

Investigation of Teachers' Perspectives on Inclusive Education Practices in the context of Refugee Students

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Abstract

The aim of this study is to examine the perspectives of primary school teachers on classroom inclusive education practices in the context of refugee students' education. This research employs a case study approach, one of the qualitative research designs. The study group consisted of 20 primary school teachers and was formed through purposive sampling, based on voluntary participation. During the analysis of the data, a content analysis technique was used. The study demonstrates that the interplay between planning processes, professional development needs, encountered obstacles, in-school collaboration, and resource utilization is pivotal in fostering a holistic and inclusive learning environment for refugee students. It may be recommended to provide teachers with more qualified in-service training on inclusive education programmes.

Keywords: Inclusive education, refugee education, teacher, practices, perspectives.

INTRODUCTION

In recent years, millions of people have been forced to relocate due to armed conflicts, natural disasters and economic difficulties in many countries around the world (Diaconu & Grecu, 2023). This has resulted in a significant increase in the number of refugees seeking asylum in other countries. The migration of refugees results in significant shifts in the social and societal structures of nation-states (El Khoury, 2024). The rapidity of this social transformation gives rise to a multitude of issues. In particular, refugees encounter difficulties in the language, cultural and educational contexts of the countries to which they migrate (Svensson, 2024). Education systems perform a crucial function in providing effective services to these newly arrived migrant communities (Emery, Spruyt & Van Avermaet, 2024). Students of refugee backgrounds face several challenges, including language barriers, cultural differences and traumatic experiences in the countries from which they have migrated (Akef, Poyrazli & Quintero, 2024). These students require inclusive educational environments and activities to overcome these challenges. Inclusive education represents a pedagogical approach that upholds the right of each individual to access an equitable and respectful education and that strives to facilitate the integration of students with diverse abilities and learning needs into a single educational environment (Mazi, 2023).

Inclusive education facilitates the integration of these students into the education system and their acquisition of a place in society (Walton & Engelbrecht, 2024). This model, which aims to prevent discrimination and exclusion in education, encourages the creation of learning environments that maximise the potential of all students (Khalil, Slade & Prinsloo, 2024). Inclusive education practices are aimed at all students with many disadvantages, including refugee students, students with special educational needs, and students with different cultural and linguistic backgrounds. To facilitate success in education for refugee students, it is not only necessary to ensure physical access but also to provide social and affective support (Mazi, 2023).

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Inclusive education in the context of refugee students depends on teachers' approaches, attitudes, and perceptions (Balık & Ozgun, 2024). Teachers are pivotal in addressing the diverse educational and psychosocial needs of refugee students (Abu Khudair et al., 2024). However, working with refugee students can also present a range of challenges for teachers (Nazaruk et al., 2024). Language differences, traumatic backgrounds and socio-cultural adaptation issues are among the key challenges teachers encounter when planning and implementing educational processes (İçel, Ocak & Baysal, 2024). In this context, teachers' attitudes towards inclusive education directly influence how refugee students are integrated into the education system and their cognitive and affective development. The effectiveness of these social and emotional supports depends on teachers' approaches, attitudes, and perceptions toward refugee students.

