

# Syrian Refugee Children's Education in Turkish Public Schools: Primary School Teachers' Experiences\*

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## To cite this article:

Atalay, N., Kilic, Z., Anilan, B., Anilan, H., & Anagun, S.S. (2022). Syrian refugee children's education in Turkish public schools: Primary school teachers' experiences. *Journal of Qualitative Research in Education*, 29, 265-281, doi: 10.14689/enad.10

**Abstract:** This study aims to explain the problems encountered in the education of Syrian children with the experiences of Turkish teachers. A descriptive qualitative research method was used for the study. The participants of the study were 70 elementary school teachers. The participants were selected based on the sampling criterion. The study data were collected through structured interviews. The participants were asked structured questions, and they responded as written to the questions. At the end of the study, the most significant responsibility in Syrian 'children's adjustment to the education system in Turkey falls on the shoulders of primary school teachers. Turkish primary school teachers clearly stated that the main reason for all problems they experienced was the language difference. The study results revealed that not being able to solve the communication problem deepens the problem and creates an emotional pressure on primary school teachers refugee children.

**Keywords:** Primary school teachers, Inclusive education, refugee children, education problems

## Article Info

Received:  
01 Dec. 2020  
Revised:  
30 Dec. 2021  
Accepted:  
22 Jan. 2021

## Article Type


Research


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\* This article was presented as paper at 2 nd International Symposium of Limitless Education and Research (ISLER 2018)

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## Introduction

Since the outbreak of civil war in Syria, Europe and Turkey have been experiencing the largest post-World War II forced migration and refugee crisis II. Since 2011, the incidents in the Middle East have deeply affected Syrian citizens. Economic, religious, political and social reasons forced Syrians to leave their country and go to neighboring countries. Due to the Syrian conflict and political and economic instability in the country, Turkey became a center of illegal transit country for refugees, migrants and illegal workers (Balkan & Tumen, 2016) and the largest host country for Syrian refugees. As a consequence of the open-door policy, Turkey has been hosting many Syrian citizens who were forced to leave their country because of the civil war. The most serious problem for refugee children is education. Education may be considered the most basic human right under any circumstances.

Countries' national education policies for refugees play an important role in integrating these children into the education system (Alba & Foner, 2015; Song, 2011). Long-term educational policies were developed for refugees in Turkey, and these policies require an inclusive education for Syrian refugee children. The Turkish state-granted refugee children the right to receive education in public schools. 684,253 Syrian children were receiving education in Turkish public schools. The highest participation rate among all educational levels is in primary school, with 89.27%. However, as far as a refugee 'children's education is concerned, basic education is often the first thing that comes to mind. Basic education will help refugee children attain literacy, basic mathematics, and language skills and greatly improve their quality of life. Schools and educators play a key role in the integration and socialization of refugee children (Aydin, Gundogdu & Akgul, 2019). However, studies revealed that these inclusion policies did not meet their objectives (Hilt, 2015). As classrooms become culturally diverse and include children with different learning experiences, a challenge awaiting teachers is how to achieve an inclusive education that can meet the educational needs of all children in their classrooms (Karsli-Calamak & Kilinc, 2021). Studies on refugees have focused on the challenges of refugees in the host societies in which they live, and research has been conducted on refugee status and schooling (Celik & Icduygu, 2018; McBrien, 2005), cultural integration and trauma (Castles & Miller, 2003), and issues on both sides (Kanat & Ustun, 2015). In comparison with other countries hosting the refugees, Turkey shows more effort for refugee 'children's access to educational services (Cinkir, 2015; Erdem 2017; HRW Report 2015; UNHCR 2018). When education is successfully provided, it can effectively integrate immigrant or refugee children into society. In addition, a personally meaningful and interesting classroom may help to heal traumatized refugee 'children's past or current anxieties.

