


Special Education School Administrators' Views on the Education of Syrian Students with Special Needs Under Temporary Protection Status

Özel Eğitim Okulu Yöneticilerinin Geçici Koruma Statüsü Altındaki Özel Gereksinimli Suriyeli Öğrencilerin Eğitimleri Hakkındaki Görüşleri

Fatih Emrah DEMİR^a 

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ABSTRACT

This study aims to elucidate the views of special education school administrators on the education of Syrian students with special needs under temporary protection status. Employing qualitative research methodology, data were collected using a semi-structured interview form and a personal information form prepared by the researcher. Interviews were conducted with six school administrators in Gaziantep province, Türkiye. Data underwent content analysis to derive thematic insights, leading to the identification of five themes: language and communication, parental involvement, support systems, teacher requirements, and prejudice against foreign cultures. All interviewed administrators underscored challenges in communicating with Syrian students with special needs and their families, the inadequacy of support provided to them, and limitations regarding teacher training. Findings were discussed in light of relevant literature.

ÖZ

Bu araştırmanın amacı özel eğitim okulu yöneticilerinin geçici koruma statüsü altındaki özel gereksinimli Suriyeli öğrencilerin eğitimlerine yönelik görüşlerini ortaya koymaktır. Araştırmada, nitel araştırma yönteminden yararlanılmıştır. Araştırma verileri araştırmacı tarafından hazırlanan kişisel bilgi formu ve yarı yapılandırılmış görüşme formu ile toplanmıştır. Araştırma kapsamında, Türkiye'nin Gaziantep ilindeki özel eğitim okullarında görev yapan altı okul yöneticisi ile görüşme gerçekleştirilmiştir. Elde edilen veriler içerik analizi ile analiz edilerek temalar belirlenmiştir. İçerik analizi sonucunda, dil ve iletişim, aile katılımı, destek sistemleri, öğretmen gereksinimleri ve yabancı kültürlere karşı ön yargı olmak üzere beş tema oluşturulmuştur. Görüşülen okul yöneticilerinin hepsi, özel gereksinimli Suriyeli öğrencilerle ve aileleriyle iletişimde yaşadıkları güçlükleri, kendilerine verilen desteğin yetersizliği ve öğretmen eğitimi ile ilgili sınırlılıkları vurgulamışlardır. Araştırma bulguları ilgili alanyazın ışığında tartışılmıştır.

Anahtar kelimeler:

Özel Gereksinim, Mülteciler,
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^a Dr. Öğr. Üyesi, Gaziantep Üniversitesi, Gaziantep Eğitim Fakültesi, Özel Eğitim Bölümü, drfatihemrahdemir@gmail.com, <https://orcid.org/0000-0003-4964-087X>



Introduction

The historical occurrence of human migration spans ancient times (Sîrbu et al., 2021). Migration has been ingrained in human societies since antiquity. Some individuals migrate to access employment opportunities, pursue economic prospects, or seek education, whereas others migrate to escape conflict, persecution, or large-scale human rights violations. Today, a notable surge in global migration is evident, with a myriad of individuals residing outside their country of origin for varied reasons (United Nations, 2024).

Broadly, migration can be described as the geographical movement of individuals or communities for economic, social, cultural, political, or security reasons. This phenomenon yields multifaceted consequences for both migrant-originating and -receiving regions. Concomitantly, migration discourse intersects with integration dynamics, adaptation processes, cultural assimilation, and the concerning rise of xenophobic sentiments (Külahlıoğlu, 2021). Hence, a comprehensive exploration of migration entails a scrutiny of its sociological, economic, social, and educational dimensions.

The civil war in Syria that began in 2011 triggered a massive wave of migration from the region bordering Türkiye. The war has displaced millions of people, exacerbating existing inequalities and creating new hardships and challenges (Gönül, 2020). Türkiye, under an open-door policy framework, provided sanctuary to Syrian refugees initially in temporary shelters and subsequently afforded them the liberty to choose their habitation locales amidst escalating migratory inflow (Tunca, 2018). Figure 1 illustrates temporal shifts in the influx of migrants into Türkiye. As shown in Figure 1, there has been a consistent rise in the Syrian population within Türkiye. The official data as of 18 April 2024, indicate an excess of three million Syrian nationals residing in Türkiye (Migration Management Presidency, 2024).