The philosophy of inclusive education is based on the premise that educational systems should be structured in a manner that is responsive to the diverse needs of all individuals (Rapp & Corral-Granados, 2024). This approach challenges the notion that differences should be viewed as impediments and instead emphasises their inherent value as a source of diversity and richness. This initiative is designed to ensure the comprehensive and efficacious involvement of students with special needs and from diverse cultural or socio-economic backgrounds in the educational process (Eden, Chisom & Adeniyi, 2024). The efficacy of inclusive education practices is contingent upon the attitudes, knowledge, and skills of the teachers involved in the process (Elwakil, 2024). Teachers have a pivotal role in managing diversity within the classroom setting and developing strategies to meet the unique needs of each student (Larios & Zetlin, 2023). Consequently, teachers' perspectives and experiences in inclusive education serve as a crucial data source for gauging the efficacy and long-term viability of this process. A positive perception of inclusive education among teachers can have a beneficial impact on both students' academic achievement and social integration (Schwab, Resch & Alnahdi, 2024). A review of the literature on this topic reveals the existence of studies (Becker, 2024; Erdem, 2017; Jia, Tan & Santi, 2022; Kaysılı, Soylu & Sever, 2019; Kazu & Deniz, 2019; Kiremit, Akpınar & Tüfekci Akcan, 2018; Koukou, Marinou & Rapti, 2024; Latorre-Coscolluela, Sin-Torres & Anzano-Oto, 2024; Letzel-Alt & Pozas, 2024; Mazı, 2024; Valek, 2024) examining the views of teachers in the context of inclusive education. It is now widely acknowledged that Türkiye has been experiencing an influx of migrants from the Middle East, Europe and Asia as a consequence of the adverse political and economic developments occurring in its immediate vicinity (Kaya Erdem & Bilge, 2024). Türkiye represents one of the countries with the highest number of refugees in the world and is regarded as a safe haven for those seeking asylum (McAuliffe & Oucho, 2024). The presence of over three million refugees in Türkiye has had a significant impact on the socio-economic structure and education system of this country. While children of refugee families have been integrated into the Turkish education system, it is evident that the system is unable to accommodate such a large influx of students. Consequently, a range of programs (Piktes, together in education, etc.) has been introduced to integrate refugee students into the education system (Taneri & Ugur, 2024). While these programs have demonstrated some positive outcomes, it is crucial to assess their long-term effects on the system. In this context, the effects that Türkiye, Spain, Greece, Croatia and Italy are exposed to due to their status as countries on the migration route, and Germany, UK, Sweden, etc., which are seen as destination countries, may manifest differently in terms of perceptions towards refugees and their integration into the education system (Sharma-Brymer et al., 2024). This study considers the response of Türkiye's education system, the country most frequently selected by refugees as a destination during their migration journeys, to refugee students. It is important to examine the innovations in in-class activities, the difficulties experienced, the supports provided by inclusive education, and the solutions offered to the problems experienced, as well as the opinions of teachers on administrative and family supports in the education of refugee students. In this direction, it is posited that, in conjunction with assisting teachers in enhancing the academic success of all classes, particularly refugee students within their respective lessons, this approach will contribute to the cultivation of cultural awareness and sensitivity among all students. It is further anticipated that this will serve to eliminate barriers to language and communication, promote the equitable participation of all individuals in educational settings,

provide support to students psychosocially, and facilitate the development of more effective inclusive education practices in lessons. The current study aims to reveal the opinions of teachers working in educational institutions affiliated with the Ministry of National Education (MoNE) in Ankara province on inclusive education activities. In this direction, the research questions of the study are presented below.

RQ1: What are the inclusive education practices of primary school teachers in the classroom in the context of educating refugee students?

RQ2: What are the problems that teachers face while carrying out inclusive education activities?

RQ3: What kind of training can be designed to provide solutions to the problems teachers encounter in inclusive education activities?

RQ4: What support do teachers want from school administrations in their inclusive education activities?

RQ5: What kind of activities can be carried out for the cooperation of parents in inclusive education activities?

METHOD

Model

This study employs the case study approach, one of the qualitative research designs. The case study is a research approach that examines a contemporary phenomenon within its natural context, which allows for an investigation of the phenomenon in question in its real-life setting, when boundaries between a phenomenon and its context may not be readily discernible (Yıldırım & Şimşek, 2021). The study reflects the inclusive education practices employed by primary school teachers working in Ankara province in their lessons, to identify the challenges experienced by refugee students in classroom settings and the proposed solutions to these issues. Furthermore, it explores the provision of support to primary school teachers for inclusive education, with a focus on administrative and parental participation. Therefore, a case study was deemed the most appropriate methodology for this qualitative research article, which was conducted in the context of the country and focused on gathering primary school teachers' perspectives on their inclusive education practices.

Study Group

The study group consists of 20 primary school teachers working in primary schools in Ankara province in the 2023-2024 academic year. In the selection of the study group, the purposive sampling method was used by considering the status of receiving or not receiving any inclusive education training (Yıldırım & Şimşek, 2021).