There are studies in the literature on the problems experienced by Turkish teachers in the education of Syrian children living in Turkey. These studies revealed that teachers have no experience in choosing and applying appropriate teaching methods for Syrian children and meeting the social and cultural expectations of refugee children, and they have difficulties. They have difficulties supplying language materials (Taskin and

Erdemli, 2018; Tunga, Engin, and Cagiltay, 2020). However, there is still a need for different studies to detail the problems experienced, especially by primary school teachers. Accordingly, this study explored the problems experienced and practices in the adjustment of Syrian refugee children to schools and society from the perspective of primary school teachers. In this context, the answer to the following question was sought: What kind of problems do primary school teachers experience during the education of refugee children in primary schools based on inclusive education?

## Literature Review

Syrian refugees living in Turkey are granted "conditional refugee statuses" by the new migration law. Also, this law gave Syrian refugees a right to have temporary protection (T.P.) identification card if they register to the General Directorate of Migration Management (GDMM). Furthermore, this regulation allows Syrians to access social services such as health, education, and psychological support (Icduygu 2015, Yildirimalp, Islamoglu & Iyem 2017). The Turkish government has been working in collaboration with international institutions such as the U.N. agencies, the E.U. and various non-governmental organizations to meet the needs of the Syrian people. Although the Turkish government, national and international non-governmental organizations have been working to meet Syrian 'refugees' different needs, there are still problems due to the high number of Syrians in Turkey. Refugee children are the most negatively affected and the most vulnerable group among those who have to live in a foreign culture. (Bahadır & Ucku, 2016; Hamdan-Mansour et al., 2017; Uzun & Butun, 2016).

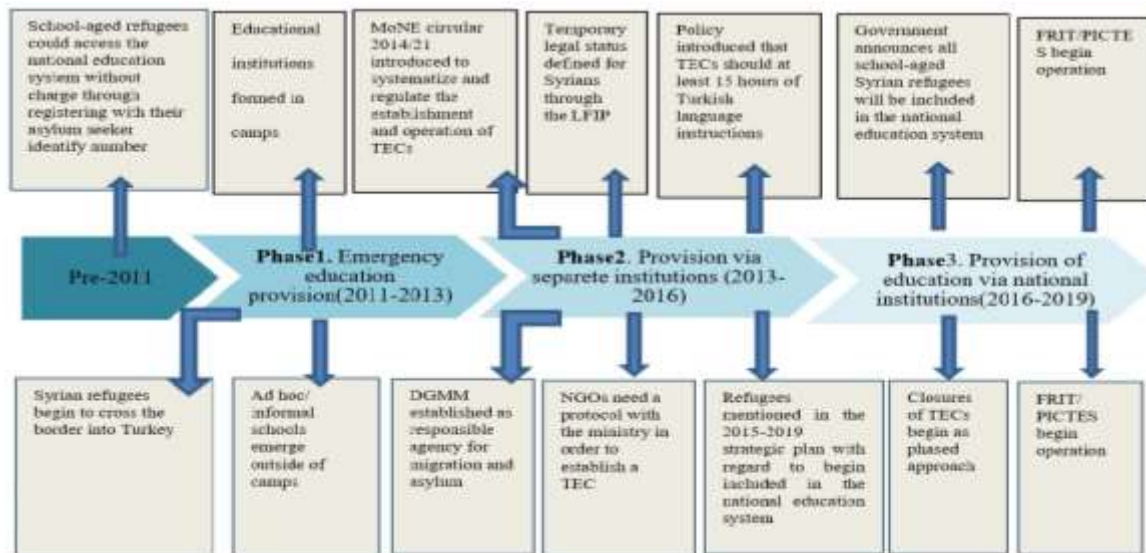
Turkey offers a unique example of education for refugees. Refugee education in Turkey offers various school options for the Syrian community, including Syrian schools, public schools and temporary education centers (Aydin and Kaya 2017; Emin 2016). Turkey established a project named as 'Promoting Integration of Syrian Children to the Turkish Education 'System' (PICTES) (Arık Akyuz, Aksoy, Madra and Polat 2018) and opened schools for Syrian children inside/outside camps (Akkaya, 2013; Arabacı et al. 2014; Duruel 2016). In addition, Syrian children receive education in their native language in temporary education centers (Alpaydın 2017; Sunata and Abdulla 2019). Some of them also receive translation services in public schools (Erden, 2020). Figure 1 provides a visual overview of Turkey's key policy, corporation, and financing milestones implemented for refugee education (2011-2019).

