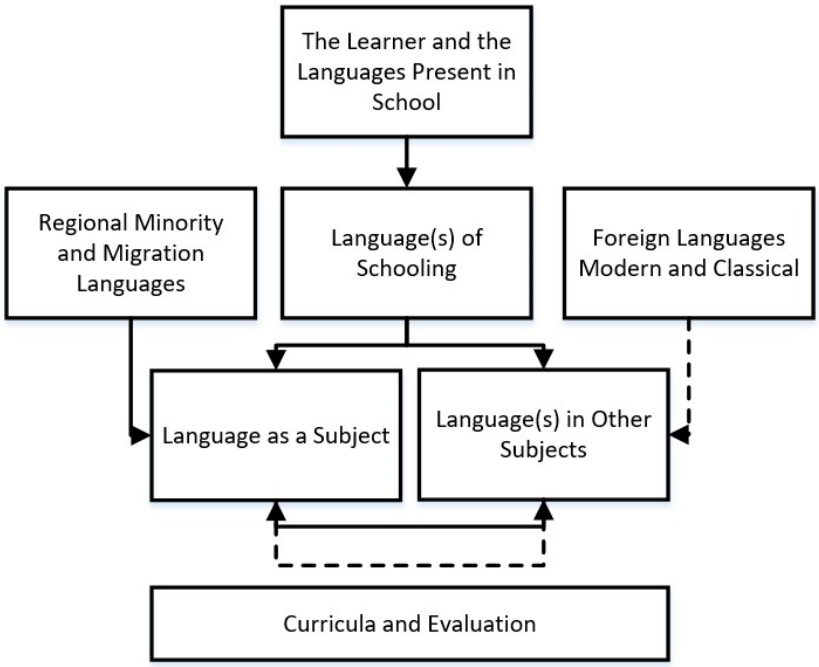

Figure 3. Platforms of Resources and References for Plurilingual and Intercultural Education

Source: Council of Europe (2009). Retrieved from https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/intercultural-aspects

The Figure 4 indicates the different status and interrelations of languages in school. It is taught as mother tongue or second/foreign language, it is studied as a course/subject or it is served as medium of instruction.

2.10.Refugee Education in Other Countries: Educational Opportunities and Difficulties

In 2017, population of displaced people under compulsion in the level of global reached 2.9 million as consequences of ongoing displacement crises and violence, 68.5 million people were displaced forcibly in the world to the end of the year (UNHCR, 2017). 44.000 people had to migrate their hometowns every day in 2017. Moreover,

approximately 3.1 million people were awaiting the results of their applications to become asylum. Based on 2017 data (UNHCR), 1 out of every 110 people in the world was displaced. This ratio was 1 in 157 a decade ago and this increase mostly explained by the significant number of displaced people from Syria. Furthermore, 68% of refugees in the world came from those countries; Syrian Arab Republic with 6.3 million, Afghanistan with 2.6 million, South Sudan with 2.4 million, Myanmar with 1.2 million and Somalia with 986.400 people.

In addition to refugees, there were 1.7 million people who were waiting for new application for being asylum. Out of 331,700 of them was for the United States of America, the world's largest recipient of new individual applications, 198.300 of them was for Germany, 126.500 of them was for Italy and 126.100 of them was for Turkey. According to UNHCR (2017), with the number of 3.5 million people, Turkey was the largest number of refugees worldwide. The other most refugee hosted countries were Pakistan with 1.4 million, Uganda with 1.4 million, Lebanon with 998.900, Islamic Republic of Iran with 979.400, Germany with 970.400 and Sudan with 906.600 people. In the following parts, education opportunities and difficulties for refugees in Pakistan, U.S.A, Germany and Lebanon were identified.

The Case of Pakistan

Pakistan is the second country with approximately 1.4 million people among the top refugee-hosting countries (UNHCR, 2017). That population is consisted of Afghan refugees, and they have been living in Pakistan more than four decades (Mapping of Education Facilities and Refugee Enrolment in Main Refugee Hosting Areas and Refugee Villages in Pakistan, 2017). Beside to registered ones, there are estimated one million Afghans, who have been living without legal registration, in Pakistan (Samuel Hall 2017, p. 5).

In 2017, school enrolment in primary level, which involves 5 to 9 age group, was 22% for inside and outside of refugee villages (UNHCR 2017d, p. 14). Conducted UNHCR surveys in different years, 2011, 2016 and 2017, showed that the school enrolment to primary level is significantly lower among Afghan refugees when compared the results based on national average. Furthermore, the survey results reports indicated that the enrolment rate is significantly lower among girls when compared the

rate based on gender. For the secondary level, there is very limited available information in terms of enrolment and schooling rate.

Pakistan is the second country with twenty-five million Pakistani children who are out of school in the world. Among Southern Asian region countries, Pakistan has the lowest share with only 2% GDP on education (ICG 2014, p. 1: Jenner, 2015). Pakistan is not a signatory of the 1951 Refugee Convention, with the amend of Pakistani constitution in 2010, a state obligation came for providing compulsory and free access to education for all children with no discrimination among citizens and foreigners from 5 to 16 age groups. When investigating the practice, not only registered refugees can enroll public schools but also documented refugees can enroll in case of providing a valid bird certificate (Zetter & Ruaudel 2016, p. 77; Margesson 2007, p. 6; Hasan 2018). In addition to 2010 amendment, lots of provincial and national assemblies have adopted legislation related to right to education.

According to UNHCR (2016) assessment, 25% of Afghan refugees go to public schools while 21% of them go to Pakistani private schools and 53% of them go to Afghan private schools (UNHCR, 2016b, p.21).

Table 7

Models of School for Afghan Refugee

Model	Regular Classes with the Pakist.an Citizen Students
Refugee Village School (Pakistani curriculum is used)	Only for refugee students
The Pakistani Public School	Both for refugee and local community (poor and lower middle-income family) students
Private schools	Both for refugee and local community (middle income to higher income family) students
Religious Schools/Madrasas	Both for refugee and local community (poor and lower middle-income family) students

According to UNHCR Refugee Education Strategy 2016-2018 Report for Pakistan, the number of schools is not enough for meeting the increasing demand with the increasing refugee population. In this regard, barriers for quality of education were listed as poor quality of teachers, challenges for refugee students, absenteeism

problems of refugee students, poor infrastructure of schools, and poor supervision in schools.

The Case of Germany

Germany is one of the most influenced countries from the migration through the years. In 2015, more than 890.000 people, majority of them from Syria and Western Balkan states applied to Germany for protection. According to 2016 data, population with immigrant background who either born in foreign or second generation born in Germany (Statistiches Bundesamt, 2017a) Syrian refugees are the most significant group with more than 40 percent of immigrants (Brücker et al, 2016, p.19). Additionally, immigrant and asylum seekers population are consisted of substantially young population. Furthermore, out of more than 8 million students in schools for general education, approximately eight percent of them are not German citizens.

In the country, the spread of the immigration population is not balanced. Especially, in large cities the population with immigrant population reached more than half out of all student population. With the significant refugee influx in 2015, the government redistributed the population among the different sides of the country and thus, as for the first time, some rural communities were met with the immigrant children in schools.

Since Germany is administered with federal system, laws, regulations and implementations can change in local level. Thus, refugee integration and education in schools vary not only between states and but also between cities. However, the states cannot decide all school forms and policies independently. Standing Conference of Ministers of Education and Cultural Affairs (KMK) coordinates the school system, so there are some common features among the federal states. Basically, there are five school integration models (See the below Table 8) in Germany.

Table 8

Models of School Integration in Germany

Model	Regular Classes with the German Citizen Students	Separate Tuition for Germen Language Learners
Immersion	Full time	*No specific courses *Access to general support options
Integrative	Full time	Additional German classes
Partly Integrative	In some subjects or some time slots	Preparatory class for most of the school day
Parallel (Temporarily)	No joint classes for three months to two years	Full time preparatory class mainly German as a second language
Parallel Until School Leaving Certificate	No joint class	*Full time, *German as a second language plus subjects

Source: *Massumi and Dewitz 2015, p. 44*

Immersion models are generally performed in the beginning years of primary school where all students learn together the basics reading, writing and math. The other models except for parallel until school leaving certificate, are generally performed in the later grade levels of primary school and lower secondary. Parallel until school leaving certificate are offered to students who arrived Germany after age of 14.

In terms of compulsory education, age of compulsory education is among six to sixteen in Germany. There is no obligation for school attainment for those who do not have legal status and residence permission in the country (Rydin et al. 2012, p.191; Bourgonje, 2010, p.47). In terms of second language, however, in reception centers, receiving language courses is an obligatory. In some cases, children would take few hours language courses in a day in asylum seekers centers instead of attending regular class in a school. After attending one - or two-year preparation classes, children are placed to regular classes. In some of German schools, a separate second language teacher is included to introduction classes to support the children who need help. If some children fall behind in German proficiency, additional assistance can be provided depend on even school, city or state (Crul, M. R. J., Keskiner, E., Schneider, J., Lelie, F., & Ghaeminia, S., 2017). Second language instruction is separated from the regular language classes. For that reason, quantity and quality of materials used in those additional classes and the class hours can differ based on teacher and schools. In terms of guidance (as mentor and/or psychologist), a person is assigned to care about school

success, psychological problems, and decision process about curriculum, or school in general in some German schools. Since this assignment is not obligatory for schools, teachers mostly do these students tracking (Niemeyer 2014, 47). In terms of allocation of students (Stock & Vogel, 2017)**,** before assigning a refugee student to a school, there is no systemic assessment and learning need identification for neither German language nor academic subject knowledge competence. For instance, in Bremen, distance to residence of refugee students to school and available place in German preparatory course in it are the criteria for assigning them a primary school. All in all, as a holistic approach, the education aim for refugee children seems as limited and short term and most of the regulations or policies on phase of transition or immersion.

According to a report (OECD, 2016) on refugee and migrant integration to education and training, the challenges have appeared in terms of quick and effective assistance to the needs of education, training and labor with the increasing migration to Germany. To minimize the integration process into social and economic life of a host country, migrants' successfully engagement in education and the labor market of the country is an important issue. If this integration and engagement process increase, the risk of migrant children's alienation from the culture and values of the host country can increase. Correspondingly, achieving the outcomes of positive integration become more difficult due to increase in proves of integration and engagement.

In Germany, education and unemployment gap between migrant and natives remained higher than OECD's best performing countries. That's especially true for immigrant students' language skills if the child arrived at host country when they older than 12. Those children' reading proficiency fall behind the grade level. The successes of immigrant students in terms of academic, social and emotional dimensions vary widely. In fact, it differs even they came from the same country and same socio-economic status.

As a result of the inspected research study, in order to accomplish the integration quickly in Germany, speed up success for the qualified education, systematic assessment for identifying initial subject competencies, training and work support is needed. Also, for refugee students' adaptation to regular class, team teaching for scaffolding the refugee students in heterogeneous class, increasing the

teacher training the improvement in integration outcomes and postponing grading for gradually leading refugee students who learn German language improving the responsiveness of education and training are the key factors (Stock & Vogel, 2017).

The Case of Lebanon

Lebanon is not one of the countries which signed the Refugee Convention in 1951 and signed the Protocol on Refugee Status in 1967. For that reason, Lebanon does not have to recognize expectations and standards for refugees. However, Lebanon has had an agreement with UNHCR based on a Memorandum of Understanding (MoU) since 2003. According to the agreement, refugees and asylum seekers are tolerated only for a limited time period (UNHCR, 2003). In terms of entitling to refugees like access to education and health services, this kind of legal agreement is essential. Thus, Lebanon does not have an obligation to provide basic service access like healthcare, education and employment (Tabar, 2010, p.13). With the MoU agreement, Lebanon's non-refoulement principle was also committed for that reason UNHCR is responsible for refugee registration.

For the close relations (historical, economic, religious, neighborhood etc.) among Lebanon and Syria communities, Syrian refugees' situation is a kind of special case in terms of their displacement by extraordinary circumstances (Shuayb, Makkouk, & Tuttunji 2014, p.40). For instance, Syrian refugees' situation is committed to provide access to education and to health services by the Lebanon government. Registering to Lebanon public school is possible for Syrian refugees. Lebanon Ministry of Education and Higher Education conducts education process of Syrian refugees with the contribution of UNHCR, UNICEF, local and international non-governmental organizations (NGOs). Syrian children can access to education thanks to payment for school fees and transportation by UNHCR, UNICEF and donors (UNHCR, 2014).

With the issued circular on Syrian refugee students by Ministry of Education and Higher Education (MEHE), all public schools have started to register them regardless of legal status or necessary documents for the registration since the late 2011 (Watkins, 2013, 13). Syrian students were included to current education system

with Lebanese students. Nevertheless, with increasing number of Syrian students, two-shift system were started to be implemented in 2013-2014 academic year.

According to a conducted study (Brekke, C. L., 2015), in terms of quality of education, there are substantial problems that Syrian refugee students have faced. Although, both groups are part of the same education system, most of the sources indicated that the refugee students may have a lower quality of education in comparison with Lebanese students. And this situation was explained with the two-shift system by the informants. Informants also thought that afternoon shift which was especially consisted of Syrian refugee students, was overcrowded and this situation directly affect the quality of education. Some informants called the system as apartheid system because in morning shift; school starts at 08.00 a.m. and ends at 02.00 p.m. yet afternoon shift; starts at 02.00 p.m. and ends at 06.00 p.m. Thus, school time is not equal for each shift that's a problem. As a result, it was stated by most of the informants that the curriculum taught is more intensive in afternoon shift as opposed to the one in morning shift. According to interviews, and collected data, there is an indicator that afternoon shift is more flexible than the other in terms of curriculum adaptation according to needs of the refugee students (Shuayb, Makkouk & Tuttunji 2014, p.50).

In Lebanon curriculum, Mathematics and Science lessons are taught in English or in French till 9th grade level, end of the intermediate level, in public schools (Shuayb, Makkouk & Tuttunji 2014, 84-85). For that reason, this implementation crated a challenge for the refugee students and resulted in increasement in the school dropout rate. Based on Brekke's study, dropout rate of the refugee students is higher in the morning shift. That may be explained with the full implementation of Lebanese curriculum in the morning session. In other respects, the medium of instruction in Math and Science lessons may be ignored or less prioritized in the afternoon shift. In the afternoon shift could therefore be considered better suited for Syrian refugees, but at the same time if the language component is deprioritized, it may indicate a version of the national curriculum that is of lower quality than for the morning shift. Informants also mentioned that due to time constraints and the lack of resources, students in the afternoon shift would tend to forego extracurricular activities and physical education.

Such provisions are recognized as being important to retain children in schools, to allow for socialization in safe environments and to help alleviate trauma.

2.11.Research on Education of Foreign Students

In the literature, there are several studies on different perspectives of education of foreign students. Those studies are mostly focused on educational policy research, Syrian students' access to education, experiences in integrated education and instructional process. Literature related to this thesis study summarized under "Experiences in Integrated Education and Instructional Process" section.

Experiences in Integrated Education and Instructional Process

From the perspectives of school administrators, Çayak and Levent (2017) with their article "School Administrators' Views on Syrian Students' Education in Turkey" examined education of Syrian students living in Turkey from the perspectives of school administrators. The study was conducted by school administrators from different school level in İstanbul district. Results indicated that majority of the administrators were remarked communication problems in both registration process of Syrian students and education and instructional process. Besides, they indicated lack of student registration systems as the problems faced in the process of Syrian students' education.

On the other hand, from the perspectives of teachers, Erdem (2017) with his article "Instructional Problems Experienced By Primary School Teachers Who Have Refugee Students in Their Classes and Their Solutions for Problems" investigated experienced instructional problems by primary school teachers who have refugee students and their suggestions and solutions for the problems within the scope of descriptive analysis of semi-structured interviews and observations. Result of the study indicated that language is the primary problem in the instructional process. Additionally, it was found out that participant teachers do not revise contents according to needs of refugee students and do not develop objective assessment methods in the process. Also, material needs of the teachers for refugee students were reached. In suggestion and solutions part of the study, teachers thought that refugee there is need a preparation education for teaching Latin alphabet and Turkish to

refugee students. Finally, it was found out that teacher need to be trained in the field of instructional content analysis, teaching strategies, developing instructional materials and measurement instruments, and assessment for refugees.

Another study on teacher perspective, Akman and Kardeş (2018) examined opinions and implementations of teachers with regards to Syrian refugee children education. The researchers used case study design in the study by using both structured and semi-structured interviews done by teachers from four different public primary schools in Altındağ and Mamak districts city of Ankara. Based on content analysis of the researchers, problems of Syrian children' Turkish learning and adaptation to school was stand out. It was found that teachers do not feel adequate in refugee children's education, not regulate for refugee children in classroom and not to see current curriculum enough for the education of children. Also, participants of the study stated that to solve the integration problem of Syrian children, Turkish language and preschool education should be received.

Yet another study on teacher and school administrator perspective, Sarıtaş, Şahin and Çatalbaş (2016) examined experienced problems of teachers and school administrators who have foreign students in their schools and their recommendations and solutions regarding to problems. In this study phenomenology research design was used and data was collected by interviews with teachers and school administrators in five schools with foreign students, which school have 125 students in total, 62 of them Syrians, in Denizli. Based on the interviews, the teachers and the administrators stated that problems mostly were experienced by Syrian students. They explained the reason as that escaping the war, living death and the fear in their country. In terms of the foreign students' families, other than Syrians, families mostly have better economic and educational status. Thanks to those characteristics, the families do not have much problem for adopting Turkey. The first problem which the participants face was defined as dialogue problem because differences in language. According to statements of the participants, they did not experience behavioral problems with foreign students except Syrians and they explained the reason for this situation as the difference in reason for migration to Turkey which the others' reasons are accessing better education or living in better conditions, the Syrians' reason is war. Additionally, teachers stated

that the other foreign students easily adapted to system and succeed as a result of giving importance to school and academic achievement; on the other hand, the Syrians have a difficulty in obeying and adopting the school and classroom rules and as a result of this they fail academically. Teachers' solutions to get rid of the behavioral problems of the Syrian students were stated as caring individually, visiting their homes, ignoring them and price and punishment method. Furthermore, teachers stated they experienced problems that the foreign students especially the Syrian students do not do homework, bring lesson material incompetently, and not participate in lessons and being failure. In terms of family and school communication, while they did not experience negative communication with foreign students' families except the Syrians' families. Even, those families are evaluated as more caring and attentive as comparing to Turkish families. However, the participants mentioned their problems with the Syrians families and their lack of caring to their children. As recommendation to the experienced problems, firstly provide preschool education, language education for both students and their families, for preventing negative effects on students who are not foreign, bringing all foreign students in the same classes, opening new department under Ministry of Education were recommended by the participants. As a result of the research findings, the researchers' recommendations are Turkish language courses for foreign students, providing education seminars for parents, assigning psychological guidance for foreign students who have communication and adaptation problems by Ministry of Education and organizing events is schools for inclusion of foreign and Turkish parents from the perspective of students under temporary protection, teachers and school administrator who have experience on these students' education, Taner (2017) examined problems of Syrian students in the education process and their expectations and demands. The study was conducted with Syrian students, teachers and school administrator from six public primary and middle schools in Trabzon. In-depth interview and focus group interview, especially when interviewing with the students, techniques were used to collect data. Based on the interviews, problems were identified as lack of information about educational right and school registration process of Syrian families, school administrator's lack of residence information of Syrians in school registration process, language problem of Syrians, school administrator's lack of information on provided services or supports by Ministry of

Education for the translation in the process and poor communication among school and parents.

Another study from perspective of psychological guidance teacher and middle school teachers, Karaağaç (2018) determined the educational problems of Syrian refugee students in elementary schools. Data were collected with semi-structured interviews from the teachers working five different elementary schools in Ataşehir district in İstanbul. Study findings indicated that the Syrian students' most important problem is language. This problem also affects adaptation process in terms of academic, psychosocial and cultural negatively and deciding their needs toward these issues. Additionally, it prevents Syrian parents' participation to their children education. Another important problem in terms of Syrian students' education is stated as inadequate regulations.

Table 9

Studies Covered in Literature Review

Author	Method	Data Collection Tools	Participants	Summary of the Findings
Sarıtaş, Şahin and Çatalbaş (2016)	Qualitative	Interview Form	Teachers and School Administrators	Dialogue problem with foreign students; behavioral problems with Syrian students; negative communication with Syrian students' families; Syrian students' problematic behaviors both in instructional process and discipline
Erdem (2017)	Mixed	Semi-structured Interviews and Observations.	Public Primary School Teachers	Language problem in instructional process; teachers' inadequacy in content revision and objective assessment; needs for instructional material
Taner (2017)	Qualitative	In-depth interview and focus group interview	Primary and Middle School' Syrian Students, Teachers and School Administrator	Syrian parents' lack of information about educational right and school registration process; language problems of Syrians; school administrator's lack of residence information of Syrians in school registration process; poor communication among school and parents; lack of information about the provided services for foreign students' education.
Akman and Kardeş (2018)	Qualitative	Semi-structured and Structured Interviews	Public Primary School Teachers	Problems of Syrian children' Turkish learning and adaptation to school; teachers inadequacy feeling to educate refugees, inadequacy of current curriculum
Karaağaç (2018)	Qualitative	Semi-structured Interviews	Psychological Guidance Teacher and Middle School Teachers	Language problems; problems adaptation process in terms of academic, psychosocial and cultural, inadequate regulations

2.12.Summary of the Literature

In the present chapter, educational rights for foreign students in national and international levels, appropriate education for those population and conducted studies in national and international level regarding the study were reviewed. First, based on the 22nd article in The Convention Relating to the Status of Refugee (1951), signatory states are responsible for providing equal treatment with the citizens in terms of education. In this regard, starting with Syrian refugee flux, Turkey has provided different implementations for their education. Initial implementations were provided as short-term solutions, but then long-term solutions have been provided with detailed explanations under "Education and Training Services for Syrian Citizens under Temporary Protection" circular. Later, with the PICTES Project, Syrian students who are at the age of 1st, 5th, and 9th grade levels must be registered public schools. With that regulation, number of foreign students in Turkish public schools started to increase. Thus, Turkish public schools have become more diverse. Based on UNHCR Education Policy Commitments (1951), providing right to access is not enough itself. Additionally, the provided education should include ensuring secure education environment, qualified education, and many other requirements. Considering qualified education and providing same conditions with citizens, that implies the term inclusive education, because the nature of inclusive education is about qualified education for all.

Additionally, in terms of cultural differences, intercultural education was reviewed especially from the perspectives of refugee students' needs in the educational process. Since those children are accepted under children at risk, so the term children at risk was also issued in this chapter. On the other hand, about the educational opportunities and difficulties of countries including Turkey which have experienced such a huge foreign students' population were examined. In this regard, it was analysed that countries have supplied different educational implementation for foreign students. While some of them prefer integrated education and supply inclusive education, some of them prefer parallel education.

Furthermore, sometimes different implementation models can be implemented in the same countries as Germany. According to examinations of conducted studies

related to educational opportunities and difficulties of those countries in the educational process with foreign students, it can be stated that their challenges and opportunities are mostly common. For instance, language is the most challenged factors in the educational process if the population do not share a linguistic family. Moreover, even developed countries experienced a challenge because of the unpredictable number of refugee entries in their countries. Thus, because of lack of planning for the solution and being inexperienced about such a higher population of students' educational process with diverse needs in terms of linguistic, cultural, religious, academic readiness etc., countries including Turkey experienced mostly common problems in the educational process of foreign students. Therefore, their needs are also in common for supplying more integrated and inclusive education for all.

CHAPTER 3

METHOD

This section includes the research design of the study, and provides detail about the research method, continues with context information and participants' characteristics, data collection and data analysis procedures. Later on, trustworthiness, ethical issues, limitations, and delimitations of the study are described.

3.1.Research Design

This study was designed as embedded single cases study which is one of the qualitative study designs. Merriam (2009) stated that questioning the research design in terms of chosen design's appropriateness with personality, philosophy of life and skills of researcher is a part of engaging in a systematic inquiry (i.e. doing research) about a researcher's practice. For that reason, understanding the philosophical background behind a research type is important to consciously choose appropriate design while conducting a research study. These points indicated that researcher is responsible for developing and following an appropriate choose of design which responds the defined research questions to reach the aim of the study.

In this study, the aim is to analyze current situation of the public primary schools with diverse student groups in terms of readiness to inclusion in a primary school in Altındağ district, and to identify their educational needs in the school from the different perspectives. In order to fulfil the purpose of the study, reaching the data from its natural context is needed; for that reason, since it provides possibility to

understand individuals' experiences and or interactions in a specific or unique setting, qualitative inquiry is chosen as proper research design for the study (Patton, 1985; Merriam, 2002).

For this study, related to nature of case study, investigating a case or cases over time through in-depth data collection from multiple data sources (Creswell, 2007, p.73), a single case study is chosen as an appropriate research method. Also, to study a complex phenomenon within an appropriate context (Baxter and Jack, 2008), case study could be used. This model is recommended if the researcher aims to find answer how and why question types. A case study provides deeper understanding about the context. It provides to enlighten the case so that researcher can gather data from different stakeholders. Furthermore, it provides a chance to describe current situation about an issue. The method is appropriate for identifying needs. Since a case study is under the qualitative research design, even only one participant's word is invaluable. Thus, to deeply understand the integration of Syrians into the Turkish Education System in primary public schools, a qualitative case study design is used as the research method.

Embedded single-case study research model best fits when a researcher aims to wrap up contextual conditions in case, Yin (2003) thinks that the context is relevant to his intention to investigate. Moreover, single-case study is appropriate while conducting a research on a unique or extreme case; single case which is representative or typical as indicated by Yin (2003). That's why it is defined as design for the conducted research study. Therefore, research design is "Single Case (a ***within-site*** study) with Embedded Units" or "Embedded Single Case Study Design". With this design, unit of analysis are classroom teachers (*N*= 9), branch teachers (*N*= 2), school counsellor (*N*=1), school administrator (*N*=1) and local parents (*N*=4) who were interviewed for identification of education of diverse student groups' current situation and needs.

The Figure 5 indicates the details of the design of the case study.

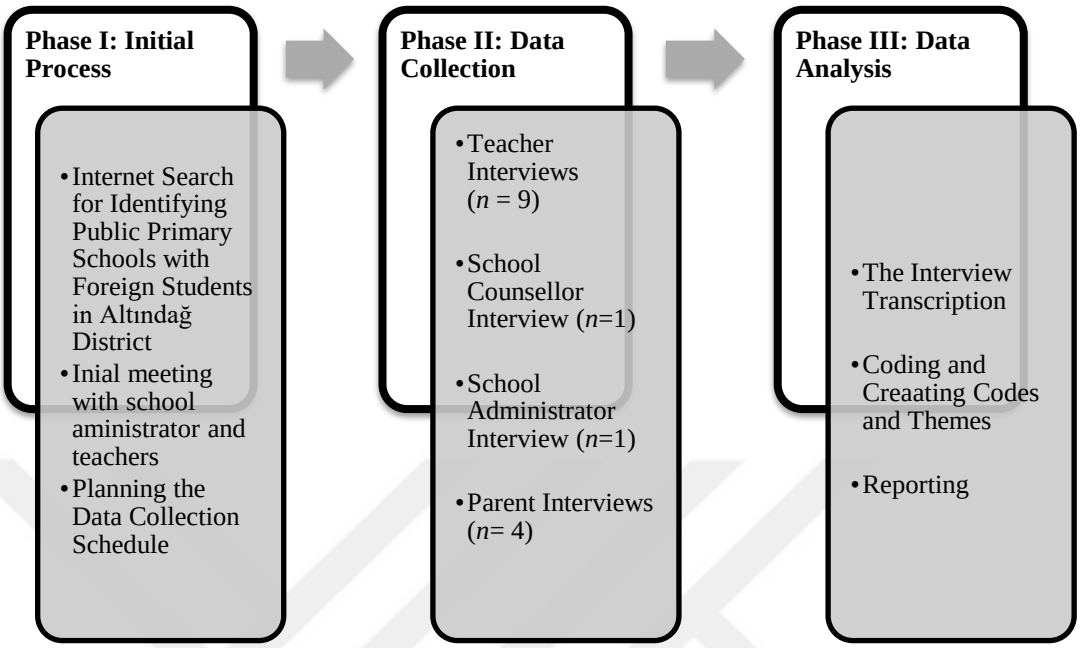

Figure 4. Study Design

As it was shown in Figure 5, case study design includes three phases. The initial process began with the search about the case, then continued with the meeting with the school administrator and teachers and then ended with the agreement of data collection schedule. The data collection process began with a teacher interview, then continued with school administrator interview and again teacher interviews and ended with local parent interviews. The data analysis began with the transcription, then continued with coding and creation of the themes and then ended with the reporting findings. The researcher followed this process step by step in a linear trend.

3.2.Research Questions

Qualitative research questions aim to narrow the research purpose with the several questions which addressed in the study. An opportunity is provided with the help of these questions, to encode and indicate an approach for the research (Creswell, 2013). The following two research questions are guided the researcher to benefit and to address through a qualitative single case study design:

R_1: How is the public primary school with diverse student populations ready to teach for inclusive education from the perspectives of teachers and the school administrator.

R_2: What are the educational needs of the public primary school with diverse student populations from the perceptions of the school's stakeholders including the school administrator, teachers, school counsellor, and parents?

3.3.The Context

In the nature of qualitative research, there is an effort for understanding a situation with a part of its uniqueness in the particular context and interactions (Patton, 1985). In addition, "in depth description and analysis of a bounded system" (Merriam, 2009, p.40) are the characteristics of a case study. Related to these points of qualitative case study research, to handle the situation properly, or what is going on there with the perspectives of the research' participants, defining the nature of the setting is essential. In other words, context definition is an important part for proper handling of this research study. In the following two paragraphs, context definition is presented. Firstly, the district shortly is described and then school context is defined briefly. The data to describe the school setting is collected through emerging documents and fieldnotes.

Registered Syrian refugee population in Ankara is higher than population of seven districts in Ankara and majority of this population live in Altındağ (Alca, 2018, March). Reason for the Syrian refugees' settlement there can be explained with three main reasons. First, needs of low-cost labor in Siteler Furniture Industry. Secondly, housing stocks which are partially left by residents because of urban transformation there. Lastly, central location of the district provides accessibility to public services. Additionally, conducted research on education for foreign students with mainly Syrian children in Turkey indicated that Syrian people preferred to settle near districts like shantytown and industrial zone (Taştan, C. & Çelik, Z., 2017). Such a kind of places is difficult even residents for adopting city life and integrating society and culture, foremost education system. To illustrate, in some neighborhoods (like Solfasol) of

Altındağ, population who came from different parts of Anatolian cities have had a difficulty in integration to city life, and parallel to this schooling rate in lower among residents comparing to other district in Ankara. Therefore, with the settlement of Syrian refugees to the district, the situation became worse in terms of schooling. Thus, Altındağ, which is the defined district for the study, consist of different socio-demographic structure (Altındağ Municipality Activity Report, 2011).

Altındağ district contains such a big diversity among its society, that's why it was defined as an appropriate context for this research. Since the study aims to analyze integrated education with diverse student groups, Altındağ was chosen as context for the study. Because all schools with diverse student groups are not possible to collect data, the researcher chose one of school from the district which has the representativeness of Altındağ district.

The case

The current school was purposefully selected due to previous research before starting data collection. Since the researcher found through factual statistics that the school has a foreign student population, and it was purposefully selected for the study. Additionally, the reason for choosing this school specifically was that it was an accessible population for the researcher because of an acquaintance teaching in that school would facilitate the research process.

The case is a public school of with a population of 460 students, of which approximately half of them are Syrian students. Among foreign students, 2 of them are Afghani but those students are better in terms of Turkish language proficiency. One of the Afghan student registered the school when he was at 2nd grade level and the other one registered when he was at 3rd grade level. Vision of the school is specified as "To guide more students based on their skills and abilities to a higher education by raising individuals who shape the future, adopt teaching and learning as a principle, be hardworking, be honest, have creative and positive mind, have self-disciplined and self-confidence skills with the cooperation of parent, student and teacher."

The school is a single-shift school. Education starts at 8.40 a.m. and ends at 14.30 p.m. The school has twenty classes, one science laboratory, and one computer laboratory, one library and one conference saloon. The school has a border but does

not have an appropriate garden for students. There is an area in front of the school but there is no play garden, not many trees, no flowers, and mainly concrete asphalt.

There are five classes in 1st grade level, and one class is a homogenous class means consists of entirely Syrians, and the others are integrated classes consist of local and foreign students. There are five classes in 2nd grade level and one of them consist of entirely Syrians and the others are integrated classes, five classes in 3rd grade level and one of them consists of entirely Syrians, and five classes in 4th grade level and one of them consists of entirely Syrians. To sum up, there are 21 class teachers, 1 English teacher, 1 school counsellor and 2 Turkish language teachers, in total there are 25 teachers at the school.

The PICTES Project has been implemented in this school since 2017. Within the scope of the project, 3 personnel were hired as teachers. Among three teachers, one of them is school counsellor, and two of them are Turkish language teacher. Additionally, there are cleaning personnel hired in the scope of the same project. Teaching Turkish as a second language is studied in the afternoon sessions by taking students from the regular class hours.

3.4.Data Sources

Participants of the study are the internal stakeholders, including school administrator, classroom teacher, English language teacher, Turkish language teacher, school counsellor, and local parents, in a public primary school with diverse group in Altındağ district. As stated, this study aims to analyze current situation of a public primary school with diverse student groups in a primary school in Altındağ district, and to identify their educational needs for inclusive education from the different perspectives.

Thus, maximum variation is employed for sampling strategies and for each variation purposive sampling is selected for the study. Purposive sample is preferred for the need of information-rich cases to in-depth study. Instead of empirical generalization, for insights and in-depth understanding, information-rich cases are yielded (Patton, 2002). In order to reach most related and productive data (Yin, 2011), participants who may present such kind of data (Cresswell, 2007) are included for the

study. Additionally, as sampling strategy, maximum variation strategy was followed. In this strategy, first key dimensions of variations, administrator, school counsellor, teachers, parents as purposeful voluntarily participants, are identified and later on cases which are different from each other as much as possible are found to represent the widest possible range of the characteristics of interest for the research study.

In decision process of participant identification, the criterion is experiencing educational and instructional process with foreign students. In addition to this constant criterion, to reach the wider variation, teachers who are from different gender, who study in different grade level, who study in different subjects and parents who have children from different grade level are defined as participants for the study. Participants are composed of school administrator, school counsellor, classroom teachers who have foreign students in their class, Turkish language teacher who is responsible for teaching Turkish as a second language for foreign students, English language teacher, and local parents in the district. Participant selection process at the school was presented in the following diagram (See the below Figure 6).

Their demographic information is indicated in the framework of research ethics and confidentiality principle, each participant was nicked in the following table (See the below Table 10). In the table, “SA” represents school administrator, “T” represents classroom teachers and English Language Teacher, “TLT” Turkish Language Teacher, “SC” represents school counsellor, and “P” represents local parents.

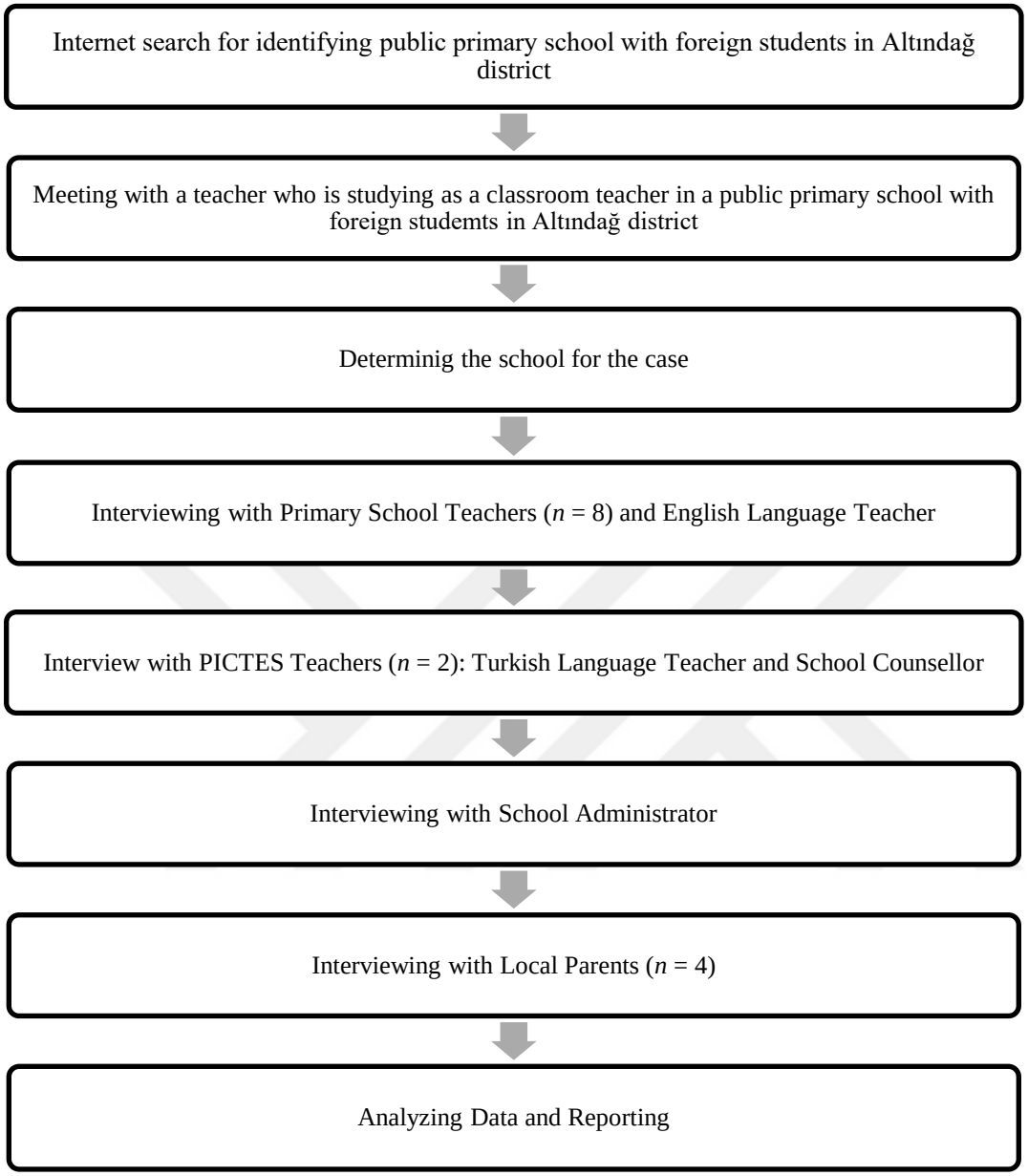

Figure 6. Case and Participant Selection Process

Table 10

Demographic Profiles of Research Participants

Group I: School Administrator and Teachers						
Participant Code	**Gender**	**Age**	**Major**	**Professional Experience/year**	**Experience in the school/year**	**Grade Level They Study**
SA	M	47	Educational Administration	8	3	-
T1	F	-	Art Teacher	20	11	2nd Grade
T2	M	39	Class Teacher	16	2	3rd Grade
T3	F	40	Class Teacher	19	6	1st Grade
T4	F	32	English Language Teacher	10	4	2nd– 3rd – 4th Grades
TLT	F	26	Class Teacher (assigned as Turkish Language teacher in the school by PICTES)	2	1	All Grades
T5	F	45	Class Teacher	5	21	3rd Grade
T6	F	32	Class Teacher	10	1	1st Grade
SC	F	24	Psychological Guidance (assigned as Turkish Language teacher in the school by PICTES	2	4 months	-
T7	M	40	Class Teacher	19	15	3rd Grade
T8	F	52	Class Teacher	18	6	1st Grade

Table 10(cont'd.)

Group II: Parents					
Participant Code	**Gender**	**Age**	**Occupation**	**Role in the Study**	**Grade Level of His/ Her Child**
P1	F	34	Hospital Cleaning Personnel	School Council Member	1st Grade
P2	F	42	School Cleaning Personnel	Parent	4th Grade
P3	F	42	School Cleaning Personnel	Parent	2nd Grade
P4	F	38	School Cleaning Personnel	Parent	4th Grade

3.5.Data Collection Instruments

Interview is one of the data collection instrument type in qualitative research studies. The primary purpose for an interview is to get special information that a researcher aims to find out what is "in and on someone else's mind" (Patton, 2002, p. 341). Thus, according Patton the purpose of an interview is to allow researcher to understand the interviewee's point of view (p. 340 – 341).