Table 1. Descriptive statistics

Variables	Groups	N	(%)
Gender	Female	10	50
	Male	10	50
Age	22-25	2	10
	26-30	3	15
	31-35	5	25
	36 and older	10	50
Seniority	1-5	2	10
	6-10	3	15
	11-15	6	30
	16-20	4	20
	20 and more	5	25
Have you received any inclusive education activity?	Yes	20	100
	No	0	0
Code Name	Male Teacher 1 (MT1)*	Female Teacher 1 (FT1)*	

As illustrated in Table 1, 50% of the teachers participating in this study are female, while 50% are male. Upon examination of the age distribution of the teachers participating in the study, it becomes evident that there are two teachers (10%) between the ages of 22 and 25, three teachers (15%) between the ages of 26 and 30, five teachers (25%) between the ages of 31 and 36, and ten teachers (50%) aged 36 and above. Furthermore, 2 (10%) of the participating teachers have between one and 1-5 years of professional experience, 3 (15%) have between 6-10 years of professional experience, 6 (30%) have between 11-15 years of professional experience, 4 (20%) have between 16-20 years of professional experience, and 2 (10%) have over 20 years of professional experience. All teachers in the study received inclusive training. The following examples illustrate a training in which teachers participated.

Piktes project: The endeavours undertaken by the MoNE to facilitate the access of Syrian children under temporary protection to education have been endorsed and financially supported by the EU. In the context of the project, which was supported by UNICEF to create equal opportunities in education, the ministry was provided with financial resources from the fund that had been established in cooperation with the MoNE. The Piktes project is responsible for the establishment of an educational environment conducive to Syrian students' learning, the provision of educational materials, and the recruitment of Turkish teachers and teachers specialising in remedial education. Teacher training initiatives aimed at enhancing the quality of education are also encompassed within the purview of the project (Ulukuş & Tümtaş, 2023).

Inclusive education teacher training module teacher training project: The execution of the project was undertaken by the MoNE in collaboration with UNICEF, with the coordination of Erciyes University. The objective of the programme is to enhance the capacity of education personnel to provide inclusive education to all children, with a particular focus on refugee children under temporary protection, and to ensure that every child has access to quality education (MoNE, 2022).

Together in education: The overarching goal of the "Inclusive early childhood education for children with disabilities project", which is being implemented with the financial support of the EU and Türkiye, is to enhance access to early childhood education and primary school for children with disabilities aged between 3 and 7. This objective is being pursued through the provision of inclusive educational programmes of a high standard. The project is being overseen by the general directorate of elementary education of the MoNE, with technical support provided by UNICEF. In this context, the project has the following objectives (Mazi, 2023).

Finally, in Türkiye, the concept of inclusive education is incorporated into the "Expert teacher training program" as a module that facilitates the transfer of strategies and practices to teachers for pupils with diverse needs (MoNE, 2025).

Data Collection Tools

In this part of the study, information about the personal information form and semi-structured information form used in the study is presented.

Personal information form

The personal information form contains questions to reveal information about the participating teachers' gender, age, seniority and status of receiving or not receiving any inclusive education training.

Semi-structured interview form (SSIF)

In the current study, the teachers' opinions about inclusive education activities were obtained through an SSIF developed by the researchers. During the development of the interview form, expert opinion was consulted. The questions asked during the interview are as follows:

- "Which of the inclusive education practices do you implement in the classroom?"

- “What are the problems you experience with your refugee students while implementing your education programs?”
- “What kind of training can be designed to provide solutions to the problems you encounter in your educational practices involving your refugee students?”
- “What support would you like to receive from school administrations in your inclusive education practices that involving your refugee students?”
- “What kind of activities can be carried out for the cooperation of parents in your inclusive education practices that involving your refugee students?”.

Data Collection and Data Analysis

The opinions of the teachers were revealed with an SSIF. The collected data were then organised for analysis. Content analysis was used in the analysis of the collected data. The interviews were held in the schools where the teachers were working. Furthermore, interviews were held with 20 primary school teachers. Interviews were held with volunteer teachers at the schools visited. Interviews started after obtaining permission from the teachers. The interviews lasted 10 to 15 minutes.