Syrian children living in Turkey are the victims of global problems that have been growing independently of them. Since 2016, Turkey has put into practice a policy requiring Syrian children living in Turkey to enrol in schools where Turkish children attend. There are also various initiatives to improve the implementation of inclusive education in Turkey. However, a systematic effort is required to be implemented effectively in schools (Kilinc, 2019). Like other host countries (Dejong et al., 2017; Duruel, 2016), refugee children have been deprived of education in Turkey (Cinkir,

2015). Long-term educational policies were developed for refugees in Turkey, and these policies require an inclusive education for Syrian refugee children.

Figure 1.

Timeline of Key Milestones in Turkey for Refugee Education



Note. MoNE: Ministry of National Education; LFIP: Law on Foreigners and International Protection; TEC: Temporary Education Center; FRIT: Facility for Refugees in Turkey; PICTES: Promoting Integration of Syrian Children into Turkish Education System; DGMM: Directorate General of Migration Management; CCTE: Conditional Cash Transfer Education. Adopted from Brugha, M., Hollow, D., Pacitto, J., Gladwell, C. Dhillon, P., & Ashlee, A. (2021). Historical mapping of education provision for refugees: A cross-cutting and comparative analysis of three country contexts. Jigsaw Consult, United Kingdom.

## Inclusive Education in Turkey

Inclusive education is a response process of increasing the diverse needs of learners and their participation in education, culture and, society and reducing discrimination within the education system (UNESCO, 2005). Context of inclusion in education includes all disadvantaged groups such as immigrants, refugees and asylum seekers, girls, low-income families, disabled people, and religious and ethnic minorities. Inclusive education aims to create equal educational opportunities for students from different faiths, ethnicities, and social groups, respect others, and respect others, and be sensitive to different thinking and lifestyles. Exploring how inclusive a system is for a particularly disadvantaged group would include addressing issues like discrimination, stigma, and the language of instruction (Brugha, Hollow, Pacitto, Gladwell, & Ashlee, 2021). In Turkey, from 2011 to 2013, a largely emergency education response was provided to refugees by the humanitarian community. Between 2013 and 2016, humanitarian-supported provision of education through separate institutions. But later with more regulation was introduced by the Ministry of National Education for Temporary Education Centers (TECs). TECs served as a transition to a more integrated approach.

Since 2016, the Turkish government has aimed to fully include all school-aged Syrians in the Turkish formal education system. The Ministry of National Education (MoNE) provides support in the form of Turkish language classes, homework assistance programs, preparatory classes, tutoring, and catch-up programs to increase Syrian children's active participation in public schools and ensure that they achieve the same level of education as their peers (GIZ, 2021).

## **Barriers of Refugee 'Children's Education**

The necessity of individuals from different cultures to live together brings up problems such as adjustment, education, and communication. Many studies in Turkey explored the education, employment, and social integration of Syrian refugees in the host country (Karasu 2016; Kagnici 2017; Tas & Ozcan 2018). The studies revealed that Syrian children have some psychological problems due to the war in their country and the migration that came afterward (Hassan et al., 2016; Farhat et al., 2018; Soykoek et al., 2017). Although guidance and counselling services are available for refugee children in Turkey, they are insufficient to remedy the severe traumas Syrian children experienced. Studies also reported that the language barrier and the workload of psychological counselling services negatively affect the quality of the services provided to Syrian children (COCA, 2015). Furthermore, the most important obstacles for refugee 'children's school adjustment in Turkey are the requirement to get an identity card of the host country, child labor, language barriers, and transportation problems (Akgul et al., 2015; Aydin & Kaya, 2017).