In this study, data were collected through interviews through the Teacher Interview Form, School Counsellor Interview Form, School Administrator Interview Form and School Council Member Form (see Appendix C). The interviews were constructed as semi-structured which is flexible version of the structured one, since it provides opportunity to in depth probe and expand responses of a research participant (Rubin & Rubin, 2005: 88). Interview forms were prepared to identify current situation and educational needs of different stakeholders. The interviews consist of three parts: in first part the researcher tried to identify demographic information of participants, in second part the current educational and instructional situation of the school with diverse student groups and the last part is needs and recommendations of participants. All these forms were questioned in a parallel structured about the literature review and informal talk with teachers in similar school. To ensure content validity, all the forms were checked by the advisor, and based on the feedback on its content and face validity, necessary revision were applied to the instruments.

3.5.1.School Administrator Semi-Structured Interview Schedule

School administrator interview (see Appendix C.1) aimed to collect data about the current situation and educational needs of school with diverse student groups by asking questions on registration and placement process of foreign students, requests and complaints of students, parents and teachers related to integrated education process.

3.5.2.Teacher Semi-Structured Interview Schedule

Teacher interview (see Appendix C.2) aimed to collect data about experiences and trainings which teacher took about teaching to diverse student groups, strengths and weaknesses of instructional process with diverse student groups, strategies which they use specifically for diverse student groups and questioning the needs of teachers to improve instructional process.

3.5.3.School Counsellor Semi-Structured Interview Schedule

School counsellor interview (see Appendix C.3) aimed to collect data about experiences and trainings which teacher took about studying with diverse student groups, stakeholders' complaints and requests' in the process with diverse student groups, methods and strategies which she use specifically for diverse student groups counselling, and the needs for improving the quality of inclusive education process in school with diverse students.

3.5.4.School Council Semi-Structured Interview Schedule

School council interview (see Appendix C.4) aimed to collect data about the integration of foreign students' parents to decision making process in schools, experiences of them and their children related to integrated education system. Because of the difficulty to reach council members, interviews were done with local parents who worked as staff in the school.

In the data collection process, all the interviews were done face-to-face method. Since the school administrator let the researcher to interview in teaching room, all the interviews were done in there. The interview dates were identified according to teachers' and administrator schedule. However, with parents, the date was not determined in advance. Before each interview, participants were informed about the study and its procedures. Out of fifteen participants, only two of them gave permission to record the interview. Later, those records were transcript. On the other hand, the other interviews were reported with simultaneous writing process.

3.6.Pilot Study

Pilot study is needed to ensure the validity of data collection instruments thanks to provide an opportunity improving the format and the language format of them (Creswell, 2009) Moreover, it also helps for having an accurate insight about the issues on the study (Yin, 2009). With those needs of the study, a pilot study conducted. In this way, researcher have a chance to identify which question works in terms of the what it is desired to measure and then deciding if there is a need to strengthen the instruments.

One of the primary public schools in Mamak was chosen for the pilot study implementation since Mamak has characteristics in common with Altındağ regards to higher foreign population issue. Pilot study was conducted in December 2017 with one classroom teacher and one school administrator. While doing interviews, clarity of the questions was checked at the same time for its face validity. Both pilot interview sessions were recorded with giving permission from the participants. Consequently, the researcher reached that the entire question successfully measured what they want to reach with asking the question, therefore it was decided that there was no need to modify the written question in the study.

3.7.Research Ethics

Ethic is a related issue to the trustworthiness of the study. For ethical considerations, the data collection instruments were presented to the Human Subjects Ethics Committee in Middle East Technical University (METU) to be given approval in terms of the appropriateness of ethical issues (see Appendix C). Moreover, Ministry of Directorate General of Innovation and Educational Technologies gave approval to conduct the study in public primary schools (See Appendix D). These approvals are for giving assurance that the participants of the research study about that there is no harmful effect of the study as a result of being participant to the research (Stringer, 2007, p. 54). In addition, participants were asked to voluntarily participate the study through signing the voluntarily participation form to only included those teachers who accepted to participant (See Appendix E). According to Patton (2002) while

conducting a qualitative research, there are ten items to follow under "Ethical Issues Checklist". For satisfying the related ones to the study, explaining the research purpose and used research method the researcher provided information to participants about the purpose and the method of the study. For satisfying confidentiality, the researcher oral assurance to hide the participants' information and to store them securely so that only the researcher can access.

3.8.Data Collection Procedures

After formal approvals of the Ethics Committee were reached by the METU and MoNE, data collection procedures were started. Data were collected in 2017-2018 Spring Semester. It took approximately one month to complete all face-to-face interviews. The starting date was April 19th and end date are May 17th. Interviews were conducted when the free times of teachers at the school setting. The longest interview took 50 minutes and the shortest one took 13 minutes.

The teacher interviews and school counsellor interview were conducted between 19th April 2018 to 17th May 2018 to 8 primary school teachers, a school counsellor, two language teachers, one of them is Turkish language teacher and the other one is English language teacher. The purpose of the teacher interview was to gain information about the current educational and instructional process in classes and school, what changes were confronted with the increasing diversity in classes, what they did experience, what were their needs and recommendations about the education with diverse student groups.

The school administrator interview was conducted in 16th May 2018 with one administrator in the school. Purpose of the administrator interview was to gain information about the current educational and instructional process in school, how registration and integration process be managed, what changes with increase in diversity in school context, what they experience, need and recommend about the education with diverse student groups.

The school council interview was conducted in 17th May 2018 with four parents and one of them is a member of the council. So, the interview with other three

members were done unstructured interview since some parts of the current interview is appropriate for parents' member of the council. The reason for interviewing with only one school council member was barriers to access other members. All the parent interviews were conducted in teacher rooms and they took approximately 20 minutes.

3.9.Data Analysis Procedures

Data were collected with interviews. As stated by Creswell (2007, p.163), in detailed description of the case with its settings are required in case studies. For that reason, the two research questions were examined through the analysis of data which came from interviews with variety of stakeholders. In analysis phase, content analysis was preferred. The content analysis is explained as "simultaneous coding of raw data and the construction of categories that capture relevant characteristics of the document's content" by Merriam (2009, p.205). The fundamental process in this analysis is to gather similar data within the framework of certain concepts and themes and to interpret by organizing them in a way that the reader can understand (Yıldırım & Şimşek, 2006). Before starting to code, the raw data was read for a few times to become familiar with the content. Afterwards, as Stake (2010)'s expression, "taking things apart" process was implemented by breaking the data down into codes inductively. In order not to lose research focus, research questions and the purpose of the study was checked frequently during the coding process as suggested by Yıldırım and Şimşek (2018).

In this regard, the coding process was done by two people, one is the researcher herself and the other is PhD candidate student in the field of educational sciences. The themes and codes were consulted with the supervisor back and forth until final consensus was reached at. The codes were created inductively based on participants' answers with reference to a word, a group of word or a statement. After coding, they were grouped under common themes. Furthermore, they were described and associated with each other based on the identified themes (See the below Table 11). Later, based the research questions, the findings were interpreted (Yildirim and Şimşek, 2013). Finally, to check the consistency of the data and identified themes, the analysis table was shared with the advisor for review. Thus, open coding, theme

creation and abstraction was followed, which addressed the inductive approach as the way of organization phase.

In this study, those steps were followed while analyzing the collected data. Since the interviews were conducted in Turkish, data were translated to English and translations were checked a graduate from Department of English Language Teaching for consistency and reliability. For ensuring the reliability for the study, direct quotations were also used. In addition, the quotations were also presented in the results part to ensure the reliability of the study. As a final step, with reference to codes, themes were created in a logical filter and each code was transferred to the appropriate themes. While indicating the findings, continuous comparison technique was used. Continuous comparative data analysis encompasses the coding of the data in the inductive category as well as the process of consistently comparing the data being analyzed (Ekiz, 2013).

Table 11

Themes of the Study

Themes	Codes	Interviewee
Readiness of Foreign Students to Inclusive Education	academic background	SA, T1, T2, T3, T4, TLT, T6, T7
	academic alignment	SA, T1, T3, T4, TLT, T5, T6, T7, T8
	social alignment	SA, T1, T2, T4, SC, T8
Readiness of Teachers to Inclusive Education	experiences related inclusive education	T1, T2, T3, T4, TLT, T5, T6, SC, T8
	participation to inclusive education trainings	T1, T2, T3, TLT, T5, T6, SC, T8
Challenges Based on Students in Inclusive Education Process	language problems	T1, T2, T3, T4, T6, SC, P2
	behavioral problems	SA, T4, TLT, SC, T8, P2, P3, P4
	communication problems	T4, SC, P2
Challenges Based on Teachers in Inclusive Education Process	local parents' complaints	SA, T2, T5, T7, T2
	diversity in age and knowledge of students	T2, T4, T6, SC, T7, T8
	lack of material	SA, T1, T5, T6, SC, T8
	difficulty in planning	T1, T6
Challenges for School Based on Local Parents' Complaints in Inclusive Education Process	positive discrimination to foreigners	SA, P1, P2, P3, P4
	lack of participation of foreign parents in education	TLT, SC, P1, P3, P4
	attitudes of local parents towards inclusive education	SA, P1, P2, P3, P4
Needs for the Improvements	material support	
	language education before the transition to formal education	T1, TLT, T5, T6, P1
	supervision for the implementation	SA, T2, TLT, T5, T6, P1
	practices for teaching Turkish as a foreign language	SC, T7, P4
	(curriculum, teacher training etc.)	T1, T2, TLT, T7
	planned implementations for foreign students' enrolment	SA, T1, T2, T4, TLT, T5, T7, T8
	in school and classroom	T8
	self-care and behavior education for foreign students	SA, SC
	timely and planned donations	

3.10.Quality of the Research

Qualitative research has different philosophical roots from quantitative research and their assumptions about reality also differs (Merriam, 2009). Similarly, research design of those also differs, thus in the following part terms used to check research quality are explained with respect to qualitative research.

Trustworthiness

According to Lincoln and Guba (1985), credibility, authenticity, transferability, dependability and confirmability are the defined terms in order to establish study trustworthiness. Trustworthiness is seen as the power of a research to persuade the reader for the belief of "worth of pay attention to" based on Lincoln and Guba (p.290). When comparing the terms usage in qualitative or naturalistic study with the terms in traditional positivist or experimental research studies, it is observed that they are different such as trustworthiness and authenticity are preferred rather than internal and external validity. This is explained by naturalistic researchers' preferences for differentiation the term usage to put a distance from the positivists.

Credibility (Internal Validity)

As an interesting perspective on the validity issue, Ratcliffe (1983) stated that "data do not speak themselves; there is always an interpreter, or a translator" (p.149). In other words, the change is inevitable while measuring or observing an event or a phenomenon. Furthermore, Maxwell (2005) agrees that reality cannot be really captured. Thus, it is concluded that validity is a goal not a product.

In the light of these, Lincoln's and Guba's approaches (1985), notion of credibility, parallel with the idea, validity assessment must be done in terms of not reality itself. By this way, credibility is related to the consistency of research findings with the reality. There are several strategies to improve credibility such as triangulation and long-term observation (Merriam, 2009). In this study, for increasing the credibility triangulation method was used. As multiplication of the data sources, interviews were conducted with teachers, who are teaching at different grade level, at different branches, and with school administrator and school council member and parents to analyze the situation from different stakeholders' perspectives.

Dependability (Reliability)

Dependability or consistency is the term in qualitative study that was first conceptualized by Lincoln and Guba (1985) instead of reliability. In other words, a researcher's expectation is that other researchers to come to agree that, with the provided data collected, indicated results of the study make sense for them regarding consistency and dependability. Thus, dependability is highly related to credibility so that it can be concerned with the degree of trust about the conducted study results. *Audit trail* is a suggested method to construct dependability in qualitative research. It is about describing data collection process, the way of derived categorization and the decision process in detail through the research study.

In this study, to construct dependability, research design process was explained with in-depth information in terms of method, participant, context and data collection instruments and process. For dependability check, the researcher checked participants' answers with each other until get the repetitive data, collection process was continued. As an additional strategy to improve dependability, inter-coder agreement (Creswell, 2009) was appealed. Particularly, in order to ensure dependability in the study, while coding the collected data, different person's views were taken. Out of 15 interview form, 3 of them were coded by person who is a PhD student at Department of Educational Sciences. In the inter-coding agreement process, the same forms were coded by two researchers separately, and then the codes were compared with each other. According to the coding control which gives internal consistency, the consensus among the encoders is expected to be at least 80% (Miles & Huberman, 1994; Patton, 2002). In this study, from 23 codes 4 items were coded differently, and agreement was calculated as 83%.

Transferability (External Validity)

"Degree to which the findings of study can be applied to other situations" (Merriam, 2009, p.223) is defined as transferability. The most recommended strategy to construct transferability is *thick description*. This way, readers or other researchers can easily decide regarding transferability (Erlandson et al., 1993; Lincoln & Guba,1985; Merriam, 1988) thanks to the researcher's in-depth description about participants and the setting through the study. Another strategy to enhance the

possibility of transferability is sample selection method, and maximum variation in the sample.

In this study, detailed information is indicated about characteristics of the context. Additionally, data collection instrument and participant's characteristics and size are explained. For this reason, other researcher can decide for the replication of the study to another context. However, to maximize the transferability, because of the uniqueness issue, it is better to study on particular situation. Parallel to this idea, Wolcott (2005, p. 167) points out, "every case is, in certain aspects, like all other cases, like some other cases, and like no other case."

Confirmability (Objectivity)

Confirmability is related to objectivity which means removing the researcher's biases. Based on Miles and Huberman (1994, p. 11) to increase the confirmability, a researcher's admission on his/her own predisposition in the study. In this study, to increase the confirmability the researcher's position is explained under the methodology chapter. Background information, experiences and role of the researcher through the study is clarified in detail.

3.11. Researcher's Reflection

First, I had any experience of teaching neither primary nor elementary or high school experience professionally. However, I experienced teacher internship in two semesters at university. In this process, I participated in one private school and one public school at Çankaya district where has middle to higher socio-economic status citizens. Additionally, I worked as an assistant curriculum specialist at research and development department of a private school in Ankara. Now, I worked as assistant specialist at measurement and evaluation department at one of the international education foundations. Thus, as a researcher I brought my experiences in the field of education to the study. However, through the study I had outsider perspective.

At the beginning of the study, I felt a little bit excited because I pay attention to education of disadvantaged groups. Although Altındağ is located within the borders of the capital, when I first visit the region, I was shocked. The first time I visit the school was winter, and the roads were totally snowy. I felt that I was visiting a village

where was far away from a city center. Additionally, there were some shanty houses near the school which was not appropriate to live. Furthermore, when I asked for help to find the exact location of the school, a person could not answer me because she even did not understand me in Turkish. I felt like an alien just as the feeling in a foreign city in abroad. Then, I met with a teacher who was my friend's friend and then, we started to interview in her class, 1st grade, in the break time. When I first entered the class, I was shocked because there was an older girl in the desk. I guessed she was seventeen or eighteen years old. I supposed that she was also studied at the 1st grade level. However, the teacher explained the situation after I asked. She was coming with one of the students because the student did not get use to the classroom. That's why she was sitting with her in the class. While the teacher was sharing her experiences, I felt upset for both the teacher and students because the process was really challenging for them. Since we knew each other beforehand and she had master's degree in the field of education, the first interview was easy and comfortable. For instance, I did not need to further explain the term that I use to her, and, I could ask further questions to understand the case in detail thanks to her respect to academic studies.

Second interview was taking place with a 3rd grade teacher in the classroom. While we were interviewing, I had a little chance to observe the class. This was also a perfect experience for me thanks to helpfulness of the teacher. Although the grade level was 3rd, some of the foreign students did not achieve the reading in Turkish and even the Turkish alphabet completely. Through the interview, the students were studied individually in a task handwriting. I observed that some of the foreign students were far behind the local students. However, after meeting with the school administrator, I was disappointment for the rest of the study. He did not allow me to participate in lessons for lesson observation although I shared documents which proves the MoNE permission for the study. He gave permit only for teachers' room for conducting interviews in break times of teachers. After that, I completed the rest of the interviews in the break time of the teachers in a very limited time.

Through the rest of the interviews, some of the teachers stated that they were tired as a result of challenges of Syrian refugees' integration to the ongoing process. Therefore, they did not much pay attention to the interview questions. Although I tried to motivate the teachers to answer the questions clearly and in detailed, they preferred to skip some of them. Although some of them did not state clearly, their uncompanionable attitude could be related to perceiving refugee issues as political problem in Turkey. Furthermore, related to that, most of the participants did not accept voice recording in their interview processes. To access parents of students were not be possible for me but I was glad to four staffs who were parents also in the school. All in all, the process was challenging for me and I felt sad since I could not have a chance to observe the process in classes, extracurricular activities and, recess time.

3.12.Limitations and Delimitations

In this study, the limitations;

The study was planned as a single case qualitative study with starting observations. Although lesson observation forms were prepared and got approved to be implemented by the MoNE, the school administrator did not allow observation as a general school policy as a propriety standard I respected the decision of the administrator. Also, I was not allowed to collect student artefacts during painting classes. Due to propriety standards, as the researcher I acted based on their ethical considerations. Although, those data could not be included in the study, through the in-depth semi-structured interviews I tried to collect rich descriptive data so that the whole picture of the case could be described.

The delimitations;

- Students were not included to the study due to school policy. The administrator did not permit to collect data from the students.
- Foreign parents were not included to the study with consideration of language and access barriers.

3.13.Study Timeline

This study was designed in the 2016-2017 fall semester and data were collected in 2017-2018 spring semester. The following timeline is provided to give detailed information about the study process.

Table 12

Study Timeline

Conducted Studies	Time
Literature Review	September 2016– To be continued
Identifying the research topic	September, 2016
Identifying the research questions and research problem	September 2016- June, 2017
Identifying research method	September 2016 - June, 2017
Identifying Data Collection Instruments	April 2017 - June, 2017
Developing Data Collection Instruments	October 2017 – December, 2017
Implementing Pilot Study	December, 2017
ODTÜ Ethic Committee Approval	March, 2018
MEB Ethic Committee Approval	March, 2018
Data Collection Process	April 9th, 2017 –May 15th, 2018
Data Analysis and Reporting	March 2019 – September, 2019

3.14.Summary of the Chapter

This chapter covered the study design. The case, participants, data collection tools and process and analysis process are explained in detail through the chapter. In addition, the precautions to ensure the quality of the study including credibility and trustworthiness of the study is also clarified in detailed. In the next chapter, findings of the study is reported in detail.

CHAPTER 4

RESULTS

In this part, results of the research are presented under six themes: readiness of foreign students for inclusive education, readiness of teachers for inclusive education, student-centered cases experienced during inclusive education process, teacher-centered cases experienced during inclusive education process, parent-centered cases experienced during inclusive education process, and recommendations for the improvements. The results were reached using data triangulation method and presented consecutively.

4.1.Readiness of Foreign Students for Inclusive Education

Triangulation of data from all sources revealed three major codes: academic background, academic alignment, and social alignment. Table 13 indicates knowledge and opinions of participants toward foreign students' school readiness. Each theme that emerged from the thick datasets is elaborated in the proceeding sections.

Table 13

Readiness of Foreign Students for Inclusive Education

Codes	Participants
Academic background	SA, T1, T2, T3, T4, TLT, T6, T7
Academic alignment	SA, T1, T3, T4, TLT, T5, T6, T7, T8
Social alignment	SA, T1, T2, T4, SC, T8

4.1.1.Academic Background

Lack of knowledge about foreign students' previous schooling experiences is the most frequently expressed view (*f*=8) regarding academic background of those students. For example, SA mentioned foreign students' enrollment process to a grade level that there was information about neither their previous schooling experiences in Syria and Turkey nor graduated class level. Additionally, even though some of them received education in TECs, any registered data that indicate those students' grade levels and taken courses were shared by the school. However, in pilot phase of the study, school administrator working in one of the schools with diverse students in Mamak district stated that they implement an exam to register new coming Syrian students for an appropriate grade level. The case implies that there is no standardized implementation in registration process of foreign students to public primary schools. Due to the lack of information, the school administration registered all Syrian students for the 1st grade level. That means children from diverse age groups were placed to the same class. Since those age groups have different social and learning characteristics, this implementation brought several problems in the process according to the interviews. After experiencing such problems, students were advanced based on only their age level without considering their academic level according to the statements of the participants about themselves. This implementation resulted in many difficulties/obstacles as well, especially during the instructional process for teachers.