The initial step in the analysis of the data was coding. At this stage, coding was conducted by taking into account the relationship between opinions that differ in certain characteristics (Baltacı, 2019). The content analysis technique was utilised to facilitate the identification of themes and coding. Furthermore, the themes and codes obtained as a result of the study conducted by Mazi (2023) were examined and found to be highly consistent with the results of this research. The analysis of the qualitative data collected for the study was conducted utilising the MAXQDA 2024 software, designed for the analysis of qualitative data. Initially, the teacher interview forms were transferred to the program. Subsequently, the data were meticulously examined and coded into meaningful sections, and these codes were then grouped into themes. A more in-depth analysis was conducted by examining the relationships between the codes. In the final stage, the analysis results were reported with the support of visualisation tools.

Reliability and Validity

The following procedures were carried out to ensure the validity and reliability of the study. The procedures were executed in accordance with the results of validity and reliability studies (Erlandson et al., 1993; Lincoln & Guba, 1985; Yıldırım & Şimşek, 2021) within the qualitative research process. In this study, qualitative research was employed, with expert opinion and participant confirmation used to ensure credibility. In this context, the opinion of a professor in the field of primary education who has studied the field of inclusive education was sought as part of the research process. A comprehensive compendium of the views expressed by teachers is provided for transferability. To ensure dependability, the consistency of the qualitative data regarding the themes and sub-themes resulting from the data analysis was compared with that of a doctoral-level expert in primary education. In this context, great care was taken to avoid errors that would occur throughout the study. Finally, in the confirmability stage, the situation was checked in the conclusions drawn from the findings generated from the raw data of the study. Furthermore, a cohesive and coherent process was adhered to, encompassing the collection of data, its analysis, and the subsequent derivation of results.

The reliability of the research was determined by employing the equation developed by Miles and Huberman (1994). The reliability coefficient for the themes and sub-themes that were identified was found to be .90. In the final stage of the process, the themes and sub-themes thus established were collated into tables. Subsequently, the cloud of codes, comprising a series of themes and sub-themes, was presented visually. The MAXQDA 2024 qualitative data analysis software was utilised for the analysis of the collected data.

RESULTS

In this part of the study, the answers given to the questions asked to the teachers are analysed and presented in the tables. Moreover, direct quotations from teachers' answers to the relevant question are given below the tables.

Q1: "What are the inclusive education practices of primary school teachers in the classroom in the context of educating refugee students?". The theme was determined by analysing the keywords derived from what teachers believed. Planning for students in inclusive education activities was the apparent thematic unity, hence generating the theme, 'planning.' The obtained data are presented in Table 2.

Table 2. Planning

Theme	Sub-theme	f
Planning	In-class activities	8
	Individualized study	5
	Culture and language activities	4
	Participation	3

When the relevant table is examined, it is seen that the theme that teachers believe contribute positively to students through inclusive education activities vary. Teacher opinions regarding the theme of planning are as follows:

"Individual study, that is, studies in the fields of speaking, understanding and hearing, makes a positive contribution to my disadvantaged students." MT8.

"Conducting individual studies makes a positive contribution to refugee students." MT2.

"Approaching this student with love and compassion has always made a positive contribution. Giving the opportunity to speak, even if just a few sentences every day, is very effective." FT3.

"Preparing an inclusive in-class activities plan for all students in my class contributes positively to students' learning." FT4.

"Getting the child to speak with more than one word and developing his/her imagination by asking scrambled questions." FT8.

"I first determined which sounds a student with language and developmental delay used instead of the 8 consonant sounds (f, s, t, k, ç, ş, h, p) that he/she could not produce. Most of them are Turkish letters of the alphabet. Later, during reading and writing activities, I applied speech therapy directed to the student's articulation disorder (15+15 minutes a day). Towards the end of the year, it was observed that awareness about the sounds he/she could not produce increased and the student started reading. Additionally, after the implementation of healthy eating practices applied to students, by the end of the year, it was observed that the student, who couldn't consume solid food up to the first grade and had to be fed with baby food, eagerly ate meals and other fruits like carrots." FT9.