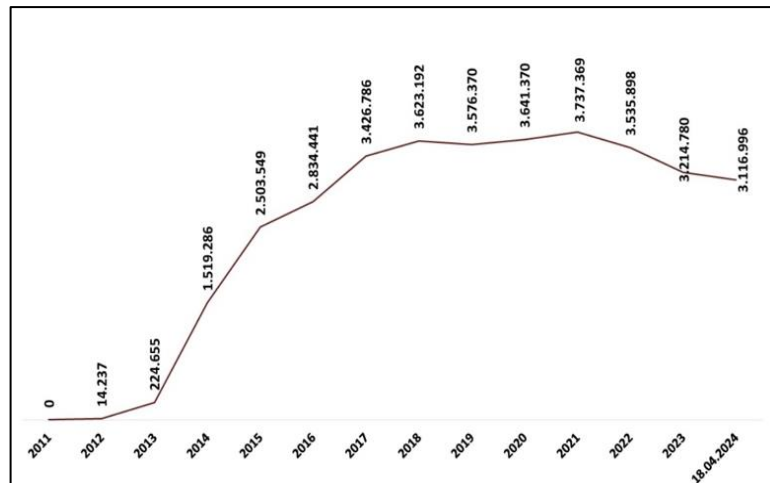


Figure 1. Changes in the number of Syrian individuals migrating to Türkiye over the years (Migration Management Presidency, 2024)

The aftermath of the Syrian crisis has notably impacted policy formulation, implementation, and practitioners in the field. Initiatives concerning Syrians in Türkiye, spanning education, healthcare, and security, pose complex challenges across multiple public policy domains. Amidst the uncertainties inherent in the Syrian crisis, including security threats, irregular migration, and economic burdens, crafting and executing effective public policies has become daunting (Akgül et al., 2015). Integration policies, which are notably crucial among these, aim to facilitate Syrian migrants' societal adaptation while fostering acceptance among

Turkish citizens. Central to integration efforts is education. However, there are several hurdles in educating Syrian individuals.

Factors such as language and alphabet disparities, the inadequacy of physical resources, difficulties in accessing qualified human resources, challenges in collecting accurate data, and the dynamic nature of the education process, which constantly undergoes qualitative and quantitative changes, represent challenges in the education of Syrian refugees (Duruel, 2016). The literature reveals additional challenges in the education process, including reluctance among Syrian individuals, especially girls, to attend school, issues in diversity and pluralism (Tanrikulu, 2017), academic and affective failure stemming from language barriers (Karaağaç & Güvenç, 2019), and problems related to adaptation to the education process, discrimination, and disciplinary issues (Saklan & Karakütük, 2022). Addressing these challenges requires the meticulous attention of various stakeholders.

A significant proportion of issues in education rely on the pivotal roles and responsibilities assigned to school administrators, a key stakeholder group. In particular, in schools that cater to migrant students with special needs, the roles and responsibilities of administrators have become increasingly diverse. School principals occupy a unique position as educational leaders and foster collaboration among teachers. Establishing a collaborative environment among teachers requires school administrators to possess robust knowledge and skills in forming professional learning communities and demonstrate a steadfast commitment to their implementation (Balyer et al., 2015). Additionally, school administrators are expected to provide mentorship to other stakeholders (Dönmez et al., 2021; Hansford & Ehrich, 2006), exhibit leadership capabilities (Lekamge, 2010), and demonstrate adeptness in problem-solving (Polka et al., 2016). They also play a significant role in shaping inclusive schools.