4.1.2.Academic Alignment

All the participants, especially teachers complained that foreign students' academic alignment was a challenge in the process. In terms of teacher' method to identify foreign students' readiness, T2 and T6 shared that they evaluated the students' academic level through observations in the classes. T6, who taught 1st graders, also mentioned her experiences from the beginning of the first academic year. According to her, there are students in her class who are not capable of even holding a pen because of not completing muscle development. Although she recommended those students to be registered for kindergarten, their families did not approve the offer. On the other hand, T3 stated that they could not identify those students' readiness because of their

inabilities to use Turkish language. The other interviewees complained about absence of concrete data about foreign students' educational experiences. T7, who is 3rd graders' teacher, further, stated that at the beginning of the foreign students' registration process for the public schools, record file was provided about their Turkish language level and some other information if students came from TECs. Furthermore, T2 stated that there is one student who is illiterate in class, even though he was registered for 3rd grade. This student knows neither reading nor writing. In order to picture those students' readiness in terms of Turkish language, TLT, one of the PICTES teachers who was working as a language teacher, stated that 15% of the students could understand a little what they listen to but were not able to translate, 60% of them knew the language just enough to express themselves, and 25% of them could understand what they listen to but were not able to speak. From a foreign language teacher's perspective, T4 was asked what she thought about foreign students' English language competency and she stated that she has problems with foreign students who did not know neither reading nor writing, they even did not know how to hold a pencil. Thus, she evaluated their initial behaviors low in general. Although it was expected that foreign students may have close performance with their classmates in English lesson, the teacher did refute this expectation. According to her, the situation is related to the foreign students' low achievement in their mother tongue as well. Because, for most of the linguist, being good at learning a foreign language is close to being good at one's own language. Other interviewee shared the similar thoughts about students' language adequacy. That is evaluated as the main effect for students' academic fail or inadequacies. When SA was asked if there is any implementation to support academic integration of foreign students into school, he stated that three teachers were hired within the scope of PICTES Project. Two of them are responsible for teaching foreign students Turkish as a foreign language, and the other one is responsible for supporting those children psychologically. Additionally, teachers were asked how they integrate foreign students into instructional process and if there was any difference in the implementation in comparison class with relatively homogenous students. All the teachers explained the differences of integrated classes with Turkish language when it was implicitly asked implementations on inclusive education toward foreign students. Based on inferences of the interviews and direct statements of the participants, they

could not provide inclusive education at all. In addition to language barrier, foreign students' academic readiness are not close the local students because of many factors behind, therefore teachers prefer to implement separated process for foreign students. On the other hand, T6 who has homogenous foreign students in her class, experienced similar experiences. She stated the foreign students' instruction process as:

> In this process, we prepared two plans. One is for literacy development and the other one is for teaching Turkish. Because there was no such kind of lesson plan, we prepared the plans ourselves. There are Turkish tutorials assigned by MoNE, but they have implemented TÖMER's (Turkish Teaching Implementation and Research Center) plans appropriate for adults. It is impossible to implement such kind of plan for us… Their hand muscles are also not developed, they fall behind the class level. The first month passed almost like a kindergarten class with all doing line activities… We could only teach four letters. They don't know where to start in the notebook because of the Arabic style they used. Going backwards in a line, starting from the bottom, words, spaces between letters took 2 to 3 weeks.

In here, to associate the case of T6 with her previous teaching experiences, it can be stated that although the teacher has 10-year experience, she has difficulty in planning for diverse student groups. She explained the situation with the uniqueness of the current experience. For her, the language barrier has prevented to use previous teaching experiences in the instructional process. Also, the teacher taught to homogenous Syrian class. That is another effect for the slow progress especially in the language learning process based on her sharing.

Furthermore, as she stated, they could not use Social Studies textbook, they taught the lessons only verbally. As a different implementation, she used interdisciplinary approach while teaching Turkish language by integrating math, art, and music. She explained the reason for choosing interdisciplinary approach as students do not have capabilities' in the language. That's why they were not able to teach other lessons before teaching basic language skills for the 1st grade level. From a different perspective, P5 shared her experiences that some of the students cannot accept they were under the average achievement level of the class. She tried to support their academic deficiencies with additional simple handouts or worksheets. Based on T7's experiences in the inclusion process:

> A balanced age distribution does not exist in classes. There are many Syrian students who studied at grade levels that are not appropriate for their academic levels. We bought supplementary materials. The Syrians came to our class when we studied 10th alphabet. I had to divide the class into two groups. While we resumed with one group, we started from scratch with the new students.

Thus, it can be inferred parallel process were conducted in integrated classes. In other words, local and foreign students are provided different objectives and different tasks in instructional process. That is an indicator of inadequacy in inclusive education.

4.1.3.Social Alignment/Inclusion

Social alignment is perceived by the participants as another challenge in the process. While SC mentioned social inclusion problems as communication, behavior, and need for personal care trainings, T8 mentioned that foreign students did not even know how to play due to experiencing the war as a child. She said that she insists on trying to teach games and she teaches subjects through gaming and role-playing. In terms of the activities to support social inclusion, they cannot place extra inclusion studies due to time constraint as stated by SA. However, SA and T4 stated that foreign students were included together with local students for the routine social activities in the school. To support and accelerate the adaptation process of foreign students, it was reached that there is not much implementation in the school, but it is very important to support their academic alignment and social alignment.

4.2.Readiness of Teachers for Inclusive Education

Triangulation of data from all sources revealed two major codes: experiences related to inclusive education and participation in inclusive education trainings. Table 14 indicates sharing of the participants toward teachers' readiness. Each theme emerged from the thick datasets is elaborated in the proceeding sections.

Table 14

Readiness of Teachers for Inclusive Education

Codes	Participants
Experiences related to inclusive education	T1, T2, T3, T4, TLT, T5, T6, SC, T8
Participation in inclusive education trainings	T1, T2, T3, TLT, T5, T6, SC, T8

4.2.1.Experiences Related to Inclusive Education

Mostly mentioned and emerged statement under the experiences related to inclusive education code is lack of previous experience. For most of them, this it is the first time for them teaching students with different language and different culture in terms of educational experience. On the other hand, T2 stated that:

> I have experienced with different social groups. I worked with Kurdish students who did not know Turkish language. However, since the whole class was like this, I did not have such experience with such a different social group.

Here, he highlighted the difference between this integrated education experience and his previous experience. Additionally, T5 stated her experience with Romanian students, but even she said that they couldn't be count as foreign students because they are already adapted to Turkish language and culture. On the other hand, SC mentioned her previous experience on foreign students who were at the high school level. In terms of the age and being homogenous group, she evaluated the current case as unique experiences. Apart from T2, T5, and SC, the other participants shared their experiences with students from different socio-economic, physical and psychological development, and age groups but not with different languages. Thus, as can be understood once again from the experiences of the participants, there are also local students with diversity in classes when considered the diversity in Turkish society. However, language diversity affects the instructional process more than other differences. That makes the current process unique and compeller for them.

4.2.2.Participation in Inclusive Education Trainings

Lack of participation in inclusive education training is the most frequently expressed view (*f*=8) regarding teacher experiences in inclusive education process. Three of them stated that they did not get any training on foreign students' education neither before the beginning of the process nor after the process. On the other hand, eight of the participants expressed their experiences on training toward inclusive education, while the others got training on either with foreign students or students with traumatic experiences. TLT stated that they had ten-day training on language education from TÖMER. She also added that the training was appropriate for teaching adult learners and limited with just theoretical knowledge. Moreover, T6 stated:

> No training was provided by the government or ministry before the Syrians' inclusion in education. I got training after the process, but it was on what refugee and migrant were and what differences there were between these students and regular students. We have received training such as the extension of the guidance, not the practice in the form of understanding them from their suffering…

Based on the participants' experiences, it can be said that even if they received training, they were not prepared for the needs of the participants in educational and instructional process at all. Furthermore, most of the teachers complain that no previous information was provided before the integration of foreign students into public schools by MoNE. Although teachers are the most important stakeholders in this process, they are not a part of the decision-making and planning process. Based on the observations in the interview process, it can be stated that since the integration process began without much information and training, most of the teachers are dissatisfied with the process. They are uncomfortable with the case of foreign students. While talking about teachers to get permission before the interview, one of the teachers stated that "*Again Syrians? Please, do not tell me about Syrians.*" She mentioned her increased workload in the instructional process and negative effects of the lack of planning in the integration process. Therefore, considering the time period for the data collection which happened in the last week of April, her aggressive attitude could be explained with her burnout.

4.3.Challenges Based on Students in Inclusive Education Process

Triangulation of data from all sources revealed three themes: language problems, behavioral problems and communication problem. Table 15 indicates sharing of the participants for the cases. Each theme that emerged from the thick datasets is elaborated in the proceeding sections.

Table 15

Challenges Based on Students in Inclusive Education Process

Codes	Participants
Language problems	T1, T2, T3, T4, T6, SC, P2
Behavioral problems	SA, T4, TLT, SC, T8, P2, P3, P4
Communication problems	T4, SC, P2

4.3.1.Language Problems

According to the data gathered from the teachers, most of the challenges were emerged from the language problems. To illustrate, based on T1's sharing, except language problems, these students are not different from Turkish students in terms of levels of learning. Language problems of those students are resulted in not being able to follow MoNE curriculum. From a different experience, T3 stated that they can follow the MoNE curriculum, but they are behind when compared to the other schools. Furthermore, T4 supported the other participants with her statements, "*majority of the foreign students did not know the language and even they did not understand when I told their name*." According to her, they could complete weekly activities very slowly and they could only learn four alphabets in seven months. In foreign language lessons, Syrian students who study in integrated classes are willing to learn according to T4. Since she is the only English language teacher in the school, she has experiences in instructional process from 2nd grade to 4th grade. Therefore, she has a chance to compare integrated classes and separated classes that are consisted of merely foreign students. Based on her experiences, foreign students use Arabic language among themselves if the whole class consisted of Syrians. That caused problems to study

English in those classes. As a counselor, SC stated that the most important obstacle was the language barrier. She mentioned:

> The privacy policy is very important because this is primary school level. Since there is an interpreter, studies remain superficial. In other words, the solutions remain limited at the level of advice. We have a communication problem. My x efforts stay limited both with students and parents. We can't really solve the problems. I feel a sense of hopelessness because of the language problem.

In here, language barrier is confronted as an obstacle in counselling and guidance sessions of foreign students. Since privacy and confidentiality are crucial terms in counselling, existence of an interpreter in the sessions is problematic both for the SC and foreign students.

4.3.2.Behavioral Problems

It can be stated that language inadequacy does not only affect instructional process but also affect communication process and as a natural consequence it brings behavioral problems. Without eliminating language inadequacy, integration process seems to be failed because the process was maintained without effective psychological support and healthy communication as derived by the interviews. Eight of the teachers expressed their experiences on behavioral problems. Out of eight, seven of them emphasized foreign students' tendency to violence. On this issue, TLT mentioned:

> Based on my observations, I can say that Syrian students are disobedient. They can show physical aggression. They have problems adapting to our system because they are different from us in terms of education system. The guidance unit is unable to provide support in these matters because children are uninterested and careless to follow the rules.

Here, it can be inferred that the integration process perceived as the responsibilities of the foreign students. By saying "*They have problems adapting to our system because they are different from us in terms of education system*.", she gave clue about her understanding the one-way adaptation process. However, in the integrated system, teachers have crucial role to make the process easy for those students by providing inclusive learning environment. Furthermore, SA, SC, P2, P3, and P4 also mentioned foreign students' problems about eating and cleaning habits. When local parents were asked what they thought about integrated education with

diverse students as a parent, other than communication problems, they mentioned cleaning issue related to foreign students. In terms of psychological problem, T8 mentioned:

> Many of them does not have very pleasant stories, these students have serious traumatic history. For example, in the summer, near the school in a construction area, one of the trucks carrying sand hit the ground and all the Syrian students went under the tables with fear, they cried, thought they were bombs. Therefore, it was seriously difficult to adapt these children to the lesson, to read, to teach the numbers and the language. At first, while trying to do something with Syrian students, they said "na mümkün, na mümkün" while constantly crying.

The experiences of the T8 pointed out the needs of those students' whose have war experiences psychological supports. On the other hand, from a different perspective, SC mentioned the advantages of integration of foreign students as meeting and experiencing with different cultures and different communication skills between children. This is highly important skill especially considering the 21st century skills. In terms of those students' tendencies to violence, the role of the school counselor was highly valuable. However, as understood from the interviews, they did not participate actively to the integration process.

4.3.3.Communication Problems

Communication is one of the challenges for Syrians in the integrated classes. When participants were asked about student attitudes in break times and if they thought that these students achieved the social alignment with their friends, T1 shared her observation that most of the foreign students came from the same families, therefore in break times they prefer to play together. They also play with local students but rarely. Thus, those students tend to be in a group of foreign students according to the parent. From the teachers' perspective, T4 stated that "*as the age group increases, communication among children also increases. The influence of family, society, and media on this is great*." Participants also emphasized experienced communication problems with both foreign students and their parents. As it can be understood from the statements of the T4, to resolve the communication problems, family participation is important. Otherwise, their children are under risk to develop negative attitudes and prejudices toward foreign people around them.

4.4.Challenges Based on Teachers in Inclusive Education Process

Triangulation of data from all sources revealed three themes: Local parents' complaints, diversity in age and knowledge of students, lack of material and difficulty in planning. Table 16 indicates sharing of the participants for the cases. Each code that emerged from the thick datasets is elaborated in the proceeding sections.

Table 16

Challenges Based on Teachers in Inclusive Education Process

Codes	Participants
Local parents' complaints	SA, T2, T5, T7, P3
Diversity in age and knowledge of students	T2, T4, T6, SC, T7, T8
Lack of material	SA, T1, T5, T6, SC, T8
Difficulty in planning	T1, T6

4.4.1.Local Parents' Complaints

Local parents' complaints on integrated education is the common difficulties that teachers face in the process. T2 emphasized that:

> …But the most experienced side is Turkish parents. There are a lot of parents who complain about the fact that they have a Syrian student in their children's classes. As a result of complaints shared with the administration, different classes were opened for the Syrians. This is resulted from the attitude of the Turkish parents.

SA also approved this by stating that they were forced to open additional branches for registration of foreign students due to the complaints of the local parents when he was asked why some of the foreign students were not included in the integrated classes. The participants also added that the local parents also complained about provided support for foreign students because this was a positive discrimination for them. While SA was sharing his experiences related to local parents' attitudes toward foreign students, he stated that he couldn't convince the local parents although he explained that the assistance for foreign were not provided by neither the school nor MoNE. Another local parents' complaint shared by SA was the school donations. Although school donation is an illegal implementation in Turkish public schools based

on MoNE, the school administrator requested for donations from parents at the beginning of the academic year in this school. In this regard, while local parents paid for donation, foreign parents were mostly unwilling to pay. Furthermore, according to SA, organizations like school trip, in-school activities, and after-school activities caused problems for local parents. Since foreign parents' involvement in schooling is rare, they do not like to financially support these kinds of activities. In case of such situations, local parents are sometimes obliged to pay for those students as well, or the organizations are cancelled because of not collecting enough money to cover the costs.

4.4.2.Diversity in Age and Knowledge of Students

In terms of the participants' experiences related to diversity of students in classes, teacher shared their difficulties in both educational and instructional process. In addition to language diversity, age and previous knowledge of students highly affected the process. Having such a diversity in a class resulted in increasement in workload for teachers. T7 summarized the case as:

> …based on the age of the students, there are students who have been admitted to the school and have passed the class although they were not suitable for the grade level, even without basic reading and writing skills. I have a student, who advanced to the next grade level only because he knew a little bit the language, but he had serious problems in mathematics. A balanced age distribution does not exist in grades. Even newly admitted Syrian students with different grade levels all came to our class. I had to divide the class into two groups. We started from scratch with some of the new students. I have a student who still does not know reading and writing although being in third grade.

Experiences of the T7 can be summarized that the problems in registration process affect the instructional process not only for teachers but also for local and foreign students. Also, diversity in age and competencies especially in language caused a chaos in instructional process. Additionally, T2 explained his class profile that majority of his students were under 3rd grade level academically, but there were three foreign students who have better academic performance than their classmates. However, those students were also older than the other students. From the perspectives of TLT, she had students who are at 6 to 11 age level at the same class. Those students were not only diverse at age, but also diverse at Turkish language proficiency. Furthermore, those students emotional and cognitive levels were different from each

other according to the teacher's statements. From the perspective of English language teacher, T4 supported the case that number of foreign students in a class was so high that linguistic diversity caused negative effect on learning the language. That was resulted in falling behind the curriculum. Based on the common experiences of the participant teachers, class dynamics such as either academic performance diversity or age diversity both affected educational and instructional process. Placement by only considering age level resulted in performance, knowledge, and skill gaps among students.

4.4.3.Lack of Material

Material in the inclusive education process is emphasized (*f*=5) either inadequate or lack of materials especially while teaching Turkish as a second language. SC added that "…*For example, we have a student with learning difficulty, but we cannot make a complete diagnosis because of lack of inventory*." Moreover, T1 and T6 emphasized the difficulty they had while planning the lessons and fell behind yearly plan according to MoNE curriculum. This may give a clue about low readiness for integrated and inclusive education in terms of materials. T1 further explained that since the current materials were not enough to support foreign students' comprehension, she prepared her own worksheets. Additionally, TLT supported the case that there were no appropriate language materials to use in learning Turkish as a second language for children level.

4.5.Challenges for School Based on Local Parents' Complaints in Inclusive Education Process

Triangulation of data from all sources revealed three themes: positive discrimination against foreigners, lack of participation of foreign parents in education and attitudes of local parents towards inclusive education. Table 17 indicates sharing of the participants for the cases. Each code that emerged from the thick datasets is elaborated in the proceeding sections.

Table 17

Parent-centered Cases Experienced During Inclusive Education Process

Codes	Participants
Positive discrimination against foreigners	SC, P1, P2, P3, P4
Lack of participation of foreign parents in education	TLT, SC, P1, P3, P4
Attitudes of local parents towards inclusive education	SA, P1, P2, P3, P4

4.5.1.Positive Discrimination Against Foreigners

The support provided to foreign students and their parents such as free school transportation and educational material were perceived as positive discrimination by the local parents. Five participants expressed their experiences about positive discrimination against foreign. They stated that there was too much help for foreign. All the participants emphasized why local parents and students could not benefit from the help even if they need the same help. Furthermore, P3 told, "*We feel alienated as foreigners.*" That indicates that local families observe the economic support for foreign students and continually compare themselves with them. When they could not get the same help for their children, they felt as second-class citizens. Therefore, local parents should be informed about the support services to prevent the wrong perception of that all the supports are provided by the Turkish government.

4.5.2.Lack of Participation of Foreign Parents in Education

Foreign parents displayed careless behavior in the educational process of their children based on the interviews. Regarding that, SC, P3, and P4 mentioned language barrier for communication. Additionally, P1 stated that in school council board there was no foreign parent because of their unwillingness and not being open to communication. On the other hand, TLT told that:

> At our school, students mostly come from Aleppo and these students have low levels of income and education. Students from Damascus are more disciplined and successful in lessons. They also differ in the language based on where they come from. The children of families with qualified education are more successful because they provide support to their children at home.

While P1 and P3 mentioned negative effects of foreign students in the instructional process of their children, P2 and P4 stated that their children were not affected from foreign students because of either small number of foreign students in their children's class or teacher's experience. Additionally, SA emphasized that local parents did not support integrated system. He further explained that they threatened the school administration with taking their children from the school. Although there was not much complaint about the inadequacy of education of the school, the SA told that they started to open separate classes that are homogenous foreign student classes as a solution to get rid of local parents' complaints about foreign students, especially Syrians.

4.5.3.Attitudes of Local Parents towards Inclusive Education

Based on the interviews, it can be stated that local parents did not support much integrated education. To illustrate, SA shared his experiences with local parents that they complain about number of foreign students in their children's classes. P1 evaluated the case in terms of positive and negative effects for their children's education. As positive effect, she mentioned that the integrated process provide integration, recognition of different cultures, learning to share with foreigners for our students. On the other hand, communication conflict, falling behind the curriculum, negative effects of foreign students to their children's academic achievements. From a different perspective, P2 elaborated her thoughts toward the case as:

> There are 3 Syrian students in my child's class. My child academic performance was not affected from integrated education. Another local students' performance was not affected negatively as well. Syrian students' ages in my child class are appropriate to 4th grade level. They are aligned with the classmates.

P2 explained the case with the teacher effect. According to her, the integration could be implemented successfully since the classroom teacher was experienced and successful. P4 also supported the P2' statements in terms of her child's academic performance were not affected by foreign student population. On the other hand, P3 evaluated the process with a negative attitude:

> Although my child is at 2nd grade level, academically he is just 1st grade level. The reason for that is that he studied at 1st grade level with 18 Syrian students in 22 class size. The crowded Syrian population in the class caused our children left behind the grade level objectives. Because, classroom teacher had to deal with students who do not know the language.

In here, it can be inferred that number of foreign students in parents' students' classes directly affect their ideas toward integrated education process of local parents. Thus, the more class has foreign students the more local parent complaint.

4.6.Needs for the Improvements

Triangulation of data from all sources revealed eight codes: material support, language education before the transition to mainstream education, supervision for the implementation, practices for teaching Turkish as a foreign language (curriculum, teacher training etc.), recording personal information, academic, social knowledge and skills of Syrians, planned implementations for foreign students' enrolment in school and classroom, self-care, behavior, and nutrition education for foreign students and timely and planned donations. Table 18 indicates sharing of the participants for the cases. Each code that emerged from the thick datasets is elaborated in the proceeding sections.

Table 18

Needs for the Improvements

Codes	Participants
Material support	T1, TLT, T5, T6, P1
Language education before the transition to mainstream education	SA, T2, TLT, T5, T6, P1
Supervision for the implementation	SC, T7, P4
Practices for teaching Turkish as a foreign language (curriculum, teacher training etc.)	T1, T2, TLT, T7
Recording personal information, academic, social knowledge and skills of foreign students	T7
Planned implementations for foreign students' enrolment in school and classroom	SA, T1, T2, T4, TLT, T5, T7, T8
Self-care, behavior, and nutrition education for foreign students	SC, P1, P2, P4
Timely and planned donations	SA, SC

4.6.1.Material Support

Material needs like Arabic-Turkish dictionary, activity book, and supplementary materials for inclusive education is seen as one of the most important challenge in the process according to SA, T5, T6, and T8. Based on T1's sharing, she needed materials especially visual materials since she mostly preferred in the instructional process in order to be helpful for foreign students' comprehension. Providing supplementary materials and handouts brought expense for her. Additionally, TLT supported the case that she revised materials provided by Lifelong Learning Center, since did not have appropriate material to use in teaching Turkish as a second language. She stated that Turkish language teachers needed source books otherwise the revision process compelled them lots of revision to make the level of the materials appropriate for the target group. Similarly, T5 and T6 mentioned the need for visual dictionaries, storybooks for the improvement of the instructional process. T5 stated that:

> …In the 2016-2017 academic year, I participated in a study related to preparing Turkish – Arabic dictionary for Syrian students. We also developed some storybooks to different age and language levels. However, those materials had not been shared with schools, yet. But they should be shared with schools as soon as possible. Each Syrian student must have an Arabic-Turkish dictionary.

Based on the T5 statements, it can be concluded that she would like to benefit already completed studies. For her, they developed helpful materials, but they could not benefit of those. As a school council member, P1 stated that the material needs of the foreign students could become a topic in the council meetings, for supporting school council actions the ministry could support those kinds of needs in schools according to her. Additionally, need for photocopy machine and A4 paper was shared by T6. The provided amount of paper did not meet the needs of teachers, therefore they mostly had to pay for papers to stationery as she said. All in all, it can be derived that the interviewed teachers have not much qualified to prepare instructional materials based on their needs. Although textbook revision can be needed in line with the refugee oriented or intercultural sensitive curriculum, all teachers have responsibility to design their instructional process based on the needs of their students in the nature of inclusive education.

4.6.2.Language Education Before the Transition to Formal Education

The need for foreign students' language education before integrating them into the formal education is emphasized by SA, T2, TLT, T5, T6, and P1. SA explained his experience related to integrated education and language education as the following:

> …Integrated education can be successfully implemented in district which has lower Syrian student population such as Keçiören and Çankaya. However, it cannot be successfully implemented in Altındağ because it is one of the most migration receiving district in Ankara. …Furthermore, it has the largest Syrian people population in Ankara. That's why we cannot implement the integration successfully. To get rid of the language barrier, it is better to implement one-year language preparation courses.

SA' sharing indicates that higher population is an important effect for the integration. Additionally, that number also does affect the language acquisition of foreign students in regular classes.

T2 supported SA's thoughts on one-year language preparation courses with bringing additional perspective that he evaluated the existing language teaching process as inadequate. Therefore, he recommended language preparatory courses before attending formal education. Furthermore, T5 recommended language preparatory training because of the need for education based on age groups. T6 evaluated the language instructional process both for students and teachers and emphasized that:

> The language must be taught in advance and they must be placed in the 1st grade afterwards otherwise, this brings extra workload for us. We are trying to manage what we cannot handle… It is difficult for both students and us when we try to teach both the language and the other lessons' curriculum at the same time.

Although SA and T6 recommended that one-year preparation courses for learning the language, from the perspective of TLT, one- or two-months training was recommended for foreign illiterate students in both reading and writing in Turkish. P1 evaluated the language case that student who do not know Turkish should be integrated to local students' classes after they achieve the language learning. Otherwise, our students afraid of them since they do not speak Turkish and do not communicate with

local students the parents told. Therefore, foreign students should first learn the language.

4.6.3.Supervision for The Implementation

The process was implemented based on initiatives of school administrators as the study indicates. Additionally, it was understood that donation issue should be improved. Regarding that, SC, T7, and P4 told that there was a need for supervision by the ministry. They emphasized implementations and donations were not done appropriately and in time in the field. For instance, T7 underlined that there was need for avoiding implementation done only for hushing up real implementation from the regulations. Administrators should follow the rules as it should be. Additionally, regards to the PICTES project mostly, SC and T7 shared similar opinions that there was need for supervising the donations and other supports for foreign students, because most of them were not provided on time. SC further stated that there are problems related to controlling the implementation process in schools. Thus, there is need for supervision in the fields to check and guide for the improvements the implementations.

4.6.4.Practices for Teaching Turkish as a Foreign Language

Inadequacy of Turkish language teachers is evaluated as one of the problems in the process based on opinions of T1 and T7. They evaluated language teaching process as an ineffective, because they needed to teach and practice language in the class as well. In here, it can be inferred that inefficiency of language teaching process within the PICTES project brings responsibilities for classroom teacher. Therefore, T2 emphasized need for trainings for teachers who have foreign students in their classes, especially on language teaching and communication while TLT emphasized the need for curriculum in language teaching process.

4.6.5.Planned Implementations for Syrians' Enrolment in School and Classroom

Based on the sharing of SA, T1, T2, T4, TLT, T5, and T7, it can be inferred that there is a need for planned implementations for foreign students' enrolment in school and classroom. T1 said that "*the education of Syrian students in public schools is not a planned process. Therefore, the lack of planning brought problems along a*

as well." Majority of the participants emphasized the importance of integrated education for foreign students, but they also highlighted the distribution of foreign students to classes. According to their perspectives and experiences, number of foreign students should not exceed the number of local students in classes. T4 brought a different perspective to issue that:

> There is need for changing the registration system based on residence address. That caused overcapacity in schools like ours. Number of foreign students should be distributed based on a limited percentage among number of local students. In the contrary case, it caused failure in the integration.

Based on the views of the participants, it can be inferred that planning the implementation process beforehand may probably prevent the problems which caused failure.

4.6.6.Self-Care, Behavior, and Nutrition Education for Foreign Students

Self-care, behavior and nutrition education for foreign students is evaluated as need by SC, P1, P2 and P4. SC mentioned her experiences and evaluations related to the theme that Syrian students do not have self-care and nutrition habits. She further elaborated the case that especially because of their lack of self-care, they could be alienated by their classmates. Therefore, she recommended family education to raise their awareness about the importance of their children's' problems. P1 and P2 stated their views on behavior and nutrition problems of foreign students that they do not wear appropriate clothes in school. Additionally, they ate too much junk foods even before doing their breakfast as P4 underlined. For that reason, they need to be informed about these issues. P4 also mentioned her concern that their misbehavior could affect their children' s habits negatively as well.

CHAPTER 5

CONCLUSION

The purpose of this study was to analyze current situation of public primary schools with diverse student groups in a primary school located in Altındağ district and to identify their educational needs from the perspectives of school administrator, school council members, and students' parents and teachers (classroom teacher, English teacher, counselor and teacher who is responsible for teaching Syrian asylum seekers Turkish). The findings of the study were interpreted and discussed in the light of current literature. In this chapter, discussion of the results and driven conclusion of the study are presented.

The findings indicate that the school with diverse student groups experienced challenges. Thus, educational support must be provided and improvements to meet the requirements of Law 4306 on the Principle of "Provisions of Equal Opportunity" must be shown.

5.1.Discussion of the Findings

In the light of purpose of the study and collected data, discussion part focuses on comparing the findings under each identified theme with current literature related to the subject.

5.1.1.Readiness of Foreign Students for Inclusive Education

There was no background information about foreign students' prior academic knowledge. This finding is consisted with both interviews with teachers and interviews with school administrator. The lack of information about those students' current grade levels affects the placement process at grade levels. According to the interview with the school administrator, there is no systematic registration procedure for foreign

students. School administrator decide grade level of the students because these students did not have any records regarding their academic proficiency. These students may either be placed based on their age or start from the 1st grade. Additionally, administrators are under pressure of local parents to open separate classes for foreign students. Thus, it can be stated that implementing the integration process for foreign students depends on school administrator's decision. This inference can be supported with the data of the pilot study. Based on the interview with the school administrator in pilot study phase, there is no separate class for foreign students in his school. When asked about the integration process, P1 stated "*as far as I know, integrated education is an obligation in public schools since 2017-2018 academic year according to MoNE's decision.*" When asked what they thought about the effectiveness of the integrated education, P1 stated that integrated education has been implemented successfully in districts with less Syrian population such as Çankaya or Keçiören but it has not been implemented in this school as it is located at one of the most migration-receiving districts, Altındağ.

In the school, the grade level placement of those students was implemented by registering all of them for the 1st grade at first. However, then they were advanced to the upper grades only using age level criteria; however, some of them were still older than their classmates. Due to the difficulties in the placement of students in the appropriate grade levels, many foreign students lost time in terms of academic year. However, when they were placed in a grade level with younger classmates, the difference in age resulted in adaptation difficulty for them (Hamud, 2017). Furthermore, based on Human Rights Watch interviews with foreign students in Turkish public schools (2015), it is presented that placing students with only using age criteria is a strong disincentive especially for older students if they want to continue in their education and this dooms them to fail. Related to lack of information about readiness of foreign students, the way of placing foreign students to the grade levels causes a problem in instructional process. Most of these students are behind their grade level's academic requirements according to interviewed teachers. These findings are in line with related previous studies (Erdem, 2017; Ereş, 2016; Keskinkılıç-Kara & Şentürk-Tüysüzer, 2017; Li & Grineva, 2016; Polat-Uluocak, 2009; Sarıtaş et al., 2016; Yüce, 2018). The placement problem was also experienced in German public

schools since assessment and identification for learning needs for both German language and academic subjects were not implemented systematically (Stock & Vogel, 2017) before assigning a refugee student to a school. Also, another result of the study showed that foreign students' language readiness was not enough to follow curriculum of the placed grade levels. Related literature supports this result with that foreign students were not able to follow classes (Aydın & Kaya, 2017; Karaağaç, 2018). On the other hand, most of the interviewed teachers underlined the fact that after those students learned Turkish as medium of instruction, their level of learning was not different from local students. Interestingly, most of the teachers mentioned foreign students were generally better at Math lessons not only comparing to other lessons but also comparing to local students. Moreover, to prove their ideas they stated a foreign student took the 1st place in the placement test among 3rd grade students. Another result of the study was on social alignment and the stakeholders explained their experiences regarding communication, behavior, and personal care problems with foreign students. In the literature, similar results were presented as in the process of migration, with a new language and a new culture, the problem of adaptation occurs due to the separation from one's own culture (Sarıtaş et al., 2016). Additional study shows that the biggest problems of teachers who have foreign students in their classes are not being able to communicate with foreign students and not being able to involve them in teaching and learning process (Kiremit, Akpınar, & Akcan, 2018).

5.1.2.Readiness of Teachers for Inclusive Education

For most of the interviewed teachers this was the first-time experience in terms of studying with such a diverse student group. Moreover, they mostly did not receive any training on inclusive education. Although some of the participants received trainings provided by MoNE, they could not transfer their learning into practice during the implementation processes. Thus, it can be stated that they did not have enough trainings to become ready to inclusive education.

Instructional process with Syrian students was different from other foreign students like Turkmens and Romanians because at least they know the language. In their studies, Tamer (2017) and Sarıtaş and others (2016) indicated that since teachers did not get in-service trainings, they felt inadequate on educational process with

refugee students. Although the key for quality based on inclusive education policies is motivated and well-trained teachers and teacher training is seen as one of the factors to make education better for refugees. Often teacher trainings are not enough in number even in countries with high income (UNHCR, 2016). For the successful integration, it should be highlighted that refugee students' adaptation is not only requirement but also schools, teacher and current students are needed to adopt (Hamilton and Moore, 2004, p. 81). But considering the case, it can simply be told that the adaptation process was evaluated only by the side of the foreign students. Based on the experiences in the faculty of education as a student, reviews on the updated faculty of education programs (YÖK, 2018) and updated teacher competency standards (General Directorate of Teacher Training and Development, 2017) of the researcher, and the interviews, it was observed that there is not much availability for raising intercultural competent teacher candidates. Although, the updated faculty of education programs supplied a perspective on everchanging dimension of the society and its effects on the school and instructional process, that awareness should supply learning outcomes in implementation. In the internship programs, they should have an opportunity to experience diverse student groups in schools. In regular classes, they have chance to experience with social and economic etc. diverse groups but not much face to linguistic and cultural diversity groups. From the perspectives of Inclusive education, all these diversities should be taken into consideration and instructional process should be designed based on the needs and characteristics of those student groups. In the age of globalization, Turkey have become a refugee and or asylum seeker receiving country, thus need for inclusive education gains more importance for the education. Therefore, teacher candidates should be educated with these competencies and current teachers should be trained.

The teacher readiness is also an issue in the process for other refugee receiving countries like Germany. Teacher training for the second language teaching were evaluated as insufficient in Germany (Niemeyer, 2014, p.47). For instance, while some of the German schools have separate second language teacher, some of them do not have. Those who do not have second language teacher, regular class teachers are trained for this purpose however training is limited day. Considering the Germany case, although they have had experiences German as a second language teaching with

its established The Central Agency for Schools Abroad (ZFA), they faced difficulty in second language teaching for refugees. ZFA currently have nearly 2000 teachers from Germany and places them abroad to study in German schools. The institution had experienced the process since 1968. However, Turkey has limited experience about teaching Turkish as a foreign student with TÖMER (Turkish and Foreign Language Research and Application Center). The experiences of the foundation limited with the university students who come to Turkey for studying Turkish universities. Therefore, the government and ministry could not much benefit from the foundation' trainings and its materials in the process of teaching Turkish as a second language for foreign students in public primary schools.

5.1.3. Challenges Based on Students in Inclusive Education Process

Language was the biggest barrier in educational process with foreign students. That affects teaching and learning process, communication, psychological support, and guidance process and others (Dryden-Peterson, 2015; Cirit-Karaağaç, 2018; Er & Bayındır, 2015; Uzun & Bütün, 2016; Emin, 2016). Additionally, based on interviews of school administrator and two teachers, thanks to language competencies of Turkmen or Romanian students, they can adapt to school and instructional processes easier than Syrians. This result is in line with the literature. Yüce (2018) indicated that Turkmen students adapted to school better because they knew the language. Additional result about the language is that integrated education is better for Syrian students especially for leaning Turkish. Students who are studying in inclusive classes are better in terms of language proficiency than students who are studying in classes with merely foreign students. Çelik and Erdoğan (2017) stated "the integration of TECs into the Turkish educational system and gradual inclusion of Syrian children into public schools is a right approach for future smooth integration of these children to Turkish society. However, this inclusion process should be handled with extreme care." On the other hand, Timm (2016) criticized integration approach for the refugees in German education system and stated that the system failed to identify specific needs of refugees and failed to offer different settings for cultural diversity. He also underlined the large population of students with foreign cultures at compulsory school age and he added no preparation time was given to schools that raised the question whether the specific

needs of those new students can be met by the current German educational system. Considering the number of refugees at schooling age in Turkey, this criticism may be taken into account for the integration of foreign students in Turkey. Another result was about behavioral problems of foreign students. Interviews indicated that Syrian students have violence tendency, mostly against other foreign students. Moreover, it was stated that those students did not obey the rules especially in break times. They also have cleaning and dressing problems. Likewise, Sarıtaş and others (2016) mention in their study that teachers and administrators have faced some problems related to violence, aggression, inappropriate sexual behavior, disobedience to rules, and developmental differences among foreigners. Another finding was communication problem. Especially teachers addressed the issue and underlined that as the age of the group increased, communication problems between children also increased. One of the teachers shared her impression about the issue as attitudes of media, families, and society toward Syrians have strong effect on students' communication. This is mostly because of the language barrier. Similarly, Erdem (2017) and Cirit-Karaağaç (2018) stated the communication problem between teachers and refugee students.

5.1.4.Challenges Based on Teachers in Inclusive Education Process

The most frequently experienced case was diversity in age and knowledge level among students in the same grade levels. That caused falling behind the yearly plan and curriculum. Yüce (2018) reported in his study that factors affecting the adaptation of foreign students to school were language barrier, peer relations, executive and teacher attitudes, behavioral problems, aggression, segregation, exclusion, cultural differences, social activities, economic reasons, traumatic experiences, psychosocial support, attitudes of Turkish and Syrian families, health and hygiene, teacher competence, in-class regulation, support education, interest in the course, and the level of academic readiness according to interviews with teachers and administrators. Another study in the literature conducted by Işıkoğlu-Erdoğan and Şimşek (2014) stated that having children from different age groups in the same class was a factor that caused incompatibility for foreign students. Gözübüyük-Tamer (2017) also added that registering older foreign students for lower grade levels posed a challenge for foreign students, other students in classes, and teachers from a variety of perspectives.

Another result of the study indicated that there was no systematic procedure for registration process of foreign students to classrooms.

School administrator decided the grade level for the students because these students did not have any records regarding their academic proficiency. These students may either be placed based on their age or be started from the 1st grade. Additionally, administrators are under pressure of local parents to register foreign students in separate classes. Thus, implementing the integration process for foreign students depends on school administrator's decision. These findings are in line with previous studies related to foreign students' education in public schools (Tamer, 2017; Karaağaç, 2018; Mostafa, 2018). While Tamer stated older Syrian students placed in lower grade levels because of their lack of language proficiency in reading and writing, Karaağaç supported Tamer's study and this study concluded that Syrian students were placed in lower grade levels or even directly to the 1st grade although they are elder. Additionally, Mostafa stated that Syrian students were distributed to classes based on their gender and age. On the other hand, Levent and Çayak (2017) draws attention to accreditation problem in addition to language barrier, registration system, lack of student information, and adaptation problems regarding to the problems school administrators experienced in Syrian students' education.

Another important result experienced by teachers is lack of material for meeting the needs of foreign students. They handle the issue both in quantity and quality and variety. Since directive of the Ministry to administrators is to register foreign students immediately at starting academic year, numbers of textbooks became insufficient for the newcomers. Additionally, teachers indicated the need for additional materials to help foreign students such as Turkish-Arabic dictionary, activity and supplementary materials especially for teaching Turkish as a foreign language. They underlined the need for a curriculum to organize the instructional process of the language. These findings indicated similarities with literature (Cirit-Karaağaç, 2018; Erdem, 2017; Gözübüyük-Tamer, 2017; Kultas, 2017; Yüce, 2018). Interestingly, when asked about planning of the instructional process in class with foreign students, just two interviewed teachers mentioned additional lesson plans that they needed to prepare to meet the Syrian students' needs. However, the other teacher only mentioned the need for supplementary materials for extra practice needs of foreign students. As

instructional materials, they mentioned visual materials to simplify what they teach. Moreover, school counselor mentioned the need for inventories to diagnose special needs of those students. When teachers were deprived of the in-service training, supplementary materials, and technical support; they must rely on their experiences and own ideas to meet the needs of those students (Roxas, 2010). This might be a solution for teachers who have professional experience but for others it might be a challenge. This situation is observed during the interviews that teachers and parents emphasized the benefits of professional experience to overcome the barriers in instructional process with diverse student group.