Q2: "What are the problems you experience with your refugee students while implementing your education programs?". Responses were analysed, and codes were determined for the obstacles while implementing inclusive education programs. The data obtained are presented in Table 4.

Table 3. Obstacles

Theme	Sub-theme	f
Obstacles	Language barrier	11
	Communication	5
	Affective factors	4

When the relevant table is examined, it is seen that in the sub-themes, teachers draw attention to the problems experienced with refugee students while implementing the education programs, such as language barrier, communication and affective factors. Teacher opinions on the theme of problems encountered are as follows;

"Children who have experienced loss or neglect become very aggressive and difficult to communicate with." FT3.

"We are having problems with time because refugee students aren't few in number." MT7.

"Syrian students do not know any Turkish when they start school." FT2.

"The child becomes anxious while doing activities due to his/her fears." MT10.

"I have difficulty concretizing abstract topics due to lack of materials." FT9.

"Refugee students do not speak Turkish and therefore fall behind in lessons." FT1.

Q3: "What kind of training can be designed to and provide solutions to the problems you encounter in your educational practices, including your refugee students?". Responses under the theme referred to as "professional development" were analysed, and codes were determined for the types of professional development that overcome the problems teachers encounter while implementing inclusive education. The data obtained are presented in Table 5.

Table 4. Professional development

Theme	Sub-theme	f
Professional development	In-service training	5
	Seminars	5
	Language education	5
	Counsellor	5

When the relevant table is examined, it is seen that the themes that will provide solutions to the problems teachers encounter while implementing inclusive education are in-service training, seminars, and language education. Teacher opinions on the theme of training to raise awareness are as follows:

"Psychologist services should be provided to schools. Counsellors say that they are not psychologists." FT5.

"For example, the primary school for the hearing impaired should be a separate school in our city. Students' attendance at this school should be mandatory. In this way, they can participate in different socio-cultural activities in those schools and a positive contribution can be made to their development." MT8.

"I think problem will be solved through in-service training activities." MT6.

"Educational seminars should be held every week for parents (especially in rural areas)." FT1.

"Counselling teachers should organize seminars for parents in schools. Activities can also be conducted with students on the issue because such problems can be solved more easily with parent-student-teacher cooperation." MT2.

"Special classes can be established in every school for refugee students." FT6.

"To further increase parent-teacher cooperation seminars by providing the necessary information to raise family awareness." FT4.

Q4: "What support would you like to receive from school administrations in your educational practices that include your refugee students?". The themes accumulated under the main theme, 'resource', were determined by analysing keywords regarding the support teachers expect from school administrations while implementing inclusive education. The data obtained are presented in Table 6.

Table 5. Resource

Theme	Sub-theme	f
Resource	Material	7
	Language assistant	6
	Drama hall	2

When the relevant table is examined, it is seen that the sub-themes regarding the support that teachers expect from school administrations while implementing inclusive education are focused on material, language assistant and drama hall. Teacher opinions on the theme of expected support are as follows:

"I would like support in preparing the necessary environment and training materials." MT3.

"In order to play games freely, there must be plenty of equipment and a room similar to a drama hall in every school." FT1.

"Support systems within the school should be developed to develop a positive school climate." MT2.

"Increasing the number of materials that will support these children in education and receiving language assistant in cases where communication with parents is difficult." FT7.

"Language assistant in the school can be recruited through the collaboration between parents and teachers. FT8.

"Due to the busy schedule, it is not always possible for the teacher to pay enough attention to the students during the lesson. In order to solve this problem, having the personnel to assist in the classroom (under the supervision of the teacher) may be a support that can be requested from school administrations to help refugee students adapt to the classroom." FT9.

Q5: "What kind of activities can be carried out for the cooperation of parents in your educational practices that include your refugee students?" The theme, 'solidarity', was determined by analysing sub-themes regarding activities that teachers could carry out in cooperation with parents of refugee children while implementing inclusive education activities. The data obtained are presented in Table 7.

