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Educational Policies and Practices Regarding the Adaptation of Syrians Under Temporary Protection to Turkey

Geçici Koruma Altındaki Suriyelilerin Türkiye'ye Uyumlarına İlişkin Eğitim Politika ve Uygulamaları

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Abstract

In 2011, after the internal conflicts in Syria, mass migration to Türkiye started. Syrians entering the country are under temporary protection status. In the face of this situation, policies that required social cohesion were implemented and education became one of the most important cohesion policies. In this context, revealing how education is provided for immigrants in Türkiye has been important in demonstrating the success of integration policies. In this study, it is aimed to reveal what are the policies and implementation results for the inclusion of Syrians under temporary protection in the Turkish education system. In the method of the study, official statistics, legal regulations, news and academic research were handled and document analysis was used. In this context, all dimensions of the subject from primary education to higher education were categorized. When the findings were shared systematically, it was seen that the Syrians, who were initially considered temporary, continued their education in the camps without obtaining a diploma or document. With the end of the war, legal arrangements such as "Educational Services for Foreigners" and "Execution of Services for Foreigners under Temporary Protection" were made in order to include Syrians in the Turkish National Education System and Higher Education. In the field studies examined in the literature analysis, it was seen that despite the legal regulations, technical and social problems continued in practice and the participation in post-primary education was low. In addition, it has been revealed that the success of education policies for Syrians under temporary protection is related to the cultural structure of the cities where Syrians live in Türkiye, their geographical proximity to Syria, the population of Arab origin in the city, the status of schools, and the qualifications of teachers. As a result of the implications of the findings; It is recommended to provide effective language learning to all age groups, to ensure continuity in school after primary school by taking measures against situations that prevent participation in the lesson, and to encourage Syrian academicians and higher education students, who are the most susceptible group.

Keywords: *International Migration, Syrians Under Temporary Protection, Educational Policies, Integration, Türkiye.*

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Öz

2011 yılında Suriye'deki iç çatışmalar sonrası kitleler halinde Türkiye'ye göç başlamıştır. Ülkeye giren Suriyeliler geçici koruma statüsüne alınmıştır. Bu durum karşısında toplumsal uyumu sağlamayı gerektiren politikalar uygulanmış ve eğitim en önemli uyum politikalarından biri olmuştur. Bu bağlamda Türkiye'de göçmenlere yönelik eğitimin nasıl sağlandığının ortaya konulması uyum politikalarının başarısını ortaya koymada önem arz etmiştir. Bu çalışmada geçici koruma altındaki Suriyelilerin Türk eğitim sistemine dâhil edilmesine yönelik politikalar ve uygulama sonuçlarının neler olduğunun ortaya konulması amaçlanmıştır. Çalışmanın yönteminde resmî istatistikler, kanuni düzenlemeler, haberler ve akademik araştırmalar ele alınarak doküman analizi kullanılmıştır. Bu kapsamda konunun ilköğretimden yükseköğretime tüm boyutları kategorize edilmiştir. Bulgular sistematik şekilde paylaşıldığında, başlangıçta geçici görülen Suriyelilerin diploma veya belge almadan kamplarda eğitimlerine devam ettikleri görülmüştür. Savaşın sona ermemesiyle Suriyelilerin Türk Millî Eğitim Sistemine ve Yükseköğretime dâhil edilmeleri için "Yabancılara Yönelik Eğitim-Öğretim Hizmetleri" ve "Geçici Koruma Altındaki Yabancılara İlişkin Hizmetlerin Yürütülmesi" Genelgeleri gibi yasal düzenlemeler yapılmıştır. Literatür analizinde incelenen saha araştırmalarında, yasal düzenlemelere rağmen uygulamada teknik ve sosyal sorunların devam ettiği ve ilkökul sonrası eğitime katılımın az olduğu görülmüştür. Ayrıca, geçici koruma altındaki Suriyelilere yönelik eğitim politikalarının başarısının, Suriyelilerin Türkiye'de yaşadıkları şehirlerin kültürel yapısı, Suriye'ye coğrafi yakınlığı, şehirdeki Arap kökenli nüfus, okulların durumu, öğretmenlerin nitelikleriyle bağlantılı olduğu ortaya konulmuştur. Bulguların çıkarımları sonucunda; tüm yaş gruplarına etkili dil öğrenimi verilmesi, derse katılımı engelleyen durumlara karşı tedbirler alınarak ilkökul sonrasında okula devamlılık sağlanması, uyuma en yakın grup olan Suriyeli akademisyen ve yükseköğrenim öğrencilerinin teşvik edilmesi önerilmektedir.

Anahtar Kelimeler: Uluslararası Göç, Geçici Koruma Altındaki Suriyeliler, Eğitim Politikaları, Uyum, Türkiye.

Introduction

Due to the internal turmoil in Syria, the influx of migration started in 2011, and then it became an international social problem affecting the neighboring and regional countries as well as the EU member states. Türkiye, the country with the longest border and historical ties with Syria, was most affected by this situation. Türkiye's open-door policy, adopting the temporary protection regime, which includes the principles of non-refoulement and meeting basic needs, has also been effective in this, which causes Syrian refugees to see Türkiye as a safe haven (T.C. Kalkınma Bakanlığı, 2018: 32).