5.1.5.Challenges for School Based on Local Parents' Complaints in Inclusive Education Process

The most frequently faced case with the local parent in the process was positive discrimination against foreigners as the perception of local parents. Based on parent interviews, local parents complained about prioritizing the needs of Syrians and they perceived this as discrimination. There is too much financial and material support for the Syrians, but this is not the case for local citizens even though they need help as well. The interview with the school administrator also supported this perception and complaints. Another result of the study under this theme was lack of participation of Syrian parents in education. Interviewed local parents and teachers thought that Syrian parents did not much care their children's education. They are not open to communication especially because of the language barrier. On the other hand, especially teachers underlined the importance of parent involvement. According to teacher who was responsible for teaching Turkish as a foreign language, students' behavior, academic knowledge level, and proficiency level in Turkish differed based on whether they came from Aleppo or Damascus. In the literature, this diversity was explained as Turkish society has tendency to see the Syrians as a homogenous group, but they are consisted of diverse people in terms of ethnicity and religion such as Arabians, Kurdish, Turkmen, Armenian, Gypsy, and Palestinians (ERG, 2018). If students come from a family with higher degree, they are more successful. In other words, parents' involvement in the education of their children does matter. However, research indicates that schools often make great effort to promote the involvement of

newcomer parents, especially in settings with language, culture, and/or socio-economic challenges separating the school system and its staff from the communities and families they serve (OECD 2015; Glogowski & Ferreira, 2015). Also, newcomer parents often feel very uncertain about school communication and can have a concern about their English proficiency if there is no interpreter (Migrant Information Centre, 2002:12). Similarly, the language barrier is an important problem for Syrian parents who struggle in communicating with school administrators and teachers. That affects parent involvement in education process negatively (Coşkun & Emin, 2016). The last result related to this theme was that parents support the integrated education with Syrians if limited number of foreign students is placed in a class. Otherwise, they believe that when the number of foreign students increases, the quality of education that their children receive decreases. In the literature, the researcher could not reach any research about local parents' views on integrated education with foreign students. Thus, no comparison could be done by the researcher.

5.1.6.Needs for the Improvements

The stakeholder had different needs in the integration process of foreign students. The most frequently reported and common needs of the stakeholders were need for language education for foreign students before attending regular classes. Almost all the conducted studies related to the integrated education process in Turkey highlighted the need for solving the language barrier in the education and instructional process (Erdem ,2017; Akman & Kardeş, 2018; Sarıtaş, Şahin & Çatalbaş, 2016; Taner, 2017; Karaağaç, 2018). Based on the conducted interview with the participants, it was seen that the language barrier is the key factor for the all other problems. Reviewed studies in other top refugee receiving countries also supported the case (Niemeyer 2014).

Additionally, the need for planned registration procedure was another need for the stakeholders. The process was conducted based on initiatives of school administration as it was observed in pilot and current study process. According to parent requests, students could be registered to separate Syrian homogenous classes. Çayak and Levent (2017) and Taner (2017) supported the lack of student registration systems for foreign students. The problem of registration procedure is as important as

the language problem. Based on the interviews, diversity issue was the frequently shared issue by the teachers. As a result of wrong implementation in the process, both local students and foreign students were affected negatively in the educational and instructional process. Furthermore, teachers experienced burnout and felt inadequate in the process while dealing with diverse students in terms of age, academic readiness, language proficiency, etc. Germany also experienced the placement problem for grade levels. Although the case differs state to state, according to Stock and Vogel (2017), there is no system to identify refugee students' academic competencies and German language. However, in case of placing with only age criteria, age difference caused difficulty in adaptation process for older students (Hamud, 2017).

Another frequently mentioned needs were instructional materials or the process. First, when interviewing with TLC, she mentioned the lack of curriculum for teaching Turkish as a second language. Additionally, there was no textbook or supplementary for supporting the foreign students' language process. Classroom teachers also stated the needs for a curriculum and its textbooks for teaching the language. The reason for that they also took responsibility in teaching Turkish as a second language because they evaluated the language courses given by TLC inadequate. Apart from the language materials, the teachers stated needed enriched materials with visuals for simplifying and making concrete instruction for foreign students in other subjects like Life Sciences course. In here Erdem (2017) provided a perspective about teachers' inadequacy to revise and develop their materials and sheets based on the needs of the target groups. Thus, their expectation about for the instructional materials could be explained with this factor. Otherwise, it was expected to need for foreign students-oriented curriculum. Because the current curriculum and the textbooks were developed based on the need's Turkish citizens and society (National Education Basic Law, 1973).

5.2.Recommendations

In this part, implications for practice and implications for further research is presented separately within the frame of the results of the study.

5.2.1.Recommendations for Practice

This study provides some recommendations to improve current system for foreign students and to meet the needs of school stakeholders as following:

- A placement procedure should be prepared to standardize the process for all foreign students in school settings by MoNE. Additionally, distribution of foreign students to classes should be regulated. Otherwise, the school administrators are under risk of parental pressure and they take too much initiative in the placement procedure.
- Teaching Turkish as a Foreign Language Curriculum should be developed under the guidance of MoNE. Accordingly, textbooks and supplementary materials should be developed with the consideration of diverse needs and characteristics diverse student populations.
- Primary school teachers should be trained about inclusive education system to meet the needs of diverse student groups.
- Language teachers should be trained with the consideration of age level differences of foreign students.
- While assigning counselor to public schools with foreign students, knowing Arabic or a heritage language could be considered as a new policy.
- Foreign parent involvement should be promoted with trainings like language course through lifelong centers to support the education of their children and build effective school-parent partnership.
- Local parents should be trained to comprehend the requirements of inclusive education.
- Local parents should be trained to get rid of the prejudice toward foreign students if they already have. Preventive trainings should be organized by the counsellor to fight against xenophobia. Otherwise, parents' negative attitudes

mostly related to news on the media directly affect their children attitude toward their foreign classmates.

- Foreign students should be supported in the adaptation process for Turkish education system and develop support systems for the entire school to promote for social integration with the local students during formal education and through extra-curricular after class hours.
- The ministry should establish monitoring systems for effective inclusive education practices and provide opportunities to increase interactions among different educational stakeholders such as school administrators or teachers in different schools in the same district.
- Implementation of the PICTES project should be evaluated in terms of effectiveness of foreign students' social and cultural integration alongside language development and they need investment in teacher's professional development and to teach for Turkish as a first language in schools.
- An accreditation system should be developed to identify appropriate grade levels for foreign students in Turkish education system. Additionally, there should be compensatory programs to meet the lost years of those students.
- Assistant teachers should be assigned to observe and support foreign students for scaffolding, those students may be selected from pre-service teachers doing their field practice.

5.2.2.Recommendations for Further Research

This study provides some recommendations for further research as follows:

- Study with only one school, similar studies may be conducted in different districts and provinces especially, which with more foreign students' populations. The qualitative study should include more data on naturalistic inquiry such as observing what happens in class or in the school context.
- Because of the limitation of the study with teachers, school administrator, and local parents, similar studies may be conducted with parents of foreign students and both foreign and local students to get a deeper understanding. Similar studies may be conducted with higher grade levels to analyze current situation of schools with diverse student groups and to identify their educational needs

as well and understand if they are different or similar regardless of grade differences.

- Further studies can be conducted to analyze teacher competencies to implement integrated education with foreign students and to analyze curriculum of faculty of education departments in terms of meeting the needs of intercultural societies of schools.
- More specific studies can be conducted to assess competencies of the current primary school curriculum within the perspectives of inclusive and intercultural education.
- More specific and experimental studies may be conducted to compare effectiveness of integrated education and separate education for foreign students.
- Further studies can be conducted to evaluate the existing primary school level curriculum in terms of meeting the educational needs of diverse student groups.

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APPENDICES

A. METU ETHIC COMMITTEE

ÖĞRENCİ İŞLERİ DAİRE BAŞKANLIĞI
REGISTRAR'S OFFICE

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI
06800 ÇANKAYA/ANKARA
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oidb@metu.edu.tr
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Sayı :54850036-044 -1759 – 175 28.03.2018
Konu :Anket

EĞİTİM FAKÜLTESİ DEKANLIĞINA

Ankara Valiliği Milli Eğitim Müdürlüğünden alınan, Eğitim Bilimleri Anabilim Dalı Eğitim Programları ve Öğretim yüksek lisans programı öğrencisi Nihan Duyul'a ait yazı ilgisi nedeni ile ilişikte sunulmuştur.

Bilgilerinize arz ederim.

Saygılarımla.

Sema Karaca
Öğrenci İşleri Daire Başkanı

B. MONE APPROVAL FORM

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.6014326 23.03.2018
Konu : Araştırma İzni

ORTA DOĞU TEKNİK ÜNİVERSİTESİNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2017/25 nolu Genelgesi.
b) 08/03/2018 Tarihli ve 54850036-300-1272 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Anabilim Dalı, Eğitim Programları ve Öğretim Yüksek Lisans öğrencisi Nihal DUYUL'un **"Farklı Sosyal Gruplardan Öğrencilerin Bir Arada Eğitim Gördüğü Devlet İlkokullarında Mevcut Durum Saptaması ve İhtiyaç Analizi: Altındağ'da bir ilkokul örneği"** konulu tez çalışması kapsamında uygulama talebi Müdürlüğümüzce uygun görülmüş ve uygulamanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Görüşme formunun (14 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini rica ederim.

Vefa BARDAKCI
Vali a.
Milli Eğitim Müdürü

26.03.2018 5860

Güvenli Elektronik İmzalı
Aslı İle Aynıdır.

Konya yolu Başkent Öğretmen Evi arkası Beşevler ANKARA
e-posta: istatistik06@meb.gov.tr

Ayrıntılı bilgi için
Tel: (0 312) 221 02 17/135-134

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C. SEMI STRUCTURED INTERVIEW FORMS

C.1. SCHOOL ADMİNİSTRATOR INTERVIEW FORM

Görüşme Numarası:

Görüşme Tarihi:

Görüşme Süresi:

Sayın Müdürüm,

Öncelikle görüşme yapmayı kabul ettiğiniz için teşekkür ederim. Yüksek lisans tez çalışmamda bu çalışmayı yürütüyorum. Amacım, farklı sosyal gruplardan oluşan ilkokulunuzdaki durum ve ihtiyaçlarını ortaya çıkarmaktır. Bu amaç doğrultusunda sizin deneyimleriniz ve paylaşacaklarınız benzer okullardaki durum ve ihtiyaçlarını tanımlamak için kıymetlidir. Öncelikle paylaşacağınız ve okul ya da yönetici bilgilerin saklı tutulacağını ve görüşme esnasındaki paylaşımlarınızın yalnızca bilimsel amaç doğrultusunda kullanılacağını belirtmek isterim. Görüşmenin yaklaşık 30 dk sürmesi beklenmektedir. Görüşmeyi dilediğiniz zaman sonlandırabilme hakkınız vardır. Görüşmeye başlamadan önce aklınıza takılan ya da sormak istediğiniz bir durum varsa lütfen sorunuz. Kıymetli görüşlerinize hiçbir şey atlamamak için ve çalışmaya odaklana bilmek için izin verirseniz kayıt etmek istiyorum. Başka bir durum belirtmek istemiyorsanız görüşmeyi başlatabiliriz.

Katkılarınız ve zaman ayırdığınız için şimdiden çok teşekkür ederim.

Nihan DUYUL

Orta Doğu Teknik Üniversitesi

Eğitim Programları ve Öğretim Bölümü

nihan.duyul@metu.edu.tr

BÖLÜM I: DEMOGRAFİK BİLGİLER

Yaş:

Cinsiyet:

Mezuniyet Yılı:

Mezun Olunan Bölüm:

Alınan En Son Derece:

Öğretmenlik Deneyimi:

Müdürlük Deneyimi:

İlgili Kurumdaki Deneyim:

BÖLÜM II: OKUL MÜDÜRÜ GÖRÜŞME SORULARI

1. Okulunuzun alt yapısı hakkında kısaca bilgi paylaşabilir misiniz?
   I. Öğrenci Sayısı - Profili
      a) Mevcut öğrenci sayınız nedir?
      b) Mevcut öğrencileriniz hangi farklı sosyal gruplara mensuptur? Yerel öğrencilerle oranı nedir?

   II. Okulunuzdaki öğrencilerin- Ebeveyn Profilleri;
      a) Eğitim durumları nedir?
      b) İstihdam durumları nedir?
      c) Gelir durumları nedir? Hangi kaynaklardan yararlanmaktadırlar?
2. Farklı sosyal gruplardan öğrencilerin kayıt süreçleri nasıl gerçekleşmektedir?
   a) Türkçe bilmeyen öğrencileri ile ilgili nasıl bir uygulama yürütülüyor?
   b) (Resmî belgeleri yoksa) Türkiye'deki bir devlet okuluna yazılırken sınıf seviyesine nasıl karar veriliyor? Hazır-bulunuşlukları nasıl tespit ediliyor? Hangi sınıflara yerleştiriliyorlar?
   c) Hangi sınıflara yerleştiriliyorlar? Öğretmenleri kimlerdir?

3. Okulunuzda eğitimin niteliğini artırmak için ne tür eğitimler/projeler yürütülmektedir? Biraz bahseder misiniz?
   a) Başarı geliştirme çalışmaları
   b) Sosyal uyum çalışmaları
   c) Dil eğitimi
   d) Diğer
4. Okulunuzdaki paydaşlar öğrencilerle ilgili olarak okul yönetimine hangi dilek ve şikayetlerle gelmektedirler?

a) Öğretmenler hangi dilek ve şikayetler ile gelmektedirler?

b) Rehber öğretmen dilek ve şikayetler ile gelmektedirler?
c) Öğrenciler dilek ve şikayetler ile gelmektedirler?
d) Veliler dilek ve şikayetler ile gelmektedirler?
e) Diğer

6. Yapılan başvurular ile ilgili okul idaresi neler yapıyor?

7. Farklı sosyal grupların bir arada daha kaliteli bir eğitim alabilmeleri için neler önerirsiniz?

a) Bakanlık neler yapabilir?
b) İl/ilçe müdürlükleri neler yapabilir?
c) Yerel yönetimler neler yapabilir?
d) STK'lar neler yapabilir?
e) Okulun iç paydaşları ne yapabilir?

Önemli bulduğunuz fakat görüşmede geçmeyen dile getirilmeyen bir durum varsa bundan söz etmeniz araştırmam açısından yararlı olacaktır. Verdiğiniz bilgiler, araştırmam açısından çok yararlı olacaktır. Açık olmayan ya da sormak istediğim bir durum ortaya çıkarsa size tekrar ulaşabilir miyim?

Değerli katkılarınız ve zaman ayırdığınız için çok teşekkür ederim.

C.2. TEACHER INTERVIEW FORM

Görüşme Numarası:

Görüşme Tarihi:

Görüşme Süresi:

Merhaba,

Öncelikle görüşme yapmayı kabul ettiğiniz için teşekkür ederim. Yüksek lisans tez çalışmamda bu çalışmayı yürütüyorum. Amacım, farklı sosyal gruplardan oluşan ilkokulunuzdaki durum ve ihtiyaçlarını ortaya çıkarmaktır. Bu amaç doğrultusunda sizin deneyimleriniz ve paylaşacaklarınız benzer okullardaki durum ve ihtiyaçlarını tanımlamak için kıymetlidir. Öncelikle paylaşacağınız ve okul ya da yönetici bilgilerin saklı tutulacağını ve görüşme esnasındaki paylaşımlarınızın yalnızca bilimsel amaç doğrultusunda kullanılacağını belirtmek isterim. Görüşme yaklaşık 30 dk sürmesi beklenmektedir. Görüşmeyi dilediğiniz zaman sonlandırabilme hakkınız vardır. Görüşmeye başlamadan önce aklınıza takılan ya da sormak istediğiniz bir durum varsa lütfen sorunuz. Kıymetli görüşlerinize hiçbir şey atlamamak için ve çalışmaya odaklana bilmek için izin verirseniz kayıt etmek istiyorum. Başka bir durum belirtmek istemiyorsanız görüşmeyi başlatabiliriz.

Katkılarınız ve zaman ayırdığınız için şimdiden çok teşekkür ederim.

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BÖLÜM I: DEMOGRAFİK BİLGİLER

Yaş:

Cinsiyet:

Mezuniyet Yılı:

Mezun Olunan Bölüm:

Branş:

Pedagojik Formasyon:

Derse Girilen Sınıf Seviyesi:

Mesleki Deneyim:

İlgili Kurumdaki Deneyim:

BÖLÜM II: ÖĞRETMEN GÖRÜŞME SORULARI

1. Sınıfınızda kaç öğrenci mevcuttur? Öğrencileriniz kimlerdir? Tarif edebilir misiniz?
    a) Öğrencilerin akademik bilgi düzeyleri ne durumdadır?
    b) Ebeveynlerin eğitim düzeyleri ve sosyo-ekonomik durumları hakkında neler söyleyebilirsiniz?
2. Daha önceden farklı sosyal grupların bir arada eğitim gördüğü sınıflarda eğitim deneyiminiz var mı?
    a) Hangi kurumlarda kimlerle çalıştınız?
    b) Farklı sosyal grupları kapsayan okullarda kaç yıllık deneyiminiz var?
    c) Farklı sosyal gruplara kaynaştırma eğitimi verme konusunda nasıl bir eğitim aldınız?
        i. Bu deneyiminizin şimdiki sınıfınızdaki öğrenme öğretme sürecine katkısı olduğunu düşünüyor musunuz? Kısaca bahseder misiniz?

3. Farklı sosyal grupların bir arada eğitimine yönelik okulunuzda/ sınıfınızda yürütülen çalışma ve/veya projeler konusunda bilgi verir misiniz? Ne tür çalışmalar yürütülmektedir?

    a) Bu süreçte paydaşlar kimlerdir?

i. Farklı sosyal grupların bir arada eğitim gördüğü sınıflarda diğer sınıflardan farklı olarak ne gibi faaliyetlerde bulunuyorsunuz?
ii. Ders öncesi nasıl bir planlama süreciniz oluyor?
iii. Öğrencilerin hazır bulunuşluk düzeylerini nasıl belirliyorsunuz?
iv. Hangi eğitsel kaynakları/materyaller kullanıyorsunuz?
v. Öğrenme ihtiyaçlarını nasıl tespit ediyorsunuz?
vi. Öğrenci bilişsel/duyuşsal/psikomotor ihtiyaçları konusunda nasıl bir planlama yapıyorsunuz? Güçlü ve zayıf yanlarını tespit için nasıl bir Nasıl bir yol haritası çiziyorsunuz?

b) Öğrenme öğretme sürecinde kullandığınız yöntem ve tekniklerden bahseder misiniz?
c) Farklı sosyal gruplardan öğrencilerin bir arada ders yapması sürece nasıl bir zenginlik katıyor?
d) Yukarıdaki (e maddesi) duruma göre dersleri zorlayıcı durumlar nelerdir?
i. Öğretmenler açısından
ii. Öğrenciler açısından
iii. Yöneticiler açısından
iv. Veliler açısından

4. Eğitim kalitesinin yükseltilebilmesi için sizin (ve okulunuzdaki öğretmenlerin) ne gibi ihtiyaçları vardır? (Gözlemleriniz ve sizinle paylaşılan durumlardan yola çıkarak)
   a) Eğitimler, kaynaklar vb.

5. Öğrencilerin okulunuzdaki aldıkları eğitimin kalitesini yükseltebilmek için neler önerirsiniz?
   a) Bakanlık neler yapabilir?
   b) İl/ilçe müdürlükleri neler yapabilir?
   c) Yerel yönetimler neler yapabilir?
   d) STK'lar neler yapabilir?
   e) Diğer?

Önemli bulduğunuz fakat görüşmede geçmeyen dile getirilmeyen bir durum varsa bundan söz etmeniz araştırmam açısından yararlı olacaktır. Verdiğiniz bilgiler, araştırmam açısından çok yararlı olacaktır. Açık olmayan ya da sormak istediğim bir durum ortaya çıkarsa size tekrar ulaşabilir miyim?

Değerli katkılarınız ve zaman ayırdığınız için çok teşekkür ederim.

C.3 SCHOOL COUNSELLOR INTERVIEW FORM

YÜKSEK LİSANS TEZ GÖRÜŞME SORULARI

Görüşme Numarası:

Görüşme Tarihi:

Görüşme Süresi:

Merhaba,

Öncelikle görüşme yapmayı kabul ettiğiniz için teşekkür ederim. Yüksek lisans tez çalışmamda bu çalışmayı yürütüyorum. Amacım, farklı sosyal gruplardan oluşan ilkokulunuzdaki durum ve ihtiyaçlarını ortaya çıkarmaktır. Bu amaç doğrultusunda sizin deneyimleriniz ve paylaşacaklarınız benzer okullardaki durum ve ihtiyaçlarını tanımlamak için kıymetlidir. Öncelikle paylaşacağınız ve okul ya da yönetici bilgilerin saklı tutulacağını ve görüşme esnasındaki paylaşımlarınızın yalnızca bilimsel amaç doğrultusunda kullanılacağını belirtmek isterim. Görüşme yaklaşık 30 dk sürmesi beklenmektedir. Görüşmeyi dilediğiniz zaman sonlandırabilme hakkınız vardır. Görüşmeye başlamadan önce aklınıza takılan ya da sormak istediğiniz bir durum varsa lütfen sorunuz. Kıymetli görüşlerinize hiçbir şey atlamamak için ve çalışmaya odaklana bilmek için izin verirseniz kayıt etmek istiyorum. Başka bir durum belirtmek istemiyorsanız görüşmeyi başlatabiliriz.

Katkılarınız ve zaman ayırdığınız için şimdiden çok teşekkür ederim.

Nihan DUYUL

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Eğitim Programları ve Öğretim Bölümü

nihan.duyul@metu.edu.tr

BÖLÜM I: DEMOGRAFİK BİLGİLER

Yaş:

Cinsiyet:

Mezuniyet Yılı:

Mezun Olunan Bölüm:

Branş:

Pedagojik Formasyon:

Derse Girilen Sınıf Seviyesi:

Mesleki Deneyim:

İlgili Kurumdaki Deneyim:

BÖLÜM II: REHBER ÖĞRETMEN GÖRÜŞME SORULARI

1.Rehber öğretmen olarak okulunuzdaki rolünüzden söz eder misiniz? Görevleriniz nelerdir? Gününüz nasıl geçer? Neler yaparsınız?

2.Daha önceden benzer öğrenci profili olan okullarda ya da eğitim kurumlarında kaç yıllık deneyimleriniz oldu?

a) Hangi seviyede öğrenci grupları ile çalıştınız?
b) Söz konusu farklı sosyal gruplardan oluşan okul profillerinde rehberlik konusunda almış olduğunuz bir eğitim var mı? Varsa kısaca bahseder misiniz?

3.Okulunuzda farklı sosyal grupların bir arada eğitim görüyor olmasına yönelik rehberlik birimi;

a) Öğrenciler için ne gibi çalışmalar yürütüyor?
b) Öğretmenler için ne gibi çalışmalar yürütüyor?

4.Rehberlik birimlerine başvuru sebepleri çoğunlukla nelerdir?

a) Öğretmenlerin rehberlik birimi ile iş birliği talepleri çoğunlukla hangi alanlara yöneliktir?
b) Öğrencilerin rehberlik birimi ile iş birliği talepleri çoğunlukla hangi alanlara yöneliktir?
c) Yöneticilerin rehberlik birimi ile iş birliği talepleri çoğunlukla hangi alanlara yöneliktir?
d) Okul aile birliğinin/velilerin rehberlik birimi ile iş birliği talepleri çoğunlukla hangi alanlara yöneliktir?

5.Farklı sosyal grupların bir arada eğitim gördüğü sınıflardaki öğrencilerin eğitim gördükleri okullarda ne gibi durumlar yaşanmaktadır, bahseder misiniz?

a) Öğretmenlerin yaşadıkları nelerdir?
b) Rehber öğretmenlerin yaşadıkları nelerdir?
c) Öğrencilerin yaşadıkları nelerdir?
d) Farklı sosyal gruplardan öğrencilerin yaşadıkları nelerdir?
e) Yöneticilerin yaşadıkları nelerdir?
f) Okul aile birliğinin/ velilerin yaşadıkları nelerdir?

6.Yukarıdaki (madde 5) yaşantıları dikkate alarak paydaşların ne tür ihtiyaçları dile getirilmektedir?

a) Öğrencilerin bilişsel/sosyal/kültürel uyumuna yönelik neler yapılıyor?

7.Farklı sosyal grupların bir arada daha kaliteli bir eğitim alabilmeleri için neler önerirsiniz?

g) Bakanlık neler yapabilir?
h) İl/ilçe müdürlükleri neler yapabilir?
i) Yerel yönetimler neler yapabilir?
j) STK'lar neler yapabilir?

Önemli bulduğunuz fakat görüşmede geçmeyen dile getirilmeyen bir durum varsa bundan söz etmeniz araştırmam açısından yararlı olacaktır. Verdiğiniz bilgiler, araştırmam açısından çok yararlı olacaktır. Açık olmayan ya da sormak istediğim bir durum ortaya çıkarsa size tekrar ulaşabilir miyim?

Değerli katkılarınız ve zaman ayırdığınız için çok teşekkür ederim.

C.4. SCHOOL COUNCIL MEMBER INTERVIEW QUESTIONS

Görüşme Numarası:

Görüşme Tarihi:

Görüşme Süresi:

Merhaba,

Öncelikle görüşme yapmayı kabul ettiğiniz için teşekkür ederim. Yüksek lisans tez çalışmamda bu çalışmayı yürütüyorum. Amacım, farklı sosyal gruplardan oluşan ilkokulunuzdaki durum ve ihtiyaçlarını ortaya çıkarmaktır. Bu amaç doğrultusunda sizin deneyimleriniz ve paylaşacaklarınız benzer okullardaki durum ve ihtiyaçlarını tanımlamak için kıymetlidir. Öncelikle paylaşacağınız ve okul ya da yönetici bilgilerin saklı tutulacağını ve görüşme esnasındaki paylaşımlarınızın yalnızca bilimsel amaç doğrultusunda kullanılacağını belirtmek isterim. Görüşmenin yaklaşık 30 dk sürmesi beklenmektedir. Görüşmeyi dilediğiniz zaman sonlandırabilme hakkınız vardır. Görüşmeye başlamadan önce aklınıza takılan ya da sormak istediğiniz bir durum varsa lütfen sorunuz. Kıymetli görüşlerinize hiçbir şey atlamamak için ve çalışmaya odaklana bilmek için izin verirseniz kayıt etmek istiyorum. Başka bir durum belirtmek istemiyorsanız görüşmeyi başlatabiliriz.

Katkılarınız ve zaman ayırdığınız için şimdiden çok teşekkür ederim.

Nihan DUYUL

Orta Doğu Teknik Üniversitesi

Eğitim Programları ve Öğretim Bölümü

nihan.duyul@metu.edu.tr

BÖLÜM I: DEMOGRAFİK BİLGİLER

Yaş:

Cinsiyet:

Mezuniyet Yılı:

Mezun Olunan Bölüm:

Alınan Son Derece:

Meslek:

Mesleki Deneyim:

Çocuk Sayısı:

Okul Aile Birliği Üyelik Süresi:

BÖLÜM II: OKUL AİLE BİRLİĞİ ÜYESİ GÖRÜŞME SORULARI

1. Okul aile birliğine üye olmaya nasıl karar verdiniz bu süreçten kısaca bahseder misiniz?
   a) Birimdeki rolünüz nedir?

2. Üye olarak birliğin sizden beklentileri nelerdir?
   b) Yılda kaç kez toplanıyorsunuz?
   c) Toplantı gündeminiz nasıl belirleniyor?
   d) Rutin dışı toplantılardaki toplanma sebepleri nelerdir?
   e) Toplantıda farklı sosyal gruplardan gelen öğrenciler ile ilgili ne gibi konular dile getiriliyor?

3. Okul aile birliğinde farklı sosyal gruplardan öğrenci velileri de yer almakta mıdır? Bu durum hakkındaki görüşlerinizi paylaşır mısınız?

4. Okul aile birliği üyelerinin farklı sosyal gruplardan olan öğrencilerin birlikte eğitim görmeleri hakkındaki görüşleri nelerdir?

5. Okul aile birliğinin görev ve yetkileri kapsamında yer alan" Okul yönetimi ile iş birliği yaparak, imkânları yeterli olmayan öğrencilere maddi ve manevi destek sağlamak" maddesine göre;

   a) Birliğin öğrencilerin eğitimine destek amacıyla yürüttüğü herhangi bir çalışma/proje mevcut mudur? (Örneğin; okul kültürüne uyum çalışmaları)
   b) Bu konuda farklı grupların ihtiyaçları ile ilgili neler dile getirilmektedir?

c) Yapılan çalışmalar ne derecede yeterlidir? Velilerin bu konuda ne tür talepleri söz konusudur?
d) Siz çocuğunuzun farklı sosyal gruplardan olan öğrencilerle ders görmesini nasıl değerlendiriyorsunuz? Nedenlerini paylaşabilir misiniz?

    a. Farklı sosyal grupların öğrenme öğretme sürecine etkisi hakkındaki görüşleriniz nelerdir?

e) Çocuğunuz evde farklı sosyal gruplardan olan öğrencilerle ilgili ne tür deneyimlerini paylaşıyor/dile getiriyor?

6. Farklı sosyal grupların bir arada daha kaliteli bir eğitim alabilmeleri için neler önerirsiniz?

    a. Bakanlık neler yapabilir?
    b. İl/ilçe müdürlükleri neler yapabilir?
    c. Yerel yönetimler neler yapabilir?
    d. STK'lar neler yapabilir?
    e. Sizin önerileriniz nelerdir?

Önemli bulduğunuz fakat görüşmede geçmeyen dile getirilmeyen bir durum varsa bundan söz etmeniz araştırmam açısından yararlı olacaktır. Verdiğiniz bilgiler, araştırmam açısından çok yararlı olacaktır. Açık olmayan ya da sormak istediğim bir durum ortaya çıkarsa size tekrar ulaşabilir miyim?

Değerli katkılarınız ve zaman ayırdığınız için çok teşekkür ederim.

D. VOLUNTARY PARTICIPATION FORM

ARAŞTIRMAYA GÖNLLÜ KATILIM FORMU

Bu form ile ODTÜ, Eğitim Programları ve Öğretimi bölümünde yüksek lisans öğrencisi olan Nihan DUYUL ’un “Farklı Sosyal Gruplardan Öğrencilerin Bir Arada Eğitim Gördüğü Devlet İlkokullarında Mevcut Durum Saptaması ve İhtiyaç Analizi: Altındağ’da Bir İlkokul Örneği” adlı tez çalışmasına davet edilmektesiniz. Bu çalışmanın amacı Altındağ bölgesinde farklı sosyal gruplardan öğrencilere sahip bir devlet ilkokulunun mevcut durumunu analiz edip, bu okulun okul müdürü, sınıf öğretmenleri, branş öğretmenleri, rehber öğretmeni ve okul aile birliği üyeleri gözünden eğitsel ihtiyaçlarını belirlemektir.

Paylaşacağınız tüm bilgiler bu tez çalışmasına veri sağlamakla sınırlı kalmayıp, Millî Eğitim Bakanlığı’na bağlı farklı sosyal gruplardan öğrencilere sahip ilkokulların karşı karşıya kaldıkları zorluklar ve eğitsel ihtiyaçları konusunda kamuoyuna bilgi ve farkındalık sağlama hususunda fayda sağlayacaktır.

Gerçekleştireceğimiz yarı yapılandırılmış görüşme yaklaşık olarak 30 dakika sürecektir. Paylaşılacak olan hiçbir bilginin gözden kaçmaması adına görüşme ses kaydı cihazıyla kayıt altına alınacaktır. (Ses kaydı alınması istenmemiştir.) Vereceğiniz yanıtlar gizli tutulacak olup sadece araştırma amaçlı kullanılacaktır. Görüşme esnasında herhangi bir sebeple sonlandırma talebiniz olması halinde görüşmeyi sonlandırabiliriz.

Bu çalışmaya tamamen kendi isteğimle katılıyorum ve istediğim zaman ayrılabileceğimi biliyorum. Verdiğim bilgilerin araştırma amaçlı kullanılmasına izin veriyorum.

İsim İmza Tarih

E. CODED DATA EXAMPLE/ KODLANMIŞ VERİ ÖRNEĞİ

Velilerle ilgili bakanlık veya farklı devlet kurumlarından bizle bir bilgi paylaşımı olmadı. Dil engeli ve velilerin de ilgisizlikleri sebebi ile velilerle fazla bir iletişimimiz dolayıyla fazla bir bilgimiz bulunmuyor.

2. Farklı sosyal gruplardan öğrencilerin kayıt süreçleri nasıl gerçekleşmektedir?
   a. Türkçe bilmeyen öğrencileri ile ilgili nasıl bir uygulama yürütülüyor?
   b. (Resmî belgeleri yoksa) Türkiye'deki bir devlet okuluna yazılırken sınıf seviyesine nasıl karar veriliyor? Hazır-bulunuşlukları nasıl tespit ediliyor? Hangi sınıflara yerleştiriliyorlar?
   c. Hangi sınıflara yerleştiriliyorlar? Öğretmenleri kimlerdir?

Türkiye'de kaydı olan öğrencileri sistem üzerinden kayıt yapabiliyoruz. Öğrencilerin bizim okulumuza kaydı öncesindeki eğitim durumlarına dair herhangi bir kayıtları, geçmiş bilgileri bulunmuyor. Ne Suriye'deki eğitimleri ne de Türkiye içinde GEM veya başka yerde aldıkları eğitimleri ile alakalı kayıt elimize ulaşmadı. Dolayısıyla biz okula kaydını yaparken ilk etapta hepsini 1.sınıftan başlattık. Daha sonra akademik düzeyini gözetmeksizin sadece yaşa göre sınıf atlatmaları yaptık.

Bütün öğretmenler ilk defa böyle bir eğitim süreci ile karşılaştıklarından bütün öğretmenlere dengeli bir şekilde Suriyeli öğrenci vermeye çalıştık.

3 yıldır Atam İlkokulu olarak Suriyeli öğrencilerin kaydını yapıyoruz.

3. Okulunuzda eğitimin niteliğini artırmak için ne tür eğitimler/projeler yürütülmektedir? Biraz bahseder misiniz?
   a. Başarı geliştirme çalışmaları
   b. Sosyal uyum çalışmaları
   c. Dil eğitimi
   d. Diğer

Okul olarak yürüttüğümüz bir proje uygulama yok. Ancak PICTES (Suriyeli Çocukların Türk Eğitim Sistemine Entegrasyonunun Desteklenmesi Projesi) kapsamında 3 öğretmen istihdamı (2 dil öğreticisi, 1 rehber öğretmen), temizlik elemanı ve materyal desteği sağlandı ve sağlanıyor (Türkçe kitabı yetersiz, çünkü kitap yardımları zamanında yapılmadı ve okula başlayalı

ND **Nihan Duyul**
Aile bilgisinin müdürlerle paylaşılmama durumu

ND **Nihan Duyul**
Dil engelinden kaynaklı iletişimsizlik

ND **Nihan Duyul**
Veli ilgisizliği

ND **Nihan Duyul**
Ön eğitim durumlarına dair bilgisizlik

N **nihan**
~~Kayıt prosedürü olmaması~~

ND **Nihan Duyul**
~~Suriyelilerin sınıflara dengeli dağılımı~~

ND **Nihan Duyul**
3 yıldır Suriyeli Öğrenci kaydı

ND **Nihan Duyul**
AB destekli PICTES projesi

ND **Nihan Duyul**
Suriyelilere yönelik ek personel: 2 dil öğretici, 1 rehber öğretmen

ND **Nihan Duyul**
Material yardımlarının zamanında temin edilememesi

F. TURKISH SUMMARY / TÜRKÇE ÖZET

FARKLI ÖĞRENCİ GRUPLARININ BİR ARADA EĞİTİM GÖRDÜĞÜ BİR DEVLET İLKOKULUNA DAİR NİTEL BİR DURUM ÇALIŞMASI

GİRİŞ

Bu araştırma, Ankara ili Altındağ ilçesinde çeşitli öğrenci gruplarının yer aldığı bir devlet ilkokulunda eğitim ve öğretim sürecinde paydaşların yabancı öğrenciler ile sürdürülen eğitim öğretim süreçlerine yönelik hazırbulunuşluklarına ve ihtiyaçlarına odaklanmaktadır. Bir durum çalışmasını içeren araştırmanın verileri araştırmacı tarafından geliştirilen yarı yapılandırılmış görüşme formları aracılığıyla okul müdürü, öğretmenler ve yerel ebeveynlerden oluşan okul paydaşlarından elde edilmiştir. Araştırma kapsamında, Altındağ ilçesinde bulunan çeşitli öğrenci popülasyonlarına sahip devlet ilkokulunda öğretmen ve okul müdürü açısından kapsayıcı bir eğitim ve öğretime hazır olması ile okul paydaşlarının eğitim gereksinimlerinin neler olduğu sorusuna yanıt aranmaya çalışılmıştır.

Küreselleşme çağında, dünya daha da küreselleşerek çeşitliliğin hızla arttığı bir hale geldi ve sonuç olarak insanların küresel bağlamda birbirleri ile bağı da arttı. Küreselleşmenin en göze çarpan ve önemli yanı, artan göç olarak görülüyor (Tacoli & Okali, 2000). Küreselleşme sonucunda sadece ekonomi ve finans etkilenmemiştir, aynı zamanda ulusal kültür ve hizmetlerin bir parçası olan eğitim de etkilenmiştir (Caillods, 2003, s.1). Böylece, çeşitlilik ve çeşitlilik alanların çoğunda kaçınılmaz hale gelmiştir ve toplumun bir yansıması olarak, okullar kaçınılmaz olarak giderek artan çeşitlilikte bir hedef kitleye hizmet vermeye başlamıştır. Tüm bu çeşitlilikler,

öğrencilerin, öğretmenlerin, ebeveynlerin ve okul yöneticilerinin okul deneyimlerinde de değişiklikleri beraberinde getirmiştir.

Eğitim sistemlerindeki çeşitlilik "kültürel, dilsel, etnik, dini ve sosyo-ekonomik farklılıklar dahil olmak üzere gelişim potansiyelinin ve öğrenmenin gerçekleşme biçimini etkileyebilecek özellikler" olarak tanımlanmaktadır (OECD, 2010). Artan ırk, etnik ve dilsel çeşitliliği ile, eğitim uygulamaları anaokulundan başlayarak üst kademelere kadar doğal bir süreç olarak etkilenir. Küresel bağlamda artan mülteci ve sığınmacı sayısı, mülteci geçmişine sahip kişilerin ilgili ülkeye başarılı bir şekilde uyumunu gerçekleştirebilmek için okul ortamının önemli bir faktör olduğuna dair farkındalıkta da bir artış söz konusudur (Block, Cross, Gibbs & Riggs, 2014).

OECD ülkeleri, büyük ölçüde yerinden edilmiş insanlar nedeniyle 2014-2015 mülteci kriziyle başlayan mülteci meselesinden etkilenmiştir (OECD, 2019). Birçok ülke mülteci sorununu önceki akışlarla daha önce karşı karşıya kalsa da 2015'ten sonra karşılaşılan durum akışın büyüklüğü, çeşitliliği ve zaman aralığı boyutları bakımından eşi görülmemiş bir örnektir. OECD verilerine göre (2019), 2013 ortasından 2017 ortasına kadar geçen sürede, OECD ülkelerindeki mülteci sayısı 5,9 milyona ulaşmıştır ki bu da üç kat artış anlamına gelmektedir. Günümüz BMMYK kayıtlarına (2019) göre dünyanın en yüksek yer değiştirme seviyelerine tanık olduğu görülmüştür. Ülkelerinde zorla göç ettirilen 70,8 milyon insan arasından yaklaşık 30 milyonunu mülteci statüsünde olmakla birlikte bu sayının yarısından fazlasını da 18 yaşın altında olanlar oluşturmaktadır. Bu, çocuk haklarıyla ilgili uluslararası düzenlemelere dayanarak zorunlu eğitim yaşında olan yaklaşık 15 milyon çocuğun olduğunu göstermektedir. Mülteci ve göçmen nüfus bağlamında homojen ve heterojen toplumlarda bu çocukların eğitim ihtiyaçları üzerine yapılan çalışmalar incelendiğinde okulların çeşitlilikten etkilendikleri ortaya konmuştur. Her ne kadar mülteciler kendi içlerinde farklı gruplar içerse de eğitim politikaları ve uygulamaları gözden geçirilirken çoğunlukla homojen bir grup olarak ele alındıkları anlaşılmaktadır. Bu durum göç öncesi ve sonrası faktörlerin detaylı incelemelerinin önlenmesine neden olmaktadır (McBrien, 2005). Bu nedenle, OECD ülkelerinin farklı tarih, dil, kültür, din, etnik köken vb. gibi heterojen bir grup insanla karşı karşıya olduğu, bu ülkelerin toplumların bir yansıması olarak okullarda etkilenmeye başladığı söylenebilir.

Bir OECD ülkesi olan Türkiye, yaklaşık 3,7 milyon mülteciyi barındırmaktadır (BMMYK, 2019). Mülteci akını, Suriye iç savaşının başladığı 2011'den beri özellikle Suriye ve Irak'tan başlamıştır. Ülkedeki bu nüfus artışı ile zaten heterojen bir yapıda olan Türk toplumu daha da çeşitlilik kazanmıştır. Göç İdaresi Genel Müdürlüğü verilerine göre (2018), 3.587.930 geçici koruma statüsündeki kişiden zorunlu eğitim çağında olan 1.135.250 Suriyeli bulunmaktadır. Paradigma değişikliği ile 2016-2017 eğitim-öğretim yılında, 1., 5. ve 9. sınıf öğrencilerinin devlet okullarına kayıt zorunluluğu getirilmiştir (Suriyeli Çocukların Türk Eğitim Sistemine Entegrasyonunun Geliştirilmesi Projesi, 2016). Bu karar neticesinde MEB 2017-2018 akademik yılı verilerine göre zorunlu eğitime devam eden 17 milyon 885 bin öğrenciden 976.200'ünü geçici koruma statüsündeki Suriyeli öğrenciler oluşturmaktadır. Sonuç olarak, Türk devlet ilköğretim okullarının bağlamının dil, kültür, din ve diğer birçok faktör açısından daha da çeşitlendiği söylenebilir. Bu hem eğitim hem de eğitim süreci için çoklu bakış açısına ihtiyaç duyulmasını da beraberinde getirmiştir. Eğitim Fakültesi'nden mezun bir öğrenci ve Eğitim Bilimleri Bölümünde yüksek lisans çalışması yürütmekte olan bir öğrenci olarak araştırmacı, araştırmayı paydaşların ihtiyaçlarını ve kapsayıcı ve entegre bir eğitimin başarılı bir şekilde uygulanıp uygulanmadığını incelemek için çeşitli öğrencilerle birlikte bir devlet ilköğretim okulunda araştırmasını yürütmüştür. Başka bir deyişle, devlet ilköğretim okullarında paydaşlar açısından neyin değiştiği anlaşılmaya çalışılmıştır.

Problem Tanımı

Komşu ülkelerdeki kargaşayla başlayarak, özellikle Irak ve Suriye'den çok sayıda mülteci Türkiye'ye gelmeye başlamıştır. 500.000 Iraklı mülteci var (ORSAM, 2010). Ek olarak, Suriyeli mültecilerin sayısı, 2012'de Suriye akışının ilk yıllarında 14.237 (DGoMM, 2018, Aralık) iken bu sayı 3.635.841'e (DGoMM, 2019, Şubat) yükseldi. Türkiye'deki Suriye nüfusu çok çeşitlilik barındırmaktadır, çünkü farklı sosyo-ekonomik, etnik ve dini kökenden insan gruplarından meydana gelmektedirler (Akçapar ve Şimşek, 2017). Sonuç olarak, Türk toplumu da daha çeşitli hale gelmiştir. Bu çeşitlilik, Millî Eğitim Bakanlığı Temel Eğitim Genel Müdürlüğü'nün 2014/21 sayılı geçici eğitim statüsüne sahip çocukların Türkiye'deki devlet okullarına erişimini düzenleyen "Yabancılara Yönelik Eğitim-Öğretim Hizmetleri" genelgesi ile devlet

okullarını da etkilemeye başlamıştır. Okul yöneticileri bu süreçte çeşitli ebeveynleri ve öğrencileri yönetmeye başlarken, daha önce entegre eğitim deneyimi olmayan öğretmenler sınıflarında çeşitli öğrencilere ders vermeye başladı.

Bu nedenle, bu çalışma devlet ilköğretim okullarının düzenli ya da mevcut eğitim ve öğretim süreçlerini göz önüne alarak, bu bağlamda çok çeşitli öğrencilerin eklenmesiyle, okulun (öğretmenler, okul yöneticileri, öğrenciler ve yerel ebeveynler) okula entegrasyon sürecine yönelik hazırbulunuşlukları, öğretmenlerin mevcut öğretim programını ve yıllık planı değişen öğrenci gruplarının farklı ihtiyaçları ile nasıl takip ettiklerini, farklı öğrenci gruplarının deneyimlerini ve devam eden süreçte okul paydaşlarının ihtiyaçlarını ortaya çıkarmak için gereklidir. Sonuç olarak, bu çalışma ile bir devlet okulunda devam eden sürecin farklı öğrencilerle ve onların eğitim ihtiyaçlarını farklı paydaşların bakış açılarından çözmesi beklenmiştir. Bu nedenle, devam eden süreç ve mevcut eğitim ihtiyaçları hakkında farklı bir bakış açısı, Millî Eğitim Bakanlığı ve diğer politika belirleyicilerine çeşitli öğrencilerin eğitimini iyileştirmeleri için sunulacaktır.

Çalışmanın Amacı

Bu çalışma, Altındağ ilçesinde bulunan bir devlet ilkokulunun çeşitli öğrencilerle eğitim öğretim sürecine hazır olup olmadığını araştırmayı ve eğitim ihtiyaçlarını okul yöneticisi, okul konseyi üyeleri ve yerel öğrencilerin ebeveynleri ve öğretmenleri açısından belirlemeyi amaçlamaktadır.

Çalışmanın Önemi

1739 sayılı Türk Milli Eğitiminin temel ilkeleri uyarınca 5. madde "Milli Eğitim hizmeti, Türk vatandaşlarının ihtiyaç ve yeteneklerine ve Türk toplumunun ihtiyaçlarına göre düzenlenmiştir" (1973). Eğitim hizmetlerinin düzenlenmesinde yalnızca Türk toplumunun ihtiyaçları göz önünde bulundurulduğu düşünüldüğünde, yabancı öğrencilerin ihtiyaçlarının eğitim ve öğretim sürecinde nasıl karşılanabildiğine cevap aramak önem arz etmektedir. Bu nedenle, bu çalışmada, "İlköğretim okullarının farklı öğrencilerle dilsel, kültürel, psikolojik, öğrenme özellikleri vb. açısından hazırbulunuşlukları nedir?" sorusuna cevap aranması ihtiyacı

ortaya çıkmıştır. Ayrıca, okullardaki bu çeşitlilik göz önüne alındığında, eğitim ihtiyaçları okul paydaşlarının bakış açısından belirlenmelidir.

YÖNTEM

Bir durum çalışmasını içeren araştırmanın verileri araştırmacı tarafından geliştirilen yarı yapılandırılmış görüşme formları aracılığıyla okul müdürü, öğretmenler ve yerel ebeveynlerden oluşan okul paydaşlarından elde edilmiştir. Veriler tümevarım içerik analizi yöntemiyle analiz edilmiştir.

Araştırma Soruları

1. Altındağ ilçesinde bulunan çeşitli öğrenci topluluklarına sahip bir devlet ilkokulunun öğretmen ve okul müdürü perspektifinden kapsayıcı eğitim için hazırbulunuşluğu nedir?
2. Altındağ ilçesinde bulunan çeşitli öğrenci topluluklarına sahip bir devlet ilkokulunun okul yöneticisi, öğretmenler, okul rehber öğretmeni ve yerel velilerin perspektifinden eğitsel ihtiyaçları nelerdir?

Katılımcılar

Araştırma katılımcıları öğretmenler, okul yöneticisi ve yerel velilerden oluşmaktadır. PICTES Projesi kapsamında görevlendirilen dil öğreticisi ve rehber öğretmen de çalışmaya dahil edilmiştir.

Veri Toplama Yöntemi

Bu çalışma sürecinde katılımcılarla yarı yapılandırılmış görüşmeler yapılmıştır. Tüm görüşmeler araştırmacı tarafından okul içinde teneffüs saatlerinde yüz yüze gerçekleştirilmiştir. 15 ila 40 dakika arasında süren toplam 15 görüşme yapılmıştır.

Veri Analizi

Bu çalışmada tümevarımsal kodlama yöntemi kullanılmıştır. Araştırmacı tarafından tek tek okunan transkriptler araştırmacı tarafından okunmuş, güvenirliği sağlamak amacı ile iki görüşme araştırmacının eğitim bilimlerinde doktora öğrencisi olan bir arkadaşı tarafından analiz edilmiş ve alt örnek tez danışmanı tarafından okunmuştur. Transkript araştırmacı tarafından kodlanmış ve doktor adayı araştırmacı

ve danışman ile görüşülerek revize edilmiştir. Tüm bulgular ham verilerin analizi sonucunda ortaya çıkmıştır.

BULGULAR

Bu bölümde, araştırmanın sonuçları altı başlık altında sunulmaktadır: yabancı öğrencilerin kapsayıcı eğitim hazırlığı, kapsayıcı eğitim için öğretmen hazırlığı, kapsayıcı eğitim sürecinde yaşanan öğrenci merkezli olaylar, kapsayıcı eğitim sürecinde deneyimli öğretmen merkezli durumlar, ebeveyn kapsayıcı eğitim sürecinde yaşanan merkezli vakalar ve iyileştirmeler için öneriler.

Okul Yöneticisinden Elde Edilen Sonuçlara Dayalı Bulgular

1. Yabancı öğrencilerin sınıflara kayıt işlemleri için sistematik bir prosedür bulunmamaktadır. Okul müdürü öğrenciler için sınıf seviyesine karar verirken, bu öğrenciler nedeniyle öğrencilerin akademik yeterliliklerine ilişkin herhangi bir belge kaydı bulunmamaktadır. Bu öğrenciler ya yaşa dayalı olarak yerleştirilmekte ya da 1. sınıf seviyesinden başlatılabilmektedir. Ek olarak, okul yöneticileri yerel velilerin yabancı öğrenciler için ayrı sınıflar kaydetme baskısı altındadır. Bu nedenle, yabancı öğrenciler için entegrasyon sürecinin uygulanması okul yöneticisinin kararına bağlıdır.
2. Yabancı öğrenciler için çoğunlukla yaşlarına göre sınıf atlatma uygulaması sorunu mevcuttur. Başlangıçta hepsi 1. sınıf seviyesine yerleştirilmiş olmasına rağmen, yaş kriterlerine göre akademik başarılarını veya seviyelerini göz önünde bulundurmadan daha üst sınıf seviyelerine yükseltilmişlerdir.

3. Okul müdürü ile paylaşılan yabancı öğrencilerin öğretim sürecine entegrasyonunda paydaşların yaşadıkları dilek ve şikâyetleri, çoğunlukla Suriyeli ebeveynlerin ilgisizliği, yiyecek, temizlik ve giyinme alışkanlıkları ve öz bakım becerileri ile ilgilidir. Ek olarak, eğitim materyallerinin eksikliği ve Suriyeli öğrencilerin şiddete olan eğilimleri diğer önemli istek ve şikayetlerdendir. Ayrıca, yerel veliler yabancı velilere verilen desteklerden şikayetçidir ve bu Suriyeliler için olumlu ayrımcılık algısı yaratmaktadır. Bu durum okul yöneticisinin bu konuda baskı altında hissetmesine sebep olmaktadır. Entegre eğitim süreci okul yöneticisi

tarafından 1. sınıf öğrencilerine uygun görülmemektedir. Bu süreçte dil engeli ana sorun olarak görülmektedir. Ayrıca, yöneticinin görüşüne göre, bölgedeki kalabalık Suriyeli nüfusu nedeniyle bu süreç başarılı bir şekilde uygulanamamaktadır. Yerel ebeveynlerin olumsuz tutumları da süreci olumsuz etkileyen bir diğer faktördür.

Öğretmenlerden Elde Edilen Sonuçlara Dayalı Sonuçlar

1. Öğretmenlerin büyük çoğunluğu, bu kadar çeşitli öğrenci gruplarıyla, öğretim sürecinde herhangi bir deneyime sahip değillerdir. Ek olarak, bu farklı öğrencilerin ilgisine ve ihtiyaçlarına göre kapsayıcı eğitim vermeye hazırbulunuşlukları düşüktür. Durumu başarılı bir şekilde yürütebilmek için yeterli eğitime sahip değillerdir.
2. Öğretmenler, yabancı öğrencilerin özellikle yabancı dil olarak Türkçe ek materyalleri için öğretim materyallerinin olmamasından şikayetçidirler. İngilizce öğretimine yönelik hazırlanmış olan ek materyaller Türkçeyi öğretmek için uyarlanarak kullanılmaktadır. Ayrıca, Yabancı Dil Olarak Türkçe Öğretimi için bir müfredata ihtiyaç vardır.
3. Öğretmenler çoğunlukla yabancı öğrenciler için entegre sistemi desteklemekte ve dil öğrenimi ve yerel öğrencilerden daha fazla sayıda öğrencinin olmaması koşuluyla dil edinimi ve katılım açısından ayrı sınıf uygulamasından daha iyi olduğu görüşüne sahiptirler.
4. Öğretmenler, yabancı öğrenciler için ikinci bir plan izlemesi gerektiğinden MEB yıllık planının gerisinde kaldığından şikayetçidirler. Bu durum öğretmenler ve ayrıca yabancı öğrenciler üzerinde baskı yaratmaktadır.
5. Öğretmenlerin ve okul yöneticisinin paylaşımı doğrultusunda, sosyal entegrasyon açısından, katılımlarını ve okul sosyal hayatının ve kültürünün bir parçası olmalarını destekleyecek çok fazla aktivite bulunmamaktadır.
6. Okul onları sadece futbol turnuvası, kutlamalar vb. mevcut uygulamalara dahil etmektedir.
7. Öğretmenler, yabancı öğrencilerin öğrenmesini desteklemek için görsel ve somut materyalleri kullanmayı tercih etmektedirler.

8. Aynı sınıf düzeyinde öğrenim gören yaşça büyük yabancı öğrenciler, öğretmenler tarafından verilen arabuluculuk veya rehberlik rolü sayesinde kapsayıcı eğitimi destekleyici rol üstlenmektedir.
9. Paydaşların çoğunluğu yabancı öğrencilerin Matematik dersindeki diğer derslerden ve yerli öğrencilerden daha iyi performans gösterdiğini düşülmektedirler. Dahası okulda yapılan bir sınavda 3. sınıfta eğitim gören Suriyeli öğrenciden birisi okulda uygulanan seviye tespit sınavında birincilik kazanmıştır.
10. Öğretim sürecinde kapsayıcı bir eğitim uygulanmamaktadır. Öğretmenlerin çoğu, yabancı öğrenciler dahil edilmeden önce zaten sınıfta yaptıklarına devam etmekte, ancak dil, kültür ve sosyal çeşitlilik nedeniyle eğitim vermekte zorluk yaşamaktadırlar. Mevcut durumu başarılı bir şekilde yürütebilmek için hizmet içi eğitime ihtiyaçları bulunmaktadır.
11. Yabancı öğrencilerin hangi şehir veya ilçeden geldiği eğitim sürecini etkilemektedir. Ebeveynlerinin Türkçedeki eğitim durumu ve düzeyi buna göre değmektedir. Bu durum eğitim sürecinde çocuklarının yeterliliğine de etkide bulunmaktadır.

Yerel Velilerden Elde Edilen Sonuçlara Dayalı Bulgular

1. Yerel veliler, yabancılara sağlanan destek hakkında şikayetçi olup, bu durumu yabancılar için olumlu bir ayrımcılık olarak değerlendirmektedirler.
2. Yerel velilerin paylaşımları doğrultusunda, Suriyeli veliler iletişime açık ve ilgili değildirler.
3. Yerel veliler, sınıfta mevcut öğrenciler ile eşit sayıda Suriyeli öğrencilerin olması gerektiğini ve Suriyeli öğrenci sayısının da yerel öğrencileri geçmemesini desteklemektedir.
4. Yerel velilerin büyük çoğunluğu, entegre eğitimin, çocuklarının akademik performanslarına olumsuz etkilerinden şikayetçidirler. Çocuklarının, diğer okulların aynı sınıf öğrencilerine göre sınıf seviyesinin gerisinde kaldığını iddia etmektedirler. Çocuklarının mevcut akademik performanslarından şikâyet etmeyen ebeveynler, bu durumun öğretmenlerinin deneyiminden

ve sınıflarındaki yabancı öğrenci sayısının sınırlı sayıda oluşundan kaynaklandığını belirtmektedirler.

5. Yerel veliler, yabancı öğrencilerin şiddet eğiliminin çocukları üzerindeki olumsuz etkilerinden de şikayetçidirler.

ÖNERİLER

1. MEB tarafından okul ortamındaki tüm yabancı öğrenciler için süreci standartlaştırmak için bir yerleştirme prosedürü hazırlanmalıdır. Ek olarak, yabancı öğrencilerin sınıflara dağıtımı da düzenlenmelidir. Aksi takdirde, okul yöneticileri ebeveyn baskısı riski altındadır ve yerleştirme prosedüründe onların inisiyatifi ile şekillendirilmektedir.
2. Türkçenin Yabancı Dil Olarak Öğretimi MEB'in rehberliğinde geliştirilmelidir. Buna göre, yabancı öğrencilerin çeşitli ihtiyaçları ve özellikleri dikkate alınarak ders kitapları ve ek materyaller geliştirilmelidir.
3. Yabancı uyruklu öğrencilerin yaş düzeyi farklılıkları dikkate alınarak dil öğretmenleri eğitilmelidir.
4. İlkokul öğretmenleri, çeşitli öğrenci gruplarının ihtiyaçlarını karşılamak için kapsayıcı eğitim sistemi hakkında eğitilmelidir.
5. Yabancı uyruklu öğrencilerle eğitim öğretim süreci yürüten devlet okullarına danışman tayin ederken, ana dili Arapça olan veya aynı dil ailesinden bir yabancı dil bilgisine sahip rehber öğretmenlere öncelik tanınmalıdır.
6. Yabancı veliler katılımı, dil kursu gibi eğitimlerle desteklenmelidir.
7. Yerel veliler, kapsayıcı eğitimin gereklerini anlamak için eğitilmelidir.
8. Yerel veliler, eğer varsa yabancı öğrencilere yönelik önyargıdan kurtulmak için eğitilmelidir. Danışman tarafından yabancı düşmanlığına karşı mücadele için önleyici eğitim düzenlenmelidir. Aksi takdirde, ebeveynlerin çoğunlukla medyadaki haberlerle ilgili olumsuz tutumları, çocuklarını yabancı sınıf arkadaşlarına karşı tutumlarını doğrudan etkilemektedir.
9. Türk eğitim sistemine uyum sürecinde yabancı öğrencilere destek verilmelidir.

10. Yabancı öğrenciler, okuldaki etkinliklere zaman ayırmak için sosyal entegrasyon için teşvik edilmelidir.
11. Yabancı öğrencilere yönelik destek hizmetleri planlı bir şekilde sağlanmalıdır.
12. Bakanlık, süreçleri denetim desteği ile izlemelidir.
13. Yabancı uyruklu öğrencilere, normal eğitime başlamadan önce hazırlık sınıfı sağlanmalıdır.
14. PICTES projesinin uygulanması, yabancı öğrencilerin entegrasyonunun etkinliği açısından değerlendirilmelidir.
15. PICTES öğretmenlerinin eğitimleri bakımından, uzun süreli uygulamaya dayalı eğitim programları geliştirilmelidir.
16. Türk eğitim sistemindeki yabancı öğrencilere uygun sınıf seviyelerini belirlemek için bir akreditasyon sistemi geliştirilmelidir. Ek olarak, bu öğrencilerin kaybedilen yıllarını karşılayacak telafi edici programlar sunulmalıdır.
17. Yabancı öğrencileri öğrenme öğretme sürecinde desteklemek için gözlemlemek ve desteklemek için yardımcı öğretmen görevlendirilmelidir.

G. THESIS PERMISSION FORM /TEZ İZİN FORMU