Table 6. Solidarity

Theme	Sub-theme	f
Solidarity	Psychosocial support	8
	Home visits	6
	Cultural activities	6

When the relevant table is examined, it is seen that the sub-themes regarding the activities that can be carried out for the cooperation of parents while implementing inclusive education activities focus on psychosocial support, home visits, and cultural activities for parents. Teacher opinions on the theme of parental cooperation are as follows:

"Including parents in education and ensuring parent-teacher-student cooperation." FT3.

"Seminars or cultural activities can be organised for parents." FT4.

"Mother-child, father-child, sibling cultural activities can be organised to help the parent understand exactly how the child feels in the classroom." FT1.

"Meals or breakfasts can be organised to establish better relationships with parents." MT3.

"2-week parent meetings can be organised to discuss progress, stagnation and setbacks in the conducted activities. Emphasis should be placed on the importance of activities to be carried out at home, and parents should be informed about distant and immediate goals. Regular meetings can also be arranged with the parent counselling unit." FT8.

"Parents can be referred to relevant units when necessary." MT1.

"It is important for the teacher to refer the student to the health/counselling unit when deemed necessary in terms of monitoring the healthy development of the child. If the parent does not take this referral seriously, it may be an indication that the child is being neglected, which is a situation that should be taken into consideration." FT9.

In this study, the themes and subthemes obtained from the analysis of the data were visualised through the MAXQDA 2024 qualitative data analysis program. Figure 1 displays the visual representation of the themes, sub-themes and codes.



Figure1. Cloud of Codes

CONCLUSION and DISCUSSION

This study aims to examine the perspectives of primary school teachers on classroom inclusive education practices in the context of refugee students' education. This study explores the opinions of primary school teachers on inclusive education practices in the context of refugee students. The analysis is informed by five main focal points. It has been determined that these factors comprise planning processes, professional development needs, obstacles encountered, solidarity and resources used. In this context, the initial investigation has been conducted into how teachers formulate their lesson plans and the extent to which they endeavour to develop strategies that are aligned with the needs of refugee students. In the ensuing discourse, the focus has been directed towards an analysis of the professional development opportunities that have been identified as conducive to the process under discussion, and the identification of any gaps that have been expressed by teachers. Subsequently, the challenges encountered in the field, including language barriers and cultural differences, and their repercussions on pedagogical practices, have been examined. Furthermore, the role of school administrations and available support mechanisms have been examined. The efficacy of inclusive education practices has been ascertained through the utilisation of resources such as tools and equipment, guide documents, and support programs that teachers employ in the classroom. The study revealed the manner in which the five main focal points intersect with each other and their contributions to the creation of a holistic learning environment. This configuration serves to elucidate both the systematic presentation of the findings and the focal points of the ensuing discussion.

The initial conclusion of the study was that primary school teachers primarily focused on the planning process in inclusive education practices for the education of refugee students. It was observed that teachers diversified classroom activities, designed individualised learning environments, developed methods that encouraged participation in the lesson, and focused on activities for cultural and language education during the education process. In this context, the experiences teachers gain during the planning phase are instrumental in informing their decisions regarding implementation. The integration of refugee students into academic and social domains

is a multifaceted process that necessitates a comprehensive approach. A review of the extant literature on this issue reveals the research conducted by Vlasta, Patrícia and Štefan (2021) to be of particular interest. The present study underscores the significance of Slovak teachers employing individualised work plans in their lessons for inclusive education practices. Furthermore, Kozleski and Waitoller's (2010) theoretical research posits that teachers, in their capacity as sociocultural mediators, facilitate student participation in classroom and school activities, thereby enabling the creation of experiences. The results of these studies are similar to the results of the current study.

The obstacles encountered by primary school teachers in implementing inclusive education practices can be attributed to a number of factors, including communication challenges, affective factors, and language barriers. The results of the present study indicate that, upon examination of the pertinent literature, in circumstances where communication obstacles diminish teacher-student interaction, markedly diminish teachers' professional motivation, and language barriers impede students' participation in the classroom, these components interweave, engendering a negative dynamic that underscores the imperative for inclusive education processes. It can be posited that this dynamic exerts a deleterious effect on teachers' sense of self-efficacy and students' sense of belonging and accessibility to education. Therefore, it indicates that these dynamic causes difficulties in both pedagogical and social dimensions. Upon examination of the relevant literature, it becomes evident that there are studies (Kaysılı, Soylu & Sever, 2019; Latorre-Coscolluela, Sin-Torres & Anzano-Oto, 2024; Mazı, 2023; Mazı, 2024; Valek, 2024) that align with the results of this research. It is anticipated that this situation will contribute to the existing literature on the subject.