Today, Türkiye has become the country hosting the largest number of refugees in the world, hosting approximately 4 million Syrian citizens since 2015 (UNHCR The UN Refugee Agency, 2022). Hosting such a large population also necessitated a comprehensive organization. This organization requires the services of local government agencies as well as the support of international organizations and civil society.

Development and implementation of policies towards Syrian refugees in Türkiye, especially the Ministry of Internal Affairs, Disaster and Emergency Management Presidency (AFAD) and the Directorate of Migration Management, Turkish Red Crescent, Ministry of Foreign Affairs, Ministry of Labor and Social Security, Ministry of Health, Ministry of Family and Social Services, Ministry of

Development, Central and local organizations of the Ministry of National Education are carried out in coordination with local administrations.

International Organizations play a supportive role by working in cooperation with state authorities on the services and assistance provided to Syrian refugees in Türkiye. International organizations such as UN High Commissioner for Refugees (UNHCR), International Organization for Migration (IOM), UN Children's Fund (UNICEF), UN Women, UN Development Program (UNDP), World Food Program (WFP), World Health Organization (WHO) are the leading ones operating in Türkiye under the United Nations system.

On the other hand, rights-based organizations, aid-based non-governmental organizations and academia are also working to inform the public about the refugee crisis originating from Syria, to identify the deficiencies in the implemented policies and to offer suggestions (T.C. Kalkınma Bakanlığı, 2018: 59).

One of the most important of these policies has been the provision of education to children and young people in order to ensure compliance. With the fact that education policy is one of the most important tools in ensuring compliance, multidimensional planning has been made. The reason for this is the high young population and the unknown when the turmoil in Syria will end. This situation is a result of the fact that education is seen as a human right, as well as laying the foundations for a long-term coexistence between local people and immigrants.

According to the December 2021 data of the Directorate of Migration Management, 1,259,435 of the 3,734,876 Syrians under Temporary Protection in Türkiye are school-age children between the ages of 5-18, and 503.128 are university-aged youth between the ages of 19-24. In this respect, it is seen that a total of 1,762,618 people are in the education age. (T.C. İçişleri Bakanlığı Göç İdaresi Başkanlığı, 2021).

It is seen with the data that the number of schooling among Syrian children in Türkiye has increased over the years. According to the data of the Ministry of National Education; 230 thousand Syrian children were enrolled in school in the 2014-2015 academic year, 311 thousand in 2015-2016, and 492 thousand in 2016-2017 (T.C. Milli Eğitim Bakanlığı Hayat Boyu Öğrenme Genel Müdürlüğü, 2019).

According to the May 2018 data of the Migration Administration, 519,980 of the 1,150,791 school-age Syrians aged 5-18 in Türkiye attended Temporary Education Centers (TEC) and public schools. However, 630 thousand people in this age group did not go to school (T.C. İçişleri Bakanlığı Göç İdaresi Başkanlığı, 2021).

By 2019, while 680,000 children were enrolled in school, nearly 400 thousand children were still not enrolled in school (UNICEF Türkiye Milli Komitesi, 2022).

According to the data of the Ministry of National Education, 339,541 out of 382,357 school-age Syrians under temporary protection in Türkiye in 2019 were enrolled in primary school. Therefore, approximately 89% of primary school children continue their education. Considering that according to UNHCR's 2019 data, the primary school enrollment rate of refugees is around 63%, it can be said



attendance is low. This rate is 32.55%. The main reason for this is that boys have to work to provide economic support to the family due to economic conditions and girls are married at an early age (Aksoy, 2020: 37).

Despite all the arrangements and activities regarding the education of Syrian refugee children, the desired success has not been achieved in the participation of school-age Syrians in high school and higher education in Türkiye.

In addition, there has been a significant increase in the number of Syrian students enrolled in higher education. While the number of Syrian students in the Turkish Higher Education system was 608 in 2011, it increased to 27,606 in the 2018-2019 academic year (Erdoğan, 2019: 11).

Considering the Syrians who were born, married, and set up a business in Türkiye, it is possible that they will be permanent in Türkiye in the long run. Therefore, it is important to integrate children into society and ensure their integration into society. In order to achieve this, an accurate and effective education policy must be established and implemented (Akgül et al., 2015: 12).

In this study, the education policies of Türkiye, which is the country that hosts the most refugees with approximately 4 million people in the world, since 2011, in order to ensure the integration of Syrian children and youth, will be discussed. In this context, the current situation regarding the legislative arrangements made, the roles of local and international institutions and organizations in these policies and the results obtained after the researches on this subject will be revealed by document analysis method. In this respect, it is aimed to determine how education and integration policies develop in the case of Türkiye, which is the country hosting the most refugees in the world.