Considering the factors that influence the inclusion of students with special needs, school administrators are pivotal in establishing and promoting inclusive school environments. Their role becomes more pronounced when effective inclusive practices are implemented in schools. School administrators' awareness of inclusive education is crucial for fostering the creation and promotion of inclusive school environments (Khaleel et al., 2021). School leadership plays a central role in creating an inclusive learning environment that offers opportunities for students with disabilities to succeed (Alkaabi et al., 2022). The execution of leadership activities is fundamental in establishing an inclusive learning environment conducive to the success of students with special needs. It should be noted that inclusive education not only caters to individuals with special needs but also prioritises all students affected and unaffected by disadvantages. Effective educational services for Syrians with special needs can be achieved by establishing inclusive schools. School principals hold significant responsibilities in promoting the integration of migrant students (Okilwa, 2018). They can influence institutional decisions and practices that support inclusive teaching approaches. School principals also contribute to advancing collaboration among school staff and facilitate parental involvement in school activities while developing programs for students with special education needs (Cobb, 2015). Considering these roles in providing inclusive education services, the perspectives of school administrators in Türkiye regarding the education of Syrians with special needs are crucial in shaping inclusive education environments. Biasutti and Concina (2021) identified six areas of roles and responsibilities of school administrators in facilitating inclusive education services for migrant individuals. These roles and responsibilities include (1) school organisation and services, (2) projects and activities for inclusion, (3) teaching methods and strategies, (4) assessment, (5) networking, and (6) challenges.

Another crucial aspect, along with the roles and responsibilities of school administrators in inclusive education practices, is the perspective of migrant students regarding their education. In studies conducted in Türkiye, school administrators have expressed views on various issues related to the education of Syrian students, including language and communication limitations and difficulties in the registration system (Levent & Çayak, 2017), adaptation problems to school (Yiğit et al., 2021), cultural differences and biases (Nacar & Ünsal, 2022), discipline issues (Demir et al., 2020), and problems stemming from educational programs (Levent & Çayak, 2017). However, research specifically examining the views of school administrators in Türkiye on the education of Syrian students with special needs is currently lacking. To address this gap, this study aims to determine the perspectives of school administrators regarding the education of Syrian students with special needs, seeking to contribute to this area of research.

Method

Research Design

This study adopted a qualitative research approach using an interview technique. Qualitative research involves employing various methods to gather qualitative data, enabling a detailed examination of perspectives, perceptions, and events within their natural contexts (Yıldırım & Şimşek, 2016). The primary goal of qualitative research is to uncover individual perceptions and experiences. It encompasses different stages, including defining research objectives, formulating research questions, conducting data collection, analysing data, reporting findings, and assessing validity and reliability (Tekindal & Uğuz-Arsu, 2020).

The interview technique stands out for its ability to provide comprehensive insights into events, phenomena, or situations (Akman-Dömbekci & Erişen, 2022). Conducting face-to-face interviews is a significant factor that enhances the depth of the research. Interview types are frequently preferred for data collection on various topics in the social sciences, such as children, awareness, perception, and differences in viewpoints (Yüksel, 2022).

The interviews can be structured, semi-structured, or unstructured. This study adopted a semi-structured interview approach. In semi-structured interviews, questions should be logically arranged, progressing from simple to complex. A structured approach ensures interview effectiveness. Moreover, the use of open and transitional expressions facilitates narration (Polat, 2022). Thus, a semi-structured interview methodology was employed to comprehensively explore the participants' perspectives and ensure the efficient use of time.

Data Collection Tools

Data collection involved the use of a personal information form and a semi-structured interview form developed by the researcher. The personal information form aimed to gather demographic details and insights into the teaching and managerial backgrounds of the school administrators.

The semi-structured interview form, crafted based on the relevant literature, was reviewed by two field experts for refinement. After incorporating their suggestions, a Turkish language-teaching expert further assessed the form for linguistic validity. The final version that incorporated all recommendations was used in the research process.

Participants

Purposive sampling, specifically criterion sampling, was employed to select participants. This method involves selecting participants based on predetermined criteria established by the researcher. For instance, participants may be selected based on their

experiences or knowledge in the field (Başkale, 2016). In criterion sampling, a type of purposive sampling, participants are selected based on criteria established by the researcher (Yağar & Dökme, 2018).

Participants were chosen based on two criteria: the presence of Syrian students with special needs in their schools and their experience as administrators in schools where such students received education for at least one academic term. Details of the participants are presented in Table 1.

Table 1. *Demographic Information*

Participant code	Gender	Position	Seniority (years)
Participant 1 (P1)	Female	Assistant Administrator	7 years
Participant 2 (P2)	Male	Administrator	18 years
Participant 3 (P3)	Male	Administrator	15 years
Participant 4 (P4)	Female	Assistant Administrator	9 years
Participant 5 (P5)	Male	Administrator	12 years
Participant 6 (P6)	Male	Assistant Administrator	10 years

Data Analysis

Content analysis was used for data analysis in this study. Content analysis is a systematic and objective research method employed to analyse texts, documents, or communication materials to identify patterns, themes, or meanings (Krippendorff, 2013).

Ethical Considerations

This study adhered strictly to the principles outlined in the Declaration of Helsinki in their entirety. Additionally, a formal written approval was secured from the Ethics Committee of Social and Human Sciences at Gaziantep University, affirming the study's adherence to ethical principles.

Findings

Through a content analysis of the raw data, the following five themes were identified: language and communication, parental involvement, support systems, teacher requirements, and prejudice against foreign cultures. The findings are explained below, and the sample participants' statements are provided.

Language and Communication

The theme most emphasised by the participants was 'language and communication'. All participants contributed their perspectives on this aspect. Throughout the interviews, significant attention was directed towards the constraints stemming from disparities in the native languages of Syrians and their proficiency in conversing fluently in Turkish relative to their age cohort. These limitations encompassed multifaceted dimensions, including communication challenges among peers. According to school administrators, Syrian students with special needs encountered difficulties communicating with their peers both within and outside the classroom.

P1: Children struggle to connect with each other; teachers have already expressed concerns. It's not that the children are unable to speak; they do speak, but not as fluently as our children. Our children also find it challenging to form friendships with them. The same situation persists in the yard. Look (pointing to the window), they tend to stick together.

P3: Language is indeed an issue, but there's another crucial aspect beyond language; children seem reluctant to interact with Syrians. They may not fully understand it, but there are cliques forming. While it's not a significant problem in our schools, precautions are necessary; however, our options are limited.

Another language and communication challenge highlighted by school administrators was the interaction between teachers and Syrian students with special needs. Administrators noted that the teachers with whom they collaborate often faced difficulties in language and communication. These challenges can be categorised into two groups: direct communication with students and constraints on the structuring of the teaching process.

P3: Teachers complain; when we give them the Syrian student, they treat it like a punishment in the class. Our children are disabled, and there's a language problem, so we don't show it, but they seem to be right somewhere.

P5: We are the first administrators our teachers consult. "We can't communicate," the teacher said when he first came at the beginning of the term. How can education happen without communication? I understand what you're thinking, but education cannot happen without talking.

P6: Fortunately, we have a teacher at our school who speaks Arabic. In parent-teacher meetings, they willingly assist as translators when other teachers require it, despite it not being part of their duties. Such assistance is invaluable. Just like in hospitals, having translators in our schools would be beneficial.

Another language and communication hurdle existed between students' parents, school administrators, and teachers. Administrators noted that some Syrian parents were entirely unfamiliar with the Turkish language. Additionally, some families had limited Turkish language skills. Teachers faced similar challenges when engaging with the parents of Syrian students with special needs.

P5. Establishing communication with the parents is challenging; even teachers find it difficult. What conversation can I have? Even if we speak, will they understand? And if they speak, will I comprehend? Moreover, we seldom see them; they rarely visit.

Based on these findings, it is evident that language and communication issues are central to interview discussions.

Parental Involvement

The second theme was parental involvement. This theme was indirectly linked to language and communication issues. Interviews revealed two distinct categories of views on parental involvement. The first category arose from limitations in Turkish language proficiency among Syrian parents of children with special needs. Within this group, parents attended school visits and parent-teacher meetings, but encountered difficulties communicating with school administrators and teachers due to language barriers.