A further result of the study is that primary school teachers focus on professional development to solve the problems they encounter in inclusive education practices in the context of educating refugee students. Teachers' participation in in-service training and seminars on inclusive education has been noted, along with an emphasis on the significance of language instruction and the acquisition of consultancy services in this area. A review of the literature reveals that studies of countries in similar situations have yielded results that support the findings of this research. For instance, the study conducted in Spain concluded that joint projects should be developed for teachers to facilitate the implementation of innovative processes in the context of inclusive education (Latorre-Coscolluela, Sin-Torres & Anzano-Oto, 2024). Furthermore, Becker (2024) in Germany, the integration of an intercultural education programme within the school curriculum and the implementation of diversity training for educators and school staff were both recommended. Valek (2024) posits that the current education system presents certain challenges to the implementation of inclusive educational practices, as evidenced by findings from his study conducted in Croatia. The conclusions of these studies are consistent with those of the present study. It is anticipated that this will contribute to the existing literature on inclusive education.

Primary school teachers emphasise the significance of school administrators developing resources for inclusive education practices, particularly in the context of refugee students. Furthermore, teachers highlighted the significance of meticulously preparing the requisite educational environments for the implementation of activities with in-class materials and language assistant support. A review of the extant literature on this subject reveals the existence of studies conducted in various countries. A particularly noteworthy study is that of Huilla, Lay and Tzaninis (2022), which was conducted in the Netherlands, Finland and Iceland. This study has revealed that, in all three countries, school administrators have an essential role to play in the implementation of inclusive education. Furthermore, the study conducted in Türkiye by Mazı (2023) revealed the importance of leadership qualities among school administrations in creating an inclusive school environment, as reported by both teachers and parents. The results of the studies conducted in different countries corroborate those of this study. It is believed that this study will contribute to the existing literature on this topic.

The final result of the study demonstrates that primary school teachers consider inclusive education practices to be of significant importance for the education of refugee students, as well

as for parent cooperation and solidarity processes. It was also determined that teachers focused on parents benefiting from psychosocial support, home visits and establishing a connection with cultural activities. Upon examination of the relevant literature, it becomes evident that there are studies (Mazi, 2024; Vlasta, Patrícia & Štefan, 2021; Zelina, 2020) that align with the results of this research. It is crucial to recognise the significance of family involvement and assistance in inclusive educational initiatives, particularly in fostering the cognitive and affective growth of students from disadvantaged backgrounds. In light of the results of the study, several suggestions have been put forth for consideration by researchers and practitioners to enhance future research and practice.

Suggestions

The findings highlight the necessity of implementing multifaceted strategies to enhance educational outcomes for refugee children. Firstly, the deployment of dedicated support personnel within primary school classrooms has been demonstrated to alleviate the burden on teaching staff, thereby enabling them to address the diverse needs of refugee students during activities with greater efficacy. Secondly, the provision of high-quality, ongoing in-service training to primary school teachers on inclusive education programs is imperative to cultivate pedagogical practices that accommodate diverse learning backgrounds and abilities. Thirdly, school administrations should prioritise initiatives that strengthen family-school collaboration. Examples of such initiatives include the organisation of workshops or engagement events to ensure that caregivers are active participants in their children's education. Finally, the development and integration of learning aids that are tailored to the age of refugee students across all grade levels has the potential to bridge accessibility gaps and promote equitable learning opportunities. Collectively, these recommendations emphasise systemic support, professional development, family involvement, and resource allocation as pillars of an inclusive educational framework.

Ethical Approval

Prior to data collection for this study, we obtained permission from the Ethics Committee of Hatay Mustafa Kemal University Institute of Social Sciences (06.02.2024 and 902-01-FR 006). Furthermore, artificial intelligence was not utilised in writing this article. The research was conducted without any ethical violations.

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