The studies conducted in Turkey on school attendance of Syrian children revealed that the most important barriers in the education of these children are the inability of Turkish teachers to educate children from different cultures and lack of financial support (Aras & Yasun, 2016; Bircan & Sunata, 2015; Cinkir, 2015; Human Rights Watch Report, 2015; Levent & Cayak, 2017; Nayir, 2017; Taskin & Erdemli, 2018; Uzun & Butun, 2016). Furthermore, the success of inclusive education depends on teacher quality since the quality of teachers is often recognized as the most important dynamic in the excellence of education (OECD, 2005; Sammons & Bakkum, 2012; Stéger, 2014; Hattie, 2015). Recently, policy suggestions on teacher competencies emphasized appreciation of diversity and knowledge about inclusion will increase learning (Williamson MacDiarmid & Clevenger-Bright, 2008). In this context, ""inclusive education"" and ""inclusive language teaching"" courses have been added to primary school teacher training programs since 2018 in Turkey. With this, it aims both to help teachers in the education of refugee and international students and to develop a new understanding of the teacher training system.

Language is a problem for Syrian children and teachers responsible for their education. In this context, the language problem creates obstacles between students and teachers and deepens students' isolation in their schools (Aydin, Gundogdu, & Akgul, 2019). Students' learning experiences from different socio-cultural environments may differ from Turkish students' experiences. Teachers who adopted inclusive education aim to

organize materials, lesson plans, teaching strategies, learning environment, educational goals according to the inclusive approach and meet the 'students' academic and social needs. School-family cooperation is of vital importance for achieving the goals of inclusive education. Families of international students can guide teachers about their lifestyle, culture, and beliefs.

Considering their time spent with children, teachers are the ones who best observe children's peer relationships, academic achievements, games, and communication skills. Teachers can distinguish 'students' behavioral changes by their professional equipment and experience. Karsli-Calamak and Kilinc (2021) examined the experiences of primary school teachers of Syrian refugee students about inclusive education in Turkey. The study results showed that teaching practices move away from exclusion-oriented actions to inclusivity-oriented actions in Turkey. Also, Aydin and Kaya (2019) explored the educational status of Syrian school-age children at Turkish public schools and the perspectives of teachers and school principals working with these children. The findings of the later study pointed out that Syrian children believe that they have equal rights as Turkish children regarding access to free education in Turkish public schools. The study results also indicated that teachers have problems teaching Syrian children, expecting urgent solutions. Language barriers must be eliminated to integrate Syrian refugees into the Turkish culture (Imamoglu & Caliskan, 2017). Education has been affected by the COVID-19 pandemic process at the highest level. That's why it is clear that more studies are needed to improve the quality of Syrian children's education. The need for support is more important than ever due to the devastating impact of the COVID-19 pandemic, notably regarding the loss or reduction of livelihoods and income for persons under temporary and international protection and host communities (Regional Refugee & Resilience Plan [3RP], 2021).

## Method

Aiming to reveal primary school 'teachers' views on Syrian 'children's adjustment to school and society and the problems they experience, the present study employed a qualitative descriptive design. The basic aim of qualitative descriptive research is to provide a direct description of any phenomenon (Sandelowski, 2010; Lambert & Lambert, 2012). According to Willis, Sullivan Bolyai, Knafel & Cohen (2016), the main purpose of the qualitative descriptive research design is to define and describe 'individuals' thoughts about an event or phenomenon. Although qualitative descriptive studies are similar to phenomenological studies, they differ from phenomenological studies with shallow interpretative features. The purpose of this study was to paint a descriptive picture of elementary school teachers' perspectives and understandings of refugee children in their classrooms in terms of their adjustment to school and society.



## Participants

The study participants were 70 primary school teachers. Forty-four of them were female, and 26 were male. Participants were determined by using the criterion sampling method. The selection criteria were a K-4 teacher and having at least one Syrian refugee child in the classroom. In addition, the researchers were interested in 'teachers' experiences with Syrian refugee children.