P1. Not all parents are disengaged. Some mothers come in daily. They wait, assist with diaper changes, and offer help with meals. We have volunteer hosts, but they come in willingly to aid. While they attempt conversation, our interactions are limited.

P3. There are families attending meetings, but communication is challenging. Among them, those proficient in Turkish act as makeshift translators between us and them.

P6. If we lacked an Arabic-speaking teacher, communicating with attending parents would pose challenges. While he aids as needed, his attendance at parent meetings is inconsistent.

Another subgroup highlighted by school administrators comprised parents who rarely visited the school and had limited interactions with school staff. Participants in the second

subgroup underscored their difficulties. Sample statements from pertinent participants are provided below:

P3. There are also absent parents, families I seldom encounter. I only see them sporadically throughout the year. They typically engage in labour-intensive occupations.

P5. Contacting them is often fruitless. Recently, one child had an accident with no spare clothes available. Attempts to reach the parents were unsuccessful. Consequently, we delivered supplies to their residence.

Support Systems

The concept of support systems in this study pertains to the guidance and mentoring services required by school administrators. Although Türkiye has a history of intense migration, the Syrian influx differs in both process and scale. Administrators primarily emphasised facing the consequences of migration unpreparedly, followed by the gradual resolution of issues over time. Specifically, they expressed struggles with the integration of Syrian students with special needs into their educational systems. Participants lamented their lack of effective support and guidance for dealing with these challenges. Below are sample statements from participants regarding this theme.

P2: It happened suddenly, you know, and the numbers increased over time. Education for Syrians is crucial, both for our country and for themselves. We struggled a lot at first—enrolment, document procurement, required documents... Documents brought by families... Deficiencies. But things settled eventually. Now I have no issues with registration; everything has become more stable. However, having a direct institution to resolve problems would make things easier. There are places we can go within the institution, and they do provide support, but it's inadequate.

P4: Everyone says everyone is right, right? That's how it is. We could have been in a similar situation. Syrian students need education, but we also need assistance on how to deal with educational issues, in-service training, and problem-solving. We attended several trainings, but they weren't very effective, to be honest.

P6: We attended many trainings with colleagues. They were useful, but, you know, not aimed at addressing the real problems. When teachers encounter a problem, they consult us, rightly expecting a solution. However, the training sessions were not sufficient for problem-solving.

Teacher Requirements

As former teachers, school administrators provided meaningful insights into teacher competencies. They highlighted language-related problems across various areas, emphasising the teachers' need for support in communicating with their students. Additionally, most teachers had no prior experience teaching Syrian students with special needs, highlighting the need for guidance in educating children from different cultures and languages. School administrators also noted that teachers required assistance to support the integration of Syrian students with special needs into their schools. Below are sample statements from participants regarding this theme.

P1. We all have needs. So do our teachers. Syrian children in our school are either too quiet or the opposite—there's no middle ground. We need support for teachers to involve these students in school activities.

P2. I keep saying the same thing, but something needs to be done in terms of communication. Teachers need to be provided with services in this regard. How to

communicate. Providing basic Arabic instruction to teachers could help them teach Turkish.

P5. Cultures are different. There have been problems stemming from cultural differences in communication between families and teachers. Perhaps teachers could be trained on these people's culture.

P6. We have no prior experience in educating a child with a different language, which is the case with Syrian children. Neither do most teachers. Teaching these children would be easier if we were taught how. There's a language barrier, and what we do is not easy. We need regular training; hour-long weekly seminars won't cut it. However much we gain, it's a win for our country's reality.

Prejudice Against Foreign Cultures

Prejudice against foreign cultures poses a significant obstacle to delivering essential services to individuals from cultures perceived as 'foreign'. This study examined prejudice against foreign cultures across three distinct contexts: the biases of school administrators, teachers, and students towards foreign cultures. Below are excerpts from the school administrators' statements within this thematic framework.

From the perspective of school administrators:

P4. The difficulties they face are evident, no one can deny that, but there are also differences. I don't appreciate the approach of some families during meetings. It's already difficult to reach an understanding, and I don't like their approach. I don't mean to be misunderstood, but there are differences.

P5. Cultural disparities are evident, leading to communication difficulties between families and teachers.

From the perspective of teachers:

P5: My colleagues have valid concerns too. We struggle when educating children from our own country. We have to deal with the child and the family separately. And when other factors come into play, it becomes even more challenging.

From the perspective of students:

P1: Our children also find it challenging to form friendships with them. The same situation persists in the yard. Look (pointing to the window), they tend to stick together.

P5: The situation in classrooms is no different; children of this age tend to keep away from those who are not like them. They are shy. Teachers can't do much about it.

Discussion and Conclusion

This study aimed to explore school administrators' perspectives regarding the education of Syrian students with special needs. Through a content analysis of the semi-structured interviews, five main themes emerged: language and communication, parental involvement, support systems, teacher requirements, and prejudice against foreign cultures.

Volunteerism was a guiding principle of the research process. Participants were thoroughly briefed on the research objectives and procedures. However, during the interviews, the participants were unable to fully engage in the process. To address this, reminders were provided at intervals so that the interview data could be anonymised and used exclusively for research purposes. These reminders facilitated interviews.

The ongoing challenges of political and economic instability, as well as natural disasters, continue to displace large populations worldwide. Consequently, millions of refugees, asylum seekers, migrants, internally displaced individuals, and stateless people seek refuge and resettlement in other countries in pursuit of security and improved living conditions. Given that more than half of these refugees are under the age of 18, schools play a crucial role in their integration (Okilwa, 2018). Louis et al. (2010) examined school leadership practices for effective integration, including (a) establishing a shared vision, promoting acceptance of group goals, fostering high performance expectations, and communicating direction; (b) supporting teachers by providing individualised support and modelling appropriate values and practices; (c) creating collaborative cultures and redesigning organisations to build productive relationships with families and communities; and (d) managing instructional programs for staff recruitment, monitoring progress, providing instructional support, aligning resources, and preventing staff attention from diverting. To fulfil these roles and responsibilities effectively, school administrators' views on the education of migrant students with special needs are critically important.

This study examines the perspectives of school administrators regarding the education of Syrian students with special needs, focusing on the themes of language and communication. The importance of language and communication in facilitating connections between individuals and communities is widely acknowledged. Şan and Koçlu (2018) noted prevalent language-related challenges in various governmental institutions and advocated for the implementation of a systematic translator policy. The identified need for enabling formal communication with parents holds significant value, as highlighted by Çakmak (2018) in his study with school administrators, where language and communication emerged as a central concern. Extant literature also documents school administrators' apprehensions regarding language and communication issues in the education of Syrian individuals (Akyavuz et al., 2020; Kapat & Şahin, 2021; Yiğit et al., 2021). Kapat and Şahin (2021) emphasised the efficacy of providing language education to Syrian students at the preschool level. The findings of this study, in alignment with previous studies, underscore the critical need to develop innovative approaches to Turkish language instruction for all Syrian students, irrespective of their special needs.

The first theme explored in this study was school administrators' perspectives on the education of Syrian students with special needs, focusing on language and communication. Language and communication are undeniably significant in establishing connections between individuals and communities. Şan and Koçlu (2018) highlighted that language-related issues are prevalent in most government institutions and emphasised the necessity of implementing a systematic translator policy. The identified needs, particularly for facilitating formal communication with parents, hold significant value. Similarly, Çakmak (2018) emphasized in his study with school administrators that while various issues were discussed, the most crucial and salient concern pertained to language and communication. In many studies, school administrators have reported language and communication problems in the education of Syrian individuals (Akyavuz et al., 2020; Kapat & Şahin, 2021; Yiğit et al., 2021). Kapat and Şahin (2021) stated in their study, where they highlighted language-related issues, that providing language education to Syrian students before school age is a more effective method. These findings indicate, along with those of previous research, the critical importance of developing new approaches to Turkish language instruction for all Syrian students, regardless of whether they have special needs.