Background

Legislation Arrangements

Türkiye has published many legislation related to the education of Syrian children and youth. In addition, various projects have been implemented in cooperation with the Ministry of National Education, the European Union and Non-Governmental Organizations in order to ensure the adaptation of Syrian children to the Turkish education system and their access to education (Canpolat, 2020: 116).

Disaster and Emergency Management Presidency (AFAD), Ministry of National Education (MEB) and Higher Education Institution (YÖK) have established a cooperation regarding the determination and implementation of education policies for Syrians under temporary protection in Türkiye (Şahin, 2020: 388-389).

After the refugee influx that started in 2011, the policies followed on education were prepared only for the camp, based on the assumption that the Syrians would return first (Aksoy, 2020: 37).

The first legislation on providing education to Syrians was the circular titled "Measures Regarding Syrian Citizens Hosted Outside of Camps in Our Country" dated April 26, 2013 by the Ministry of

National Education (Esen, 2020: 3-4). With the cooperation of UNICEF and MEB, the “Guidebook for Guidance Services for Individuals with Temporary Protection Status” was prepared and it was aimed to inform Syrian refugees in this context (Şahin, 2020: 388-389).

By expanding the content of the first circular, the circular “Educational Services for Syrian Citizens Under Temporary Protection” was issued on September 26, 2013. However, these two circulars were not sufficient to eliminate the problems in the implementation of the education services provided to Syrians (Esen, 2020: 3-4).

Therefore, with the circular numbered 2014/21 published on September 23, 2014, titled "Educational Services for Foreigners", certain standards have been set for the education services to be offered to Syrian children (Aksoy, 2020: 37).

In addition to these, “Temporary Protection Regulation” was published in the Official Gazette on October 22, 2014. With the 28th article of the circular, the education of Syrian children has been comprehensively discussed (Esen, 2020: 3-4).

The circular titled “Execution of Services for Foreigners under Temporary Protection”, published by AFAD on 18 December 2014, also determined issues regarding the solution of the education problem of Syrians.

It has been determined that the purpose of the education and training activities to be carried out for Syrian students is to make up for the education they had to take a break and to ensure that they do not lose any years when they go to their country or any third country. Planning, coordination and control of the educational services to be carried out is left to the responsibility of the Ministry of National Education. It was decided that the need for teachers would be met by the Ministry of National Education, when necessary, by appointing people who can speak Arabic in accordance with the conditions (Ertaş & Kırac, 2017: 104-105).

The “2015-2019 Strategic Plan” published by the Ministry of National Education was the first document containing plans for the education of refugees (Aksoy, 2020: 37).

The increase in the number of Syrian students attending school between 2011 and 2020 is the result of strategic planning as well as legislative studies. According to this; for the first time, the "Strategy Document and National Action Plan for Combating Irregular Migration" was announced to cover the period of 2015-2018, with this document, strategic targets were determined in Türkiye's fight against irregular migration and studies were carried out for its implementation. Secondly, the “Strategy Document and National Action Plan for Combating Irregular Migration” covering the years 2021-2025, including the next period, was prepared and entered into force (T.C. İçişleri Bakanlığı Göç İdaresi Başkanlığı, 2022).

The legal arrangements made in this process were carried out in parallel with the changes in needs over time. For example, YÖK initially admitted undocumented Syrian students to universities with special student status, but later provided the opportunity for lateral transfer to those with a certificate. The Ministry of National Education announced that it was not possible to apply a curriculum other



was stated that the education program would be prepared by the Syrian National Coalition Higher Education Commission under the control of the Ministry of National Education (Seydi, 2014: 297).

As a result of all these efforts, although school enrollment has increased, it is seen that a very high number of children are still out of school. Numerous researches and reports on this issue are presented and provide data for determining the necessary policies.

Projects

In addition to the legislative arrangements, project activities for the education of refugee children are also carried out effectively. "Project for Supporting the Integration of Syrian Children into the Turkish Education System (PICLES)" organized by the Ministry of National Education (Mert ve Çubuk, 2017: 77-78).

Within the scope of the PICLES project, the Ministry of National Education recruited personnel who teach in Turkish, stating that children aged 4-5 should attend pre-school education in order to ensure the integration of Syrian refugee children into society and language learning (Canpolat, 2020: 116).

The first phase of the PICLES project, which is one of the most important studies to support the education of Syrian children, was started in 2016 and was completed at the end of 2018. After this date, the second phase was started with the PICLES II project. A contract was signed between the MEB and the European Union Delegation to Türkiye within the framework of the "Agreement on the Financial Assistance Program for Refugees in Türkiye" (FRIT), and MEB activities began to be supported within the scope of this project (Esen, 2020: 3-4).

The relevant general managers of the Ministry of National Education, lecturers and school administrators who are Syrian students in their schools attended the "MEB Administrative Personnel Training" meeting held in Antalya between January 30 and February 3, 2017, where the project was evaluated. Within the scope of the project, it was stated that teachers and school administrators gained very important personal experiences in their communication and interaction with traumatized Syrian children (Mert ve Çıplak, 2017: 77-78).

Education Policy Application Areas

Within the scope of the education policy for Syrian children and youth in Türkiye, