



JER

Osmangazi Journal of Educational Research

Volume 9(1), Spring 2022

RESEARCH

Open Access

Suggested Citation: Akçay, İ. M., & Serbest, F. (2022). The problems experienced in the integration of Syrian students into the Turkish education system. *Osmangazi Journal of Educational Research*, 9(1), 227-254.

Submitted: 04/04/2022 **Revised:** 27/04/2022 **Accepted:** 01/07/2022

The Problems Experienced in the Integration of Syrian Students into the Turkish Education System

*İsmail Mustafa Akçay , ** Fatih Serbest 

Abstract. The aim of this study is to determine the problems that Syrian students experience in the integration into the Turkish Education System. The research was designed with a case study, one of the qualitative research methods. A semi-structured interview form was used as a data collection tool. The participants of the research are 27 teachers working in the 2019-2020 academic year. It was determined that Syrian students' Turkish language problem is an important obstacle in social cohesion and in the integration process into Turkish Education System, cultural and adaptation problems are the trauma they experience due to migration. Also, it was determined that Syrian students have an aggressive and belligerent attitude in classroom environment, they are introverted or they only play with their Syrian friends because they cannot speak Turkish but the ones having learned Turkish are compatible. Also, the level of students' attendance to school differs according to their ages, especially the children of low income families have started working life. In addition, solution suggestions were also developed depending on the teachers' views.

Keywords. Syrian Student, Turkish education system, integration problems .

* **(Responsible Author)** School Manager, Leyla Bayram Primary School, İstanbul, Türkiye

e-mail: ismailakcay42@hotmail.com

** Assist. Prof. Dr., Tekirdağ Namık Kemal University, Faculty of Law, Tekirdağ, Türkiye

e-mail: fserbest@nku.edu.tr

Note: The article is as part of İsmail Mustafa Akçay's MS thesis.

Migration, in its most basic definition, is the movement of people from the place they live to another in order to live in safer and better conditions. The phenomenon of migration is people's displacement, regardless of the reason, in order to avoid from the situation in the place they live and to reach the living standards they dream of for themselves. While the global world system causes all countries to connect to each other, international migration movements are considered as the common problem of all countries. Irregular mass migration movements that arise from political, economic, cultural, religious and ethnic problems at national level cause millions of people to change their places and affect other countries negatively (Saklan, 2018). The most important feature of the phenomenon of migration is the effect of the people who migrated for specific reasons on the culture and order of the society and the country they settled. For this reason, while migration movements generally refers to the process of change and transformation, the quality of migration, the numbers of immigrants creates important effects on the politics and economy of the countries (Castler & Miller, 2008)

While migration keeps its current importance in the terms of national and international society, each migration has its own reasons and results. The multi-layered and complex structure of migration makes it difficult to solve the problems (Çağlayan, 2006). Whatever the reason is, due to the mass migrations to establish a safe future for themselves and their families and to live in better conditions, it is obligatory for states to carry out planned and systematic studies.

The migration movement which started because of the civil war in Syria in March 2011 caused the consequences of the war to gain an international dimension. The irregular migration movement which Syrians started for asylum in neighbouring countries continues today due to the continuation of the war. According to the United Nations (UN), this migration movement has been defined as the largest migration movement of the last century (Özdemir, 2016). The migration of the Syrian citizens to Turkey for 9 years has caused Turkey to be the country having the highest refugee population today. According to the latest statistical data today; according to 2022 data, the number of Syrians under temporary protection in Turkey is 3 million 587 thousand 266 people. 46.21% of Syrians in Turkey are between the ages of 1-18. The number of children at primary education level between the ages of 5-9 is 518.497 with 14.45%. (TR Ministry of Interior Presidency of Migration Management, 2022) Regarding these numbers, the education of the children who came with migration also comes to the fore as an important issue.

The right to education of the individuals is considered among the basic human rights. The right to education, which is determined by national and international rules, brings important obligations to

the state and in order to carry out this right effectively and in accordance with its purposes, the state must take action (Canatan, Yükleven, Serbest, & Okumuş, 2015). One of the important duties of the state is to provide the conditions which will enable the use of the right to education (Algan & Algan, 2013). The right to education is among the social and economic rights. It depends on the right to education that individuals have desired attitudes and behaviours at social level and protect their existence developing themselves. In this context, the right to education is considered as the most significant right which shapes the future of the societies and contribute positively. Therefore, the right to education is a compulsory right to be offered to individuals as a public service (Gümüş, 2012).

With the wave of the migration to Turkey, apart from providing basic needs of people, it is the duty of the Ministry of National Education (MoNE) to meet the educational needs and create a school climate which will ensure the adaptation of Syrians. In order to increase the adaptation of Syrian students who are under temporary protection, it is necessary to reduce the risk factors which can be a problem and the effects of these factors as much as possible, and to increase the protective factors and the effect of these factors as much as possible (Yüce, 2018).

Despite the high schooling rate of Syrian refugee children at primary school level, it is seen that Syrian families who have significant problems with basic needs do not give necessary importance to the education of their children (Bozan, Akçay, & Karahan, 2021). It is only possible through education that Syrian children receive education at primary level and provide the integration into Turkish education system, prevent children from becoming a “lost generation” and teach the language, history, culture, social norms of Turkish society. Education is both one of the basic rights of refugee children, and it is one of the most important tools that can be used to adapt to Turkish society (Polat, 2019, p. 4).

The high number of Syrian students at primary education level brings with it an integration problem of the students into the Turkish education system. In addition to the economic, cultural and social problems that Syrian families face with, the fact that the students do not speak the foreign language and that they come to Turkey between early childhood and adolescence period alongside the children born in Turkey causes them to face important integration problems in the field of education. (McGarry, O’leary, Simeon, 2008; Kaya & Eren, 2014; MoNE, 2019; Balkar, Şahin, & Babahan, 2016; Erdoğan, 2019). Therefore, in order to eliminate these compliance problems it is important to identify the problems first.

In this research, it is aimed to examine the views of the teachers who give education to Syrian students at primary school level on determination of the integration problems faced by Syrian students in the Turkish education system, to identify the results of the practices for Syrian students' education, to determine the problems and make suggestions for solutions. Within the scope of this aim, answers to the following questions were sought:

The sub-problems created within the scope of the purpose of the research are shown below:

1. What are the integration problems in education and training for Syrian students?
2. What are the relations of Syrian students with other students in classroom environment like?
3. What are the approaches of Syrian students' families towards their children's education?
4. What are the solution offers concerning the integration of Syrian students into the Turkish education system?

Method

In this study, which aims to determine the problems experienced by Syrian students in the integration process into the Turkish education system, a case study, one of the the qualitative research designs, was used.

Qualitative research, as a research model which has started to gain importance in social sciences in recent years, is a method that enables to reveal the main reasons in order to identify the facts lying behind the cases and phenomena. Qualitative researches include the opinions of groups of people related to the case or phenomenon (Gürbüz & Şahin, 2017). Case study, on the other hand, is defined as "analyzing one or a few cases holistically within their own borders" by Yıldırım and Şimşek (2013, p. 85). In this study, because the adaptation of Syrian students into educational environment in Turkey was examined, it was considered suitable for case study pattern.

Study Group

27 teachers working in a primary school operating under Ministry of National Education in Avcılar district, İstanbul in 2019-2020 academic year participated in the research. While determining the research study group, purposive sampling method was chosen among the sampling methods. Purposive sampling method is the selection of a sample group rich in information in the context of the purpose of the study in order to conduct a deep research (Büyüköztürk, 2012).

In purposive sampling, while determining the sampling group, the researcher can choose the most convenient sample for the purpose of the research by using their own judgement about whom to choose (Balci, 2009). The teachers in the study group were chosen among the ones who had a large number of Syrian students in their classrooms and who had been teaching Syrian students for years after the Syrian refugee migration to Turkey started. For this reason, while forming the study group, it was taken into consideration whether the teachers were related directly to Syrian students' integration problems or not.

Coding method was chosen with the aim of hiding the identity information of the teachers who participated in the research. Accordingly, the teachers were coded as "K#" participant in order and their views were shown in accordance with this coding. Demographic information about the teachers constituting the study group of the research is shown in the Table 1 below.

Table 1.

The Demographic Characteristics of the Teachers Participating in the Research

Code	Age	Gender	Marital Status	Education	Job Position at School	Years of Employment	Years of Employment at the Institution
K1	25	Female	Married	Bachelor	Administrator	16	5
K2	30	Female	Single	Bachelor	Teacher	3	3
K3	35	Male	Single	Bachelor	Teacher	8	8
K4	22	Female	Single	Bachelor	Teacher	8 Months	8 Months
K5	22	Female	Single	Bachelor	Teacher	7 Months	7 Months
K6	27	Female	Single	Bachelor	Teacher	3	3
K7	47	Male	Married	Bachelor	Administrator	24	4
K8	29	Male	Single	Bachelor	Teacher	9	3

K9	28	Male	Male	Bachelor	Teacher	4	4
K10	30	Female	Single	Bachelor	Teacher	5	4
K11	25	Female	Single	Bachelor	Teacher	3	3
K12	24	Female	Single	Bachelor	Teacher	2	2
K13	35	Male	Single	Bachelor	Administrator	13	6
K14	39	Male	Single	Bachelor	Administrator	16	5
K15	27	Female	Single	Bachelor	Teacher	3	2
K16	52	Male	Married	Bachelor	Teacher	30	6
K17	40	Male	Single	Bachelor	Teacher	15	3
K18	28	Female	Single	Bachelor	Teacher	3	1
K19	26	Female	Married	Bachelor	Teacher	2.5	1.5
K20	23	Female	Single	Bachelor	Teacher	2 Months	2 Months
K21	35	Male	Married	Bachelor	Teacher	11	11
K22	54	Female	Single	Bachelor	Teacher	23	6
K23	55	Male	Single	Bachelor	Teacher	22	6
K24	37	Male	Single	Bachelor	Teacher	16	6
K25	34	Male	Married	Bachelor	Teacher	12	8
K26	29	Female	Single	Bachelor	Teacher	7	2
K27	29	Male	Single	Bachelor	Teacher	3	2

Data Collection Tools

As the data collection tool of the research, a question form which was prepared with semi-structured interview technique was used. Before creating the question form, the literature on Syrian students was examined. In addition, expert opinion was obtained from field expert faculty members for the prepared interview questions. For the finalized interview questions, volunteer teachers were interviewed for 20-30 minutes and the interviews were recorded with a voice recorder with the permission of the participants.

Data Analysis

In the research, content analysis was conducted regarding the integration problems Syrian students experienced in the Turkish education system. In content analysis, teachers' views were classified categorically and the analysis was created in such a way that the system would form a data. Since the researcher is used instead of a measurement tool to collect data in qualitative research methods, the concept of validity and reliability is used in relation to the researcher. In order to provide reliability of the research, evidence was presented by referring to the teachers' views. Teachers' views were not interfered with and no comments were made.

Results

The data obtained in the research were presented under the titles of "Integration Problems in Education and Training for Syrian Students", "The Relations of Syrian Students With Other Students In Classroom Environment", "Family of Syrian Students", "Suggestions for The Integration of Syrian Students Into The Turkish Education System"

Integration Problems in Education and Training for Syrian Students

Teacher statements about the integration problems in education and training for Syrian students were determined as "Turkish language problem", "cultural problems", "shock and trauma", "Syrian families' fear of losing their own culture", "disruption of the education process", "indiscipline", "absenteeism", "problems to be overcome in time", "integration (adaptation) problem", "no problem", "belonging problem", "considering the practices unnecessary", "lack of family support" and "the negativity of constantly changing practices". In this direction, the teachers' views on Turkish problem at reading, speaking and understanding level of Syrian students are given below.

"It is seen that they have difficulty in speaking Turkish language." (K4)

"Learning Turkish is among the main problems of the students ..." (K15)

“Yes, of course there is... Students’ problems of adaptation and their compulsion to learn a new language affects their academic life negatively.” (K12)

“There are cultural problems, communication problems caused by not knowing the language.” (K13)

“Because our Syrian students speak their mother tongue at home or because they speak their own language among their Syrian friends at school, the Turkish language they learn at school is not very permanent.” (K20)

“I have 3 students who do not speak Turkish. They have difficulty in following the lessons. I think enough importance is not given to language education. It can be difficult to communicate well with their parents since they do not know the language. Especially for 1st grade students the lack of parent support can cause problems.”(K22)

“The families and students who do not speak Turkish have problems because their mother tongue is different.” (K21)

“There are low-level language problems and due to this, they have problems of not being able to reach some of the curriculum gains.” (K26)

The views of teachers’ who mention about cultural problems are given below.

“There are cultural incompatibilities, language learning and practices challenges are experienced by the students.” (K7)

“Absolutely there is. Because our cultures are so different and our education system is different, it creates a problem.” (K25)

“Integration problems are experienced because of the cultural differences of the students.” (K10).

“...they have problems such as resistance to cultural change.” (K15).

Teachers’ views related to the problem of integration and adaptation are given below.

“In my personal opinion, such a problem arises inevitably. Even if not all levels, 3-4 grades are educated in harmony classes, at least at the school I work at. I think their attendance to these classes, which are made up entirely of Syrian students, all days of the week, disrupts their adaptation process.” (K11)

“First of all, language problems, cultural problems, the negative effects of the trauma caused by the war and the obligation to migrate ...” (K14)

“There are adaptation problems among the main problems of the students.” (K15)

“There are integration problems for Syrian students, but it is easier to eliminate these integration problems due to the fact that the students are at primary school age.” (K27)

The teachers' views on the shock and trauma experienced by Syrian students after the war and migration are given below.

“...the negative effects of the shock and trauma caused by the war and the obligation to migrate are mostly seen.” (K1)

“All people are not the same. The students who have experienced trauma in the past or had various problems disrupt the process in educational activities.” (K6)

The teachers' views related to the other problems are given below.

“Although there are more at the beginning of the process, there are still problems we encounter. The fact that some families create resistance in children for fear of losing their culture slows down the adaptation process.” (K2)

“Yes, there is. Discipline (violence, swearing, lying and indifference) and absenteeism are among the most important ones.” (K8)

“The problems stemming from not feeling belonging to the school environment. Seeing the practices unnecessary and the lack of family support.” (K18)

“Constantly having new practices slows down the adaptation process to the system and sometimes causes students to be affected negatively as a result of the new practices. (K19)

“In addition, the parents do not care of the students enough or do not care at all about this issue. Some of the parents do not even visit the school.” (K20)

The low level of Syrian students' Turkish language proficiency is considered as the most important problem negatively affects the integration in education and training. The resistance to cultural change of students who do not have the skills of comprehension, speaking and writing in Turkish is also considered as a problem area. Since the Syrian students are the children of the families who fled the civil war as refugees, the cultural problems they experience due to the trauma caused by

the war environment have emerged with the new social order they face. It is seen that the other problems emerged from these factors are related to each other.

Relationship of Syrian Students with Other Students in Classroom Environment

The opinions of the teachers who express the relations of Syrian students with other students as aggressive offensive and quarrelsome in the classroom environment are shown below.

“In the first years, they have aggressive and belligerent behaviors due to the language and cultural differences they experienced and they have sharing and cooperation problems due war psychology.” (K1).

“... and their behaviors are aggressive” (K5).

“They are aggressive and belligerent because of the language and cultural differences they experienced in the early years.” (K14).

“They have communication problem as they can not speak Turkish. Their behaviors are aggressive.” (K16).

“...on the contrary, violence takes attention.” (P18).

“... violent behaviors can be exhibited.” (K19).

“Some of them exhibit quarrelsome and disturbing behaviors to their friends” (K20).

“In school, our Syrian students can display behaviors that we can consider as a grouping and that we can describe as aggressive towards the students who they see as different from themselves” (K22).

“They usually fight and don't get along very well...” (K25).

Teachers have stated that Syrian students are generally compatible. According to these teachers, there is no significant problem between Turkish and Syrian students in the classroom environment. The opinions of these teachers are shown below.

“If it is an environment where they feel safe, their communication is very strong.” (K2).

“The relationship of the children in the classroom environment with Turkish students is normal and harmonious. There is no distinction between the children.” (K3).

“There is not any problem about many of the students. In the classroom environment, the students are prone to some violence. However, these problems are resolved in a short time.” (K6).

“Students who adapt and be good at Turkish get through this process quite successfully.” (K9).

“As soon as they can express themselves and they feel safe, there is no problem in their communication.” (K15).

“Syrian students in my class are compatible and friendly with other students. In short, everything is fine...” (K17).

“Some of our Syrian students are compatible with the classroom...” (K20).

“The students in my class are very compatible with their friends, but there may be uneasiness or groupings at school from time to time.” (K23).

“There is less adaptation problem about the students in primary school.” (K26).

The poor communication of Syrian students based on language difference and cultural differences is considered as an important problem by the teachers. The statements of these teachers are shown below.

“They can not usually communicate. Their language levels and being from different nationalities are one of the most important reasons for this.” (K8).

“I think they have some behavioral problems based on the poor communication.” (K4).

They have problems with their friends because they can not speak Turkish...” (K5).

It has been determined that Syrian students perceive their differences and because of the Turkish-Syrian distinction, these students prefer to spend time with their friends from their own country. The opinions of the teachers in this aspect are shown below.

However, students who have adaptation problem and can not express themselves sufficiently; they usually prefer to spend time with the friends from their own country if available in their class.” (K9).

“They are usually friends with the students who are close to their own culture.” (K19).

“Sometimes, there can be Turkish-Syrian distinction in the classroom...” (K19)

“Students who speak Turkish generally do not have many problems. However, those who do not speak Turkish group themselves together. Those who speak Turkish make groups with other Syrian students. In fact, they realize that they are different.” (K21).

“...there are the students who get on with the others but they are very few, they always play

games among themselves. ” (K25).

There are also teachers who has stated that the problems experienced by Syrian students on the first years of school are solved by the integration of Turkish and Syrian students in time. The opinions of these teachers are shown below.

“Although there are inadaptabilities on the first days, in time, the students socialize with other students.” (K7).

“They have problems on first days, and the integration period strings out due to language differences. Students have problems in adapting to social life with the effect of coming from the war environment, and these problems are minimized in time and with the help of their teachers.” (K10).

“Although they have problems at first, when the communication problem is resolved, they do not differ from their normal friends.” (K13).

“When the school first opened or shortly after the new school enrollment period of Syrian students, in a word in the first weeks of the school, although they are exposed to discrimination by Turkish students, these negative behaviors that occur unconsciously and unintentionally decrease in the upcoming days. In other words, relations with other students get stronger day by day.” (K27).

It has been determined that Syrian students have integration problems after war and migration and also have behavioral problems in sharing, speaking and making friends. The evaluations of the teachers on this subject are shown below.

“Syrian students have more behavioral problems than other students. Actually, I think this is a natural reaction because the students experience integration difficulties as they are different in terms of language and lifestyle, and they experience behavioral problems when they try to come through this process.” (K12).

There are also teachers who stated that the students have problems with being excluded and despised by the reason of Turkish students' behavior towards Syrian students:

“Being excluded and despised by Turkish students as they are migrants...” (K14).

“Their relations are distant.” (K24).

“...However, there are some exclusion and alienation situations, albeit in few numbers.” (K26).

“More silence, introversion...” (K18).

“Silence for self-protection...” (K19).

A teacher participating in the research stated that she/he could not observe the relations of Syrian students with their classmates in the classroom environment:

“The classes I attend exactly consist of Syrian students. Therefore, I haven't had the opportunity to observe the relations of my refugee students with other students yet.” (K11).

Syrian students' relations with other students become different in the classroom environment. Behaviors that can be defined as compatible are acquired in time, and integration can be achieved between Turkish and Syrian students. However, it is seen that students may adopt an introvert and quietness or vice versa aggressive and confrontational attitude due to communication problems of them. It is remarkable that the teachers draw attention to the difference between Turkish and Syrian students and state that there are groupings in friend relationships.

Despite the differences in the relationship of Syrian students with their friends in the classroom environment depending on their personal characteristics, experience and family support, it is seen that the integration processes of the students proceed regarding the situation they experience after the war and migration, according to the teachers' statements.

Family of Syrian Students

The statements of the teachers explaining that Syrian conscious families concern about the education of their children are shown below.

“The conscious ones do their best...” (K1).

“It contributes to the development of the students” (K3).

“...families with a good level of education follow up the process more consciously” (K8).

“It is related to the education of the parents, the parents with good educational status are considerably interested in the education of the children ...” (K14).

“In my classroom, I see a family structure that is generally concerned and attach importance to education.” (K17).

“The families of the students who enroll in the school and go on their education are interested in their children's education.” (K21).

“Generally compatible.” (K24).

“When we look at the general profile, most of the families show a positive approach to education. We understand this approach from their behaviors and expressions towards us.” (K27).

The opinions of teachers who stated that Syrian families are indifferent to the education of their children are shown below.

“Student parents seem to be more indifferent.” (K4).

“Families are not academically interested with their children.” (K5).

“As I mentioned in the answer of the previous question, indifferent families have the majority. There are families who hesitate even to send their children to school. They may even have requests for their children to have education in Arabic. In general, I can say that they have an indifferent attitude towards their children and also their education.” (K11).

“Families are uninterested in school.” (K18).

“In general, families do not come to school and they do not have much interest in the education of children.” (K19).

“Families are not interested in children, education is of secondary importance because they generally have economic problems.” (K25).

The opinions of teachers who stated that Syrian families' approaches to their children's education differ by their socioeconomic status are shown below.

“It differs by their socioeconomic and educational status.” (K7).

“It varies by the family...” (K8).

“There are differences about the attitudes of families according to their economic level.” (K10).

“There are parents who are interested, and also there are those who are uninterested...” (K13).

“Besides there are interested parents, there are also uninterested parents...” (K23).

The opinions of the teachers who stated that the Syrian parents' approach to their children's education is insufficient because they do not know Turkish are shown below.

“Families usually take care of their children. Although they want to do their best in class-related situations, language barrier is the most important problems in this regard.” (K6).

“Families are not interested in this issue, it is about language.” (K16).

“There are some problems caused by the fact that our Syrian parents do not speak Turkish. The simplest example of this is that it is very difficult for a Syrian parent to be in contact with the teacher. Talking on the phone or sharing thoughts about the student face-to-face can sometimes become

impossible. The families of our Syrian students also want their children to have education, but no progress is made in terms of education since Turkish is not spoken at home.” (K20).

“Although it varies from family to family, some want to be involved in but they have difficulty in communicating with the teacher because they do not speak Turkish.” (K22).

“However, some of our parents may have difficulties because they do not speak Turkish well.” (K23).

Teachers' views on the fact that Syrian families send their children to school in order to be on welfare are shown below.

“...but most of the social welfares require maintenance, so just going to school is enough for the students to receive welfare.” (K1).

“In general, they show a moderate approach, some families want them to have education in order to receive educational aid.” (K2).

“... There are also some families who send them to school by necessity, since the obligation of social aid is related to sending their children to school.” (K14).

The opinions of teachers who stated that Syrian families want their children to have education but their attitudes are indifferent are shown below.

“Parents are generally uninterested, but I can say that they support the students to have education.” (K12).

“Many students' parents want to school their children. Although some of our parents defend the education in Arabic language, we express them that this will cause a disadvantage about the integration and harmony in education. Families with these attitudes are exceptional families.” (K27).

The opinions of the teachers explaining that the children of Syrian families have different approaches to education are shown below.

“Some are extremely interested while others are unfortunately very uninterested.” (K9).

“In general, they show a moderate approach.” (K15).

“They are worried about learning language and math and not to be excluded at school. These are the priorities.” (K26).

It has been determined that the approaches of the families of Syrian students towards the

education of their children differ in the educational and socioeconomic status of the family. According to the opinions of the teachers, although the families' approach to their children's education is mostly positive, it is considered as an important problem the fact that they can not speak Turkish. On the other hand, it is seen that there are not few families who are indifferent to their children's education.

Suggestions for the Integration of Syrian Students into the Turkish Education System

The statements of the teachers regarding the integration of Syrian students into the Turkish education system are shown below.

“Families should be provided with financial support to alleviate child labor and intensive language training should be continued.” (K1).

“First of all, I stand up for educating the parents of the students. The language problem should improve. Providing teacher-student-parent cooperation for the decent education will substantially solve the problems.” (K2).

“Works to arouse families' interests to school.” (K19).

“While studies are carried out for our Syrian students to learn Turkish, studies should be carried out for the families to learn Turkish as well. After learning Turkish in the integration class, they should attend regularly in the regular class with their friends. In the classroom, it should be ensured that the student does not feel different.” (K20).

As it is seen from the statements above, teachers think that families are important shareholders. For this purpose, they have suggested that they should make for the families. For example, it has been stated that children will be provided to come to school by giving financial support to families in order to alleviate child labor. On the other hand, they have stated that it is important for families to learn Turkish. Finally, it has been suggested that activities which strengthen school-family cooperation also should be carried out. One of the teachers' suggestions for the integration of Syrian students is about teaching Turkish. The expressions of the teachers about teaching Turkish are shown below.

“More intensive studies on Turkish can be done and if possible, every student should attend in regular classes in the 1st grade.” (K3).

“I think that their Turkish literacy level should be increased and then they should educate in the integrated classes.” (K4).

“Before co-education, Turkish should be taught well in especial classes and behavioral and

academic problems should be solved.” (K5).

“Education should start by solving the language problem and students should be guided to adapt without being marginalized. The number of students in the class should be between 10-15. A level group should be organized so that no child gets lost in the system.” (K7).

“More importance should be given to language education to qualify for the students in a short time, class sizes should be reduced and absenteeism sanctions should be carried out.” (K10).

“I don't think that students will be ready for the education before their language education is substantially carried out. Therefore, the first aim should be language teaching. Then, I think the trainings in the integration classes which carried out today are valid and useful, but I think that it is not right to include the students to the classes without getting sufficient efficiency.” (K12).

“After teaching Turkish in different classes, we should continue their education in our classes.” (K16).

“I do not find any supplement practice necessary for the children who receive pre-school education and attend in 1st grade. However, the situation is different in intermediate classes. Students who have never been educated are included to the intermediate class due to their age, that also it makes difficult for the student to integrate with the school or class. Language education should be given in a different class for these children and then they should be attended to the classes. Of course, after the language education, they should be tested and if they are successful, they should continue to the intermediate class.” (K17).

“Except for one student who does not speak his mother tongue and Turkish in my class, while all Syrian students do not have any problems in mathematics, games and visual arts, they fall short in Turkish and social studies lessons due to language unproficiency. Literacy remains only in distinguishing pronunciation and letters. They are helpless in understanding. Because the number of words they know are few. Therefore, they should be given extended Turkish education instead of including in the first grade. I believe that if they learn enough words and deal with base tenses and elements in speaking, they will not have problems during primary school.” (K26).

When the teachers' suggestions about the language were examined, it has stated that students must have sufficient Turkish skills before learning subjects such as science and mathematics, and it has stated that they need to receive sufficient language training before settling them in integrated classes. Another issue also in the suggestions of the teachers has emerged as the structure of the

classes. The opinions of the teachers on the structure of the classes are given below.

“The number of students in the classrooms should be reduced. Materials including activities should be developed...” (K6).

“My highest priority solution suggestions would be for overcrowded classes to reduce. Language education is given in integration classes, and I think that these classes, where the students are crowded, are not suitable for language education. Apart from that, awareness of our society should raise to refugee and immigrants, and misperceptions in the society should be built a barrier. Segregation should not be allowed in our schools and in our classrooms, and practices which will cause our refugee and immigrant students to feel excluded should not be allowed...”(K11).

“Activities that improve in-class interaction should be done and counseling activities should be given priority.” (K13).

“Students’ Turkish problems need to be resolve. Providing more intensive parent communication will provide important advantages. The physical conditions of the schools where Syrian students attend should be rearranged.” (K15).

“To create an environment where children will feel that they belong in this environment. To diversify practises. To develop and reproduce more suitable materials for course contents.” (K18).

When the views of the teachers on the structure of the classes were examined, the teachers has stated that the classes are too crowded. It has been stated that this situation could be a problem for the integration. In addition, it has been stated that activities and materials which will create a positive mood in the classroom should be included. It has been suggested that the physical conditions should be revised by taking these students into consideration. Finally, the teachers have shared their views on the school climate. Their views are presented below.

“Continuing Turkish education for a long time and regularly can reduce the adaptation difficulties experienced. In addition, I think that counseling practises should be increased. Practises which encourage both Syrian and non-immigrant students to learn to live together should be done.” (K22).

“To do counseling practises which are integrative and improving the sense of belonging of immigrants so that every student can live in peace and to provide trainings for the families.” (K23).

“The Ministry should take a much more active role, individual and group trainings should be given, their own culture and our culture should be internalized, social support should be provided,

many of them do not have such opportunities.” (K25).

“It is important to carry out more social adaptation activities and increase awareness activities, especially by NGOs. In addition, I believe that our available teachers also should be given training on studying with refugee children. Because especially Syrian children who are refugees are children who have experienced the trauma of war. Many of the concepts and techniques we use sometimes cause a trauma for them unintentionally.” (K27).

Teachers have stated that the school should have an inclusive structure and that it should carry out activities that will enable students to integrate. Hence, it has been stated that it is important that the ministry, the school and non-governmental organizations carry out collective activities. It has been stated that the families should also participate in these activities.

Discussion and Conclusion

According to the views of the teachers who participated in the research, the problems that Syrian students experience in education and training are identified as Turkish language problems at reading, speaking and understanding level, cultural problems, integration (adaptation) problem, the shock and trauma the students experienced after the war and migration, the lack of support of Syrian families for their children's education and the fear of losing their own culture, disruption of the education process, lack of discipline, absenteeism, the problem of belonging, seeing the practices unnecessary and the negativity of constantly changing practices. 2 teachers who participated in the research also mentioned that Syrian children do not have problems in education and training, and their current problems can be solved in time.

The results of the research regarding Syrian students' problems in education and training are compatible with the results in literature. Alkalay (2020) identified that the basis of the Syrian students' adaptation problems is their inability to speak Turkish and communication problems, the trauma they experienced due to migration and behavioral disorders hindered their adaptation. Kaya (2020) determined that the students speak Arabic among themselves and they do not have a good command of Turkish, there are problems stemming from the family in the basis of the cultural problems experienced by the students and the integration of the students is problematic because the Syrian parents do not know Turkish. In their researches, Tüfekçi (2020); Gökmen (2020); Aytekin (2019); Anı (2019); Ertuş (2017) determined that both the students' academic success and their adaptation to the education system are problematic due to the insufficiency of Turkish language. Güzel (2019) identified that the integration problems that he analyzed with integration problems scale

were caused by the inadequacy of the Turkish level. In his study, Oğraş (2019) determined that learning Turkish is defined as boring by Syrian students because of the use of a single method, he emphasized that holistic approaches should come to the fore in solving cultural and social problems. Aydoğdu (2019) stated that Syrian children are affected by their families' resistance to change and their lack of knowledge of Turkish and he determined that family support is insufficient. Uysal (2019) and Özgün (2019) identified that communication problem is in the basis of the exclusion problem of Syrian students by Turkish students and the students are incapable of social integration because of the trauma they have experienced.

Saklan (2018) determined that the basis of the adaptation problems experienced by Syrian students is that they do not behave in accordance with school culture, adaptation and prejudice problems. İzol (2019) determined that integration problems experienced by Syrian students decreased as the length of time they resided in Turkey increased. This result supports the statements of two teachers who participated in our research, which were determined as problems to overcome in time. Graham et al. (2019) argues that the social cohesion of Syrian students in EU countries can be formed by language teaching. Bunar (2019) determined that students' inability to speak the language of the country they migrated to is the main problem in education, and that their integration problems develop due to this factor. Almadani (2018) evaluated the incompatibility with the culture the Syrian families faced in addition to the trauma they experienced in the United States of America as an important problem. It was determined that the students primarily have difficulty in language education in educational institutions and accordingly they encounter racist pressures. In their research, Hussain and Shen (2019) stated that the students living in China learn Chinese and the adoption of the country's socio-cultural structure accelerates the adaptation process. Koehler and Schneider (2019) determined that Syrian immigrants are more disadvantaged than the other immigrants in Europe and they have important problems in terms of cultural adaptation. Jabbar and Zaza (2014) identified that the anxiety and depression levels of the children who migrated are high and the education of the children who experienced migration trauma was also negatively affected. In his research on the problems of the migrants who came to Europe as refugees, Grillo (2008) determined that the differences at social level lead to important problems.

The main problems faced by Syrian students in the Turkish education system are their insufficient level of Turkish and cultural differences. Integration problems turn into behavioral problems such as integration problems, belonging problem, lack of discipline, disruption of education

as a result of the fact that the students are not able to overcome the trauma they have experienced in a short time and the families experiencing economical problems do not show adequate support.

According to the views of the teachers participating in the research, two different results were obtained regarding the relations of Syrian students with the other students in classroom environment. The first of these results is that Syrian students have aggressive and belligerent attitudes and behaviors which express their negative relations with other students in the classroom environment, their communication is weak due to language and cultural differences, students spend time with the friends from their own countries because of the Turkish-Syrian distinction, there are adaptation and behavioral problems after war and migration, students who are excluded and despised by Turkish students adopt an introverted attitude. The other result obtained according to the views of the teachers participating in the research is that the students are in harmony with their other friends in the classroom.

When the literature is examined, there are findings supporting both results. İzol (2019) determined peer acceptance and time factor regarding the Syrian students' adjustment in classroom environment. Accordingly, as their time spent in Turkey increases, their relations with their friends are affected positively. The acceptance of Syrian students by their Turkish peers is a factor that accelerates the integration process. Ertuş (2017) determined that Syrian students show problematic behaviors due to migration factor and their communication is affected, accordingly behaviors towards conflict, violence and theft have been detected and fights break out among peer groups. It is also among the results obtained that the feeling of alienation and loneliness dominates among the Syrian students and the children missing their country behave shyly. Ertuş (2017) also determined that the sense of trust gained over time by Syrian students affects their communication positively. Saklan (2018) determined that there is a prejudice against Syrian students and this situation disrupts the harmony in classroom environment. Küçükdüvenci (2019) stated that Syrian students do not ask for help from their Turkish friends and only one –third of them have meals with Turkish students. It was also determined that Syrian students feel unhappy because of their language inadequacy, also they adopted confrontational communication model at school. Ans (2019) determined that there are communication problems in classrooms despite the fact that teachers pay special attention to Syrian students. Özgün (2019) determined that Syrian students could not adapt to Turkish education system and their reaction to the situation they experienced caused an introverted or confrontational attitude. Sinan (2019) it has been determined that all students, male and female, Syrian and Turkish, prefer mostly their peers of their own gender, and Syrian and Turkish students do not play together. It has

been determined that female students are more exclusionary than males and that Turkish and Syrian students use the phrase "having rude behavior" when describing each other. Aydoğdu (2019) has concluded that Syrian students have poor social relations in the classroom and do not participate in activities inside and outside the school. In the research, it has been also determined that the Syrian students' adaptation to social life depends on time, and the students who adopt the Turkish culture are more successful within this period. Güzel (2019) It has been determined that the removal of cultural obstacles in terms of adaptation of Syrian students strengthens the communication between the students in the classroom environment. Almadani (2018) has determined that Syrian students are exposed to discriminatory behaviors by their friends and that the students may be mentally depressed. Crul et al. (2019) has determined that the language problem should be eliminated in order to prevent social discrimination among the students. Hussain and Shen (2019) has explained that cultural differences among the students affect the psychology of students and that adaptation can be achieved by adopting the sociocultural structure.

Having the psychological problems of the Syrian students as they are in primary school level and do not know Turkish are expressed with an introverted or confrontational attitude. Students' ability to communicate well with their Turkish friends depends on their Turkish proficiency. The attitudes and behaviors of Turkish students also affect the communication of Syrian students, and depending upon the cultural and social orientation, the communication of Turkish and Syrian students is positively affected.

According to the opinions of the teachers who participated in the research, the attitudes of the Syrian students' families towards their children's education have been determined that conscious families are interested, uninterested families differ by their socioeconomic status, they are insufficient because they do not know Turkish, they send their children to school in order to receive social aid, they are uninterested despite the fact that they want their children to receive education, some are excessive interested, some are excessive uninterested, they want their children to learn intermediate Turkish and mathematics and they worry about the exclusion of their children.

Alkalay (2020) has been determined that there are students in Syrian families who are exposed to violent behavior and that families tend to employ their children due to the economic difficulties they have. Kaya (2020) has determined that Syrian parents are inadequate in their children's education because they do not know Turkish. Güzel (2019) has determined that some Syrian families are reluctant to school their children by the reason of cultural differences. Uysal (2019) has determined

that Syrian families' daughters get married off at an early age and there are problems about enrolling them in a school. Izol (2019) has determined that the families of Syrian students need to be informed about education. Biner and Soykan (2016) has determined that it is challenging for Syrian families to cover their children's education costs and some Syrian families do not want to enroll their children in a school. It is also among the results that Syrian students who attend the school go out to work due to economic reasons, causing disruption in their education. Crul et al. (2019) has determined that the phenomenon of migration has a significant effect on families and that the first urgency of families is food and shelter, and they has determined that access to the right to education is not urgency. Almadani (2018) has determined that migrant families encourage their children to go out to work at an early age due to their economic problems and they are indifferent to their education. Graham, Minhas, and Paxton (2016) In order to increase the integration process and academic success of refugee students, the participation of parents in education, practices that support family harmony, trainings to be provided for the teachers, and the development of linguistic and cultural heritage conception for migrant children and their families are included. UNICEF (2015) it has been determined that immigrant families could not receive support due to their low educational status and insufficient educational materials. It has been determined that Syrian families do not have any knowledge of how to enroll their children in a school and provisional moves are taken due to physical disabilities. In the study, it has been also determined that the school attendance rate of Syrian girls and children with disabilities is low.

The approaches of Syrian families towards the education of their children differ according to their socioeconomic status. While families with high educational and economic status have a positive approach to their children's education, families with low income status are indifferent to their children's education and they can not communicate with the teachers and education administrators at school because the parents can not speak Turkish. Even if Syrian families want their children to receive education, they may have problems due to economic insufficient.

When the solution proposals of the teachers for the integration of Syrian students into the Turkish education system are examined, it is seen that they are compatible with the results in the body of literature. Alkalay's (2020) research on the problems faced by Syrian students and solution proposals according to the views of primary school administrators and teachers has revealed that education is insufficient due to the lack of an education plan for Syrian students and that education in Turkish should be used as base. Bozan and Çelik (2021) has stated in their study that the implementation of integration classes is a discriminatory approach, far from inclusive education.

Kaya (2020) has examined the problems faced with classroom management by the teachers who have Syrian students in their classroom and also has determined that the integration of the students is late and the communication problem starts with the family. Tüfekçi (2020) in his research, in which he examined the views of NGOs on the integration of Syrian students to the Turkish education system in the province of Gaziantep, it has been suggested that the activities which Turkish students and Syrian students would work together and improve the cooperation should be done. Gökmen (2020) in his study examining the integration problem of Syrian students into the Turkish education system, it has been determined that supporting the families financially would contribute to the orientation of children to education. Güzel (2019) in his study in which he investigated the integration problems of Syrian students educating in Turkey and solution proposals has emphasized that the most important solution for the integration of Syrian students is the implementation of a long-term systematic and planned strategy and that Turkish problems need to be analysed in order to remove the cultural barriers. In the study of Oğraş (2019), in which he examined the views of teachers on the Project of Supporting the Integration of Syrian Students into the Turkish Education System (PICTES), it has been stated that it would be beneficial to tackle the cultural studies and language studies holistically in the education of Syrian students. The differentiating of techniques and methods that can be used in Turkish teaching and also the use of course materials have been presented as measures which can increase the success of language education. Aydoğdu (2019) in his research examining the socio-cultural, economic and language problems of Syrian students educating in Turkey, it has been determined that the adaptation of Syrian students to social life would be more positive over time, and teaching and adopting Turkish culture would reduce the problems. Uysal (2019) in his research examining the problems encountered in the education of Syrian students under temporary protection, it has been recommended to make a national migration policy and do strategic long-term planning.

About Authors

First Author: İsmail Mustafa Akçay is a school manager of Leyla Bayram İlkokulu, İstanbul.

Second Author: Assist. Prof. Fatih Serbest is a member of Tekirdağ Namık Kemal University.

Conflict of Interest

There is no conflict of interest.

Funding

No funding was received.

Ethical Standards

All participants volunteered for the study.

ORCID

İsmail Mustafa Akçay  <http://orcid.org/0000-0002-2426-9368>

Fatih Serbest  <http://orcid.org/0000-0001-7724-0828>

References

- Algan, M., & Algan, B. (2013). Eğitim hakkı ve özgürlüğü bağlamında eğitim hizmetlerinin ruhsat usulü ile özel kişilere gördürülmesi. *Gazi Üniversitesi Hukuk Fakültesi Dergisi*, XVII(3): 147-194.
- Alkalay, G. (2020). *İlkokul yöneticilerine ve sınıf öğretmenlerine göre Suriyeli sığınmacı öğrencilerin yaşadıkları sorunlar ve çözüm önerileri* (Yayımlanmamış Yüksek Lisans Tezi). Aydın Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü, Aydın.
- Almadani, Donia S., (2018). Syrian refugee students' academic and social experinces in american public schools. *College of Education Theses and Dissertations*, https://via.library.depaul.edu/soe_etd/129.
- Amis, R. (2019). *Devlet ilkokullarında eğitim gören Suriyeli öğrencilerin akademik başarılarını etkileyen faktörlerin incelenmesi* (Yayımlanmamış Yüksek Lisans Tezi), Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, Gaziantep.
- Aydoğdu, Y. (2019). *Türkiye’de eğitim gören Suriyeli öğrencilerin sosyokültürel problemlerine yönelik bir araştırma* (Yayımlanmamış Yüksek Lisans Tezi). Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü, Sakarya.
- Aytekin, M. D. (2019). *İmam-Hatip liselerinde okuyan Suriyeli öğrencilerin yaşadıkları uyum ve dil sorunları* (Yayımlanmamış Yüksek Lisans Tezi). Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü, Bursa.
- Balcı, A. (2009). *Sosyal Bilimlerde Araştırma*. Ankara: Pegem Akademi
- Balkar, B., Şahin, S., & Babahan, N. I. (2016). Geçici eğitim merkezlerinde (gem) görev yapan suriyeli öğretmenlerin karşılaştıkları sorunlar. *Eğitimde Kuram ve Uygulama*, 12(6), 1290-1310.
- Biner, Ö., & Soykan, C. (2016). *Suriyeli Mültecilerin Perspektifinden Türkiye’de Yaşam* <http://www.multeci.org.tr/wp-content/uploads/2016/10/suriye-li-multecilerin-perspektifinden-turkiye-de-yasam.pdf>.
- Bozan, M. A., & Çelik, S. (2021). Mülteci eğitiminde “uyum sınıflarına” yönelik bir değerlendirme. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 36(2), 317-332. doi: 10.16986/HUJE.2020060235
- Bozan, M. A. , Akçay, A. O., & Karahan, E. (2021). İlkokullarda eğitim gören Suriyeli öğrencilerin uyum sürecinin incelenmesi. *Milli Eğitim Dergisi, Türkiye’de ve Dünyada Göçmen Eğitimi*, 309-335. DOI: 10.37669/milliegitim.960017
- Bunar, N. (2019). *Education of Refugee and Asylum-Seeking Children*, <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-118> .
- Büyüköztürk, Ş. (2012). *Örnekleme Yöntemleri*, <http://cv.ankara.edu.tr/duzenleme/kisisel/dosyalar/18082015132036.pdf> [01.04.2020].
- Canatan, K., Yükleven, A., Serbest, F., Okumuş, F., (2015). 2014 yılı Hollanda insan hakları raporu: *İslamofobi ve entegrasyon arasında azınlıklar* (1st ed., p. 186). İstanbul: İstanbul Sabahattin Zaim Üniversitesi ISBN: 978-605-62038-9-3
- Castles, S. and Miller. J. M. (2008). *Göçler Çağı: Modern Dünyada Uluslararası Göç Hareketleri* Çev: B. U. Bal & İ. Akbulut, İstanbul: İstanbul Bilgi Üniversitesi.
- Crul, M., Lelie, F., Biner, Ö., Bunar,N., Keskiner, E., Kokkali, N., Schneider, J. & Shuayb, M. (2019). *How The Different Policies And School Systems Affect The Inclusion Of Syrian Refugee Children In Sweden, Germany, Greece, Lebanon And Turkey*, <https://link.springer.com/article/10.1186/s40878-018-0110-6>.
- Çağlayan, S. (2006). Göç kuramları, göç ve göçmen ilişkisi. *Muğla Üniversitesi Sosyal*

- Bilimler Enstitüsü Dergisi (İLKE)*, Güz (17), 67-91.
- Erdoğan, M. (2019). *Türkiye'deki Suriyeli Mülteciler*. Konrad Adenauer Stifting Vakfı Yayınları.
- Ertuş, G. (2017). *Suriyeli sığınmacı çocukların Türk eğitim kurumlarında karşılaştıkları sorunlar* (Yayımlanmamış Yüksek Lisans Tezi). İstanbul Aydın Üniversitesi Sağlık Bilimleri Enstitüsü, İstanbul.
- GİGM, (2022). Suriyeli Göçmen. <https://www.goc.gov.tr/> .
- Gökmen,, H. (2020). *Suriyeli göçmen öğrencilerin Türk eğitim sistemine entegrasyon sorunu (Bursa Yıldırım ilçesi örneği)* (Yayımlanmamış Yüksek Lisans Tezi). Bursa Uludağ Üniversitesi Sosyal Bilimler Enstitüsü, Bursa.
- Graham, H. R., Minhas, R. S., & Paxton, G. (2016). Learning problems in children of refugee background: A systematic review. *PEDIATRICS*, 137, <http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?> [02.03.2020].
- Grillo, R. (2008). *The Family In Question: Immigrant And Ethnic Minorities In Multicultural Europe*. Amsterdam: Amsterdam University Press.
- Gümüş, A. T. (2012). Eğitim hakkının dönüşümü. *Sosyal Bilgiler Eğitimi Araştırmaları Dergisi*, 3(1): 119-134.
- Gürbüz, S., & Şahin, F. (2017). *Sosyal Bilimlerde Araştırma Yöntemleri: Felsefe-Yöntem Analiz*. Seçkin Yayınları.
- Güzel, S. (2019). *Türkiye'de öğrenimgören geçici koruma altındaki Suriyeli öğrencilerin uyum problemlerinin incelenmesi, Ankara Hacı Bayram Veli Üniversitesi* (Yayımlanmamış Yüksek Lisans Tezi). Lisansüstü Eğitim Enstitüsü, Ankara.
- Hussain, M. & Shen, H. (2019). A study on academic adaptation of international students in China, *Higher Education Studies*, 9(4): 80-91.
- İzol (2019). *Suriyeli mülteci çocukların eğitim hayatına uyum sürecinin değerlendirilmesi* (Yayımlanmamış Yüksek Lisans Tezi). Üsküdar Üniversitesi Sağlık Bilimleri Enstitüsü, İstanbul.
- Jabbar, S. A., & Zaza, H. I. (Şubat, 2014). Impact of conflict in Syria on Syrian children at the Zaatarı refugee camp in Jordan. *Early Child Development and Care*, 184, 1507-1530.
- Kaya, (2020). Sınıfında Suriyeli öğrencisi bulunan öğretmenlerin sınıf yönetiminde karşılaştığı sorunların incelenmesi, *Üniversitesi* (Yayımlanmamış Yüksek Lisans Tezi). Kırşehir Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü, Kırşehir.
- Koehler, C. and Schneider, J. (2019). Young refugees in education: The particular challenges of school systems in Europe. *Comparative Migration Studies*. 7 (28): 1-23
- Küçükduvenci, E. (2019). *Geçici koruma statüsündeki Suriyeli çocukların eğitim alanında yaşadıkları sorunlar ve sosyal desteklerinin incelenmesi: Altındağ örneği* (Yayımlanmamış Yüksek Lisans Tezi). Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü Sosyal Hizmet Anabilim Dalı.
- Mcgarry, J., O'leary, B., Simeon, R. (2008). Integration Or Accommodation? The Enduring Debate in Conflict Regulation, Sujit Choudhry. *Constitutional Design for Divided Societies*, New York, Oxford University Press
- MEB (2019). Türkiye'deki Yabancı Öğrenci Sayıları, MEB Hayat Boyu Öğrenme Genel Müdürlüğü, https://hbogm.meb.gov.tr/meb_iys_dosyalar/2019_06/26115239_14_HAZIRAN__2019_YNTERNET_SUNUUU_.pdf 01.04.2020]
- Oğraş, İ. (2019). *Suriyeli öğrencilerin Türkçe öğrenim sürecine yönelik öğretmen görüşleri* (Yayımlanmamış Yüksek Lisans Tezi). Hatay Mustafa Kemal

- Üniversitesi Sosyal Bilimler Enstitüsü, Hatay Özdemir, Ç. (2016). Suriye’de İç Savaşın Nedenleri: Otokratik Yönetim mi, Bölgesel ve Küresel Güçler mi?, *Bilgi* (33) K 1 ş: 81-102.
- Özgün, E. (2019). *İlkokul öğretmenlerinin Suriyeli öğrencilerin akademik başarı ve okul ortamı uyumuna ilişkin gözlemlerinin incelenmesi* (Yayımlanmamış Yüksek Lisans Tezi). Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Polat, A. (2019). *Yabancılara (Suriyeli göçmen çocuklara) okuma yazma öğretimi sürecine ilişkin sınıf öğretmenlerinin görüşleri* (Yayımlanmamış Yüksek Lisans Tezi). Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Saklan, M. (2018). *Türkiye’deki Suriyeli eğitim çağı çocuklarının eğitim süreçleri üzerine bir çözümleme* (Yayımlanmamış Doktora Tezi). Ankara Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Tüfekçi, Y. (2020). *Gaziantep’teki Suriyeli sığınmacıların Türk eğitim sistemine entegrasyonunda yaşanan sorunlara ilişkin STK’ların görüşleri ve çözüm önerilerinin incelenmesi (Gaziantep ili)* (Yayımlanmamış Yüksek Lisans Tezi). Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, Gaziantep.
- UNICEF (2015). *Access To Education For Syrian Refugee Children And Youth In Jordan Host Communities Joint Education Needs Assessment Report*, UNICEF Publications.
- Uysal, A. (2019). *Geçici koruma altında olan Suriyeli öğrencilerin lise düzeyinde eğitimlerinde karşılaşılan sorunlar ve çözüm önerileri: bir çoklu durum çalışması* (Yayımlanmamış Yüksek Lisans Tezi). Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Yıldırım A., & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin yayıncılık.
- Yüce, E. (2018). *Geçici Koruma Altında Bulunan Suriyeli Öğrencilerin Okula Uyumları* (Yayımlanmamış Yüksek Lisans Tezi). Hacettepe Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.