The second theme was parental involvement, which plays a critical role in the effective design of educational processes. According to the literature, parental involvement in migrant

families is crucial for children's educational success. Focusing on family involvement and the transfer of family resources has become increasingly essential for addressing educational inequalities among migrant students. Moreover, when barriers to parental involvement are eliminated, family engagement becomes the driving force of educational success (Schnell et al., 2015). This study examined school administrators' views on parental involvement in two contexts. The first context indicated a willingness among families to participate, despite their inability to engage meaningfully because of language barriers. Second, there is a lack of willingness and participation among families. Regardless of the barriers to parental involvement, these limitations cannot be dissociated from language and culture. Therefore, it is critical to identify the barriers and design supportive practices to ensure effective parental involvement. Studies conducted in Türkiye have also highlighted significant limitations in family involvement among Syrian parents (Değirmenci et al., 2021; Kardeş & Akman, 2018; Tümkaya & Çopur, 2020). Upon reviewing the literature, parallels can be observed between the findings of this study and those of existing research.

This study highlights school administrators' demands for support systems. The participants seemed proactive in addressing issues; however, some explicitly noted the absence of systematic support mechanisms when required. Although they acknowledged the presence of internal support mechanisms, participants deemed them insufficient. This aspect is valuable for illustrating participants' proactive problem-solving approaches. Studies conducted with school administrators in Türkiye have highlighted constraints in accessing support and resources (Levent & Çayak, 2017), underscoring the importance and necessity of developing interventions and policies to address these constraints.

Another significant point emphasised by the participants was the theme of teacher requirements. School administrators indicated that teachers require language and cultural training. Some participants suggested providing basic Arabic instruction to teachers serving Syrian students with special needs. The need for teachers to teach Turkish was also highlighted in participants' suggestions. Given evolving migration trends and demographic characteristics, teacher training programs must be reimagined to provide culturally sensitive curricula and classroom practices. This imperative is a long-standing goal that educators have struggled to achieve satisfactorily (Goodwin, 2017). In-service training programs should support the pre-service education of teachers who educate Syrian students or, more broadly, migrant children. This could help minimise teachers' needs.

Finally, the theme that posed the greatest challenge for the researcher in identifying the codes was prejudice against foreign cultures. This difficulty stems from the closely intertwined nature of school administrators' expressions regarding the education of Syrian students with special needs and experienced problems. Therefore, uncertainty arose as to whether this prejudice was directed solely at culture. The themes were formulated based on the codes identified according to the teachers' perspectives. School administrators' views on prejudice against foreign cultures were examined under three subheadings: a) school administrators', b) teachers', and c) students' biases against foreign cultures. The existing literature suggests the possibility of negative attitudes, opinions, and perceptions towards migrant individuals among peers (Mitchell, 2019; Albarello et al., 2023) and school administrators (Cooper et al., 2011). Creating a culturally sensitive and inclusive school climate places significant responsibility on school administrators (Karakatsani & Pavlou, 2013). Effective fulfilment of these responsibilities, primarily by overcoming prejudices against foreign cultures, is essential, with school administrators playing a pivotal role. The findings of this study lay the groundwork for efforts towards achieving this goal.

This study provides significant insights into the education of Syrian students with special needs and contributes valuably to the existing literature in this field. The experiences and perspectives of educational administrators illuminate the strategies necessary for enhancing the educational process for these students. The findings of this study will facilitate the development of more inclusive and effective educational policies and provide a robust foundation for future research in this area. Therefore, this study holds substantial importance in raising awareness about the education of students with special needs under temporary protection status and in supporting endeavours aimed at finding solutions in this domain.

Ethics declarations

The ethics approval to conduct this study was obtained from Gaziantep University's Ethics Committee for the Social and Human Sciences.

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Genişletilmiş Özet

Giriş

İnsanların ve toplumların hareketliliği, insanlık tarihinde uzun bir geçmişe sahip olan bir olgudur ve binlerce yıldır devam etmektedir (Sîrbu et al., 2021) Bir tür insan ve toplum hareketliliği olan göç, farklı nedenlerle insanların coğrafi olarak yer değiştirmesi olarak tanımlanabilir. Bu olgu, göç alan ve göç veren bölgeler üzerinde çeşitli etkilere sahiptir. Göç kavramı, entegrasyon, uyum süreçleri, asimilasyon, kültürel etkileşim ve zenofobi gibi birçok kavramla ilişkilidir (Külahlıoğlu, 2021).

2011’de Suriye’de başlayan iç savaş, Türkiye’nin sınır komşusu olduğu bölgeden büyük ölçekli bir göç dalgasını harekete geçirmiş ve milyonlarca insanın yerinden olmasına yol açarak

zorunlu göç olgusunu tetiklemiştir. Bu süreç, mevcut eşitsizlikleri derinleştirirken yeni çaresizlikler ve zorlukları da beraberinde getirmiştir (Gönül, 2020). Bu zorlukların önemli bir kısmı ise Suriyeli bireylerin eğitimleri ile ilgilidir.

Farklı dil ve alfabe yapıları, sınırlı fiziksel kaynaklar, nitelikli insan gücüne erişimdeki zorluklar, sağlıklı veri toplama süreçlerindeki güçlükler ve eğitim sisteminin dinamik yapısı gibi unsurlar, Suriyeli sığınmacıların eğitimiyle ilgili zorlukları temsil etmektedir (Duruel, 2016). Eğitim alanında ortaya çıkan sorunların önemli bir kısmının çözümünde, kritik paydaşlardan biri olan okul yöneticilerine önemli rol ve sorumluluklar düşmektedir. Özellikle, özel gereksinimli göçmen öğrencilerin eğitim aldıkları okullardaki yöneticilerin bu rol ve sorumlulukları daha da karmaşık hale gelmektedir. Bu bağlamda, özel eğitim okullarında görev yapan okul yöneticilerinin özel gereksinimli Suriyeli bireylerin eğitimlerine ilişkin görüşleri değerlidir. Bu araştırmada da, özel eğitim okulu yöneticilerinin özel gereksinimli Suriyeli bireylerin eğitimine ilişkin görüşlerinin incelenmesi amaçlanmıştır.

Yöntem

Bu çalışmada, nitel araştırma yönteminden yararlanılmıştır. Bu araştırmada sosyal bilimlerle yaygın olarak ilişkilendirilen veri toplama yöntemlerinden biri olan görüşme tekniği ile veri toplanmıştır. Görüşme tekniği, diğer veri toplama yöntemlerinden farklı olarak, bir olayı, olguyu veya durumu derinlemesine inceleyerek bilgi sağlama özelliğiyle ön plana çıkmaktadır (Akman-Dömbekci ve Erişen, 2022). Araştırmada, araştırmacı tarafından oluşturulan kişisel bilgi formu ve yarı yapılandırılmış görüşme formu kullanılmıştır.

Bu çalışmada, katılımcıların seçiminde amaçlı örnekleme yöntemlerinden biri olan ölçüt örnekleme yöntemi kullanılmıştır. Araştırmaya önceden koyulan ölçütleri karşılayan altı okul yöneticisi katılmıştır. Araştırma verilerinin analizinde içerik analizinden faydalanılmıştır.

Bulgular

Ham verilerin içerik analizi sonucunda beş tema belirlenmiştir. Bu temalar; dil ve iletişim, aile katılımı, destek sistemleri, öğretmen gereksinimleri ve yabancı kültürlerle karşı ön yargıdır. Tüm katılımcılar, araştırmada öne çıkan bir tema olan "dil ve iletişim" bağlamında yoğun görüş bildirmişlerdir.

Sonuç

Bu araştırmada okul yöneticilerinin özel gereksinimli Suriyeli bireylerin eğitimine ilişkin görüşleri ortaya koyulmuştur. Elde edilen bulgular özel gereksinimli Suriyeli bireylerin eğitimlerinin desenlenmesinde değerlidir. Özellikle dil ve iletişim alanındaki görüşler, ki eğitimin temeli iletişime dayanmaktadır, üzerinde titizlikle çalışılması ve üzerine politika geliştirilmesi gereken bir alandır.