**Table 1.**

*Demographic Information of Participants*

Demographic information		f
Gender	Female	44
	Male	26
Teaching experience	0-5 years	9
	5-10 years	20
	10-15 years	26
	15-20 years	10
	20-25 years	5
Level of teaching grade	1. Grade	18
	2. Grade	16
	3. Grade	14
	4. Grade	12
	Multigrade Class	10
Getting an education about refugee education	Yes	12
	No	58

## Data Collection Tool

Structured interviews collected the study data. The participants were asked structured questions, and they responded as written to the questions. The questions were mostly aimed at finding out 'teachers' views on inclusive education and their practices with refugee children. Before developing the interview questions, national and international literature on the research topic was reviewed. The researchers then developed the interview questions based on the literature review and expert opinions. This final form of the questions was sent to two academicians for the pilot application. Finally, the written interviews were conducted with participants. For internal validity and reliability studies, the researchers edited participants' written responses, and the participants were asked to confirm their responses (Lincoln and Guba, 1985). For the reliability work called peer debriefing by Miles and Huberman (1994), all researchers analyzed the data independently and assigned the determined codes to the themes.

## Data Analysis

The researchers read the transcripts and coded them line-by-line according to constant comparative analysis (Strauss & Corbin, 1998) to get information. Key expressions and sentences reflecting an important attribute of an 'interviewee's response were highlighted and sorted into categories. Then, the inductive approach was used to identify additional

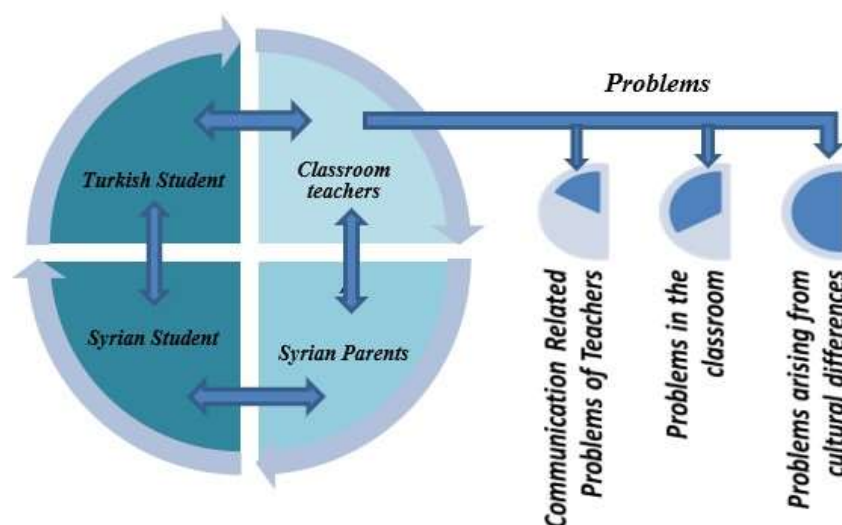
codes for 'participant's responses that did not fit into initial categories. Finally, selective coding was conducted, and explicit themes were identified (Creswell, 2007). Two of the researchers interpreted the themes evident in the categories and subcategories. The researchers analyzed the problems the classroom teachers had with the Turkish and Syrian students among themselves, with the families of the Syrian students, and the problems they had with all students and Syrian families; they treated the communication problems in sub-dimensions as problems experienced in the classroom and problems caused by cultural differences.

## Findings

In this study, which attempts to explain the problems encountered in school integration and education of Syrian children with the experiences of Turkish teachers, when examining the written responses that the primary school teachers gave to the structured interview questions, the basic finding of the study is that there are communication problems due to lack of language skills. In addition, the teachers stated that Turkish and Syrian students have problems with each other in the classroom and on the playgrounds, and that they have problems preparing Syrian students for class and providing them with materials. Another problem is that Turkish parents and students accept Syrian families because of the different cultural structures. In addition to these problems, the participating teachers also expressed their solutions to the educational problems of the Syrian children. In this context, Figure 2 represents the themes of the study.

Figure 2.

Themes of the Study





## Communication-Related Problems of Teachers

The participation of Syrian students in education life without knowing Turkish makes it difficult for them to communicate with both their primary school teachers and Turkish students. The fact that almost none of the Turkish students can speak Arabic and that the Syrian students are not able to express themselves in Turkish except for basic needs deepens this problem. Besides, teachers also have communication problems with Syrian parents. As a matter of fact, it is possible to see these in the statements of the participating primary school teachers.

T 65: "First of all, they don't know our language. For many Syrians, the school environment in Turkey is very different. Language, environment, surroundings, etc., everything is new. Since they don't understand what I'm saying, they often don't know what to do. We are experiencing a huge problem with our Syrian students in this regard".

T 34: "For example, the science course itself is a course that requires competencies such as establishing cause-effect relationships and analyzing events. For the student to be able to understand them, there should be no language problems. We have a big problem with our Syrian students in this regard".

T 18: "At first, there is a communication problem. There is a problem of integration to Turkish children and culture. They do not understand the lessons. Because they do not know how to read and write in Turkish, this causes them to be interested in other things inside and outside the classroom."

T30: "I have a communication problem with my Syrian parents."

## Problems in the classroom

It would be unfair for both Turkish and Syrian students to ignore and remain insensitive to the fact that the lack of communication caused by the language problem also causes other problems. The language of instruction in all primary schools in Turkey is Turkish. This is a serious problem for Syrian students because they are far away from everything that happens inside and outside the classroom. As a result, they become distracted, unwilling, lonely, and even resentful and violent after a while. This is also reflected in the teachers' responses. T48: "They 'don't bring the equipment needed for the classes. They are having integration problems with their friends. They fight during breaks. They show violent tendencies. This can be uncontrollable from time to time.

T6: "Syrian students do not participate in the teaching process. Because their Turkish literacy level is very low. They read words letter by letter. In my spare time, I do reading work. I want them to both attend the classes and not disturb the harmony of the lesson."

T7: "My Syrian students need one-on-one training because they have difficulty in learning. While trying to balance the teaching, the pace and balance of the routine of the lesson are disrupted. While I try to explain the subjects slowly to foreign students, this time Turkish student complain about this."

On the other hand, primary school teachers also experience different kinds of problems with both Turkish and Syrian students. In general, it is understood that the problems are

bias-oriented, and the influence of families is dominant in this. Teachers stated this situation in the following statements:

T9: "There is a prejudice against Syrian students among Turkish students. That is why they don't want them in their class, and they ostracize them. Some Turkish students do not want to attend the same class as Syrian students."

T54: "There is a difference between Turkish students and Syrian students that I cannot avoid. When there are problems between them, they separate them by saying that they are "Syrians and that they were Syrians". Sometimes they even fight among themselves. But I calm things down before they escalate." T13: "Adults create prejudice and express it loudly in front of their children, causing children to create prejudice as well."

T1: "At first, I had problems, such students, not wanting to sit in the same row with Syrian students and not playing games. We were able to overcome this partially. However, they still 'don't include them when they play games. They don't talk to Syrian students very often."

## Problems Arising From Cultural Differences

Although teachers are a bridge between Syrian students and Turkish students, they stated that they do not receive sufficient support from Turkish and Syrian students and their parents. By virtue of his position, the teacher is the teacher of all students and of the class, and he should not be expected to treat anyone with privilege. However, it goes without saying that this is not the expectation of parents in this regard. From the teachers' statements, one can get a detailed picture of this situation. The teacher is the teacher of all students and the classroom due to his/her position, and no one should be expected to be treated privately. However, the parents' expectations on this issue are not like that. Based on the teachers' statements, it is possible to see a detailed picture of this situation.

T59 "My 'students' parents' interest in their children is generally insufficient and the interested parents are also in a defensive position. I have never seen the parents of many of my Syrian students. None of them accept any criticism and try to justify themselves due to the effects of the events they experienced (war).

T31: "I have never seen the parents of many of my Syrian students. Since they do not know Turkish, we already have difficulties in getting along. Most of the time, they do not answer the phone numbers left. They only come to school when other students (Turkish) want to complain."

T30: "Due to insufficient economic situation of the parents, kids have a shortage of course material. However, I don't even get a chance to explain this situation to the parents. So I think they believe that the kid comes to school and the school has to cover everything."

T23: "Syrian parents are very shy. We rarely meet with them. For the most part, we don't even smile and talk. It's like they're afraid of being asked for something."

While this is what teachers experience with Syrian parents, their experience with Turkish parents is quite similar. In addition, the study revealed that their attitude towards Syrian students is not very positive.

T27 "Turkish parents think very negatively. For example, my Turkish parents reacted strongly when they first heard that Syrian students were coming to the classroom.

T41: "Turkish parents 'didn't want Syrian students in the classroom because they thought their children would be negatively affected."

T23: "Turkish parents lay all the faults and mistakes on Syrian students. As time passes, they just get used to the situation but they 'don't change their beliefs."

T70: "Turkish parents are biased. They cannot be accepted. They say Syrians have to return to their country. They look at it as if they are the source of every negative situation in Turkey."

## **Teacher's personal solutions about all problems**

The study findings determined that primary school teachers, who have to deal with many problems alone in the Turkish education system, are trying to cope with the Syrian refugee crisis on their own, too. Acting as a bridge or sometimes as a protective buffer between Turkish and Syrian students and their parents' teachers also produced some solutions to the problems experienced. Perhaps one of the most important solutions is language teaching, which is the basis of communication. Primary school teachers were aware of the shortcomings of both their students and both Turkish and Syrian parents in this regard. As a matter of fact, this is reflected in their statements.

T31 "The teachers who would be teaching Syrian students at least communicating with them and speaking the same language with them is the way to go. I am having a hard time in this regard. Free courses will increase interest in Turkish language education. Permanent Turkish courses should be offered for Syrian parents. This will positively reflect on both their daily life and their children's school life."

Teachers also indicated their solutions for language problems of their Syrian students as below:

T20: "My Syrian students and I go to the open bazaar for shopping experiences. We also go to social environments like café, movie theatres etc. I spare individual time for my international students. While others are working with textbooks, doing free activities, I deal with them individually."

T32: "The special courses and seminars should be arranged for teachers that will enable them to be more helpful to their Syrian students. It would be good if they were especially facilitating communication."

S66 "I cooperate with the school counsellor, we make plans for Syrian children traumas and I implement them. But language problem is a big challenge for the school counsellor and me. Counsellors also have a huge workload on their shoulders."

T10 "I try to make my Syrian students feel accepted by making home visits to them."

As can be seen, participating teachers were sensitive to Syrian students. They could understand what they and their families were going through, and they tried to empathize. For this, they expect different support ways to be used.

## **Conclusion and Discussion**

The greatest responsibility in Syrian 'children's adjustment to the education system in Turkey falls on the shoulders of primary school teachers. The teachers clearly stated that

the main reason for all of the problems they faced was the language difference and not being able to solve the communication problem experienced deepens the problem of primary school teachers. The language of instruction in all primary schools in Turkey is Turkish. This is a serious problem for Syrian students. This problem is not only encountered in Turkey; similar situations are also encountered in different countries.

Many studies reached similar results, which agree that language problems are a major challenge for Syrian 'students' students' integration of the school system (Crul, Lelie, Biner et al., 2019; Ozmen, 2020; Sarmini, Topcu & Scharbrodt, 2020). Only with the dissemination of inclusive education and tolerance culture, positive progress can be made to solve the problem. However, the cultural structures of the countries also affect 'individuals' perspectives of refugees. The study results of Karsli-Calamak and Kilinc (2021) prove the opposite of the studies conducted in Europe. Their study concluded that the teaching experiences of elementary school teachers changed from exclusion to inclusion. However, some studies do not support this result. Aydin, Gundogdu, and Akgul (2019) found in their study with teacher candidates that the integration of refugee children in the national education system is very important, but the education system lacks the philosophy regarding refugees and integration.

The language barrier between the teachers and the Turkish and Syrian students or their families caused further problems. According to the participating teacher, there were some problems between Turkish and Syrian students inside and outside the classroom. For example, the participating teachers claimed that Turkish students blame Syrian students when a crime happens. Similarly, Eren and Cavusoglu (2021) conducted a study at Turkish schools, and study results revealed how negative portrayals of the Syrian students as guests, outsiders, deprived, incompetent, cheaters and liars are being constructed and how those adversely affect communication and 'teacher's teaching practices within the classrooms.

Furthermore, the study results revealed that primary school teachers did not receive sufficient support from Turkish and Syrian students and their parents. Parental prejudice in both groups against each other has been a barrier to improvements in inclusive education and child adjustment. Teachers indicated that the elimination of worries stemming from the traumas caused by the radical change brought about by war and immigration and by cultural differences and from future anxieties should be done with the support of all officials. There are also studies indicating that refugee children who are already struggling with unfamiliar language and complex cultural changes should also make efforts to overcome the impact of negative attitudes (Olsen, 2000; Rumbaut & Portes 2001; Suárez-Orozco & Suárez-Orozco, 2001; Yigit & Tatch, 2017).

As in all education systems, there are several challenges in the Turkish education system that hinder genuine integration efforts. These include cultural misunderstandings, limited teacher training in refugee education, a lack of trauma-sensitive instruction that addresses students' psychological needs, and discrimination against Syrian students (Aydin & Kaya, 2017; Qaddour, 2017). Turkey provides psychological counseling

services in public schools. Participant Turkish primary school teachers agreed to cooperating with school counselors. However, this support is not enough since the language problem counselors have, their low motivation, and their overworked workload prevent them from providing qualified consultancy services (COCA, 2015). This is actually one of the most important results showing the load and severity of the Syrian problem for Turkey.

Teachers involved in the education of refugees in Turkey stated that they expect the use of different support policies. It was determined that primary school teachers, who have to deal with many problems alone in the Turkish education system, are also trying to solve the problems alone in the Syrian refugee crisis. Teachers who do not receive support from the authorities continue their efforts to solve the language problem of their students and their parents. As part of their counselling responsibilities, teachers are aware that their Syrian students and their families need psychological support.

Programs should be structured to enable both teachers and students to become individuals equipped with attitudes and beliefs that will enable them to cope with the challenges they face globally. Thus, teachers are expected to effectively educate students who are different in terms of culture and language and educate all their students about how to cope with the problems they face in terms of citizenship in Turkey, where cultural diversity has been increasing. Particularly when the negative economic conditions created by the COVID-19 pandemic and the Syrian crisis are combined, this can become an element of both material and moral pressure. Under these conditions, it can be said that the probability of experiencing serious problems that have not been seen until now is/will be increasing. To eliminate these negative aspects, all governments should support teacher education and training to improve the quality of teachers in the inclusive education mentioned above.

**Ethics Committee Approval:** Since the data of the article in question was collected before 2018, an ethics committee was not obtained.

**Informed Consent:** An informed consent was obtained from all participants prior to their inclusion in the study.

**Peer-review:** Externally peer-reviewed.

**Authors' Contributions:** Concept: Ş.S.A., H.A., B.A.; Design: Ş.S.A., H.A., B.A., N.A.; Supervision: B.A., N.A., Z.K.; Data Collection and Processing: Ş.S.A., H.A.; Analysis and Interpretation: Ş.S.A., H.A., B.A., N.A., Z.K.; Literature Review: Ş.S.A., H.A., B.A., N.A., Z.K.; Writing: Ş.S.A., H.A., B.A., N.A., Z.K.; Critical Review – All authors.

**Conflict of Interests:** The authors have no conflict of interest to disclose.

**Financial Disclosure:** The authors declared that this study has received no financial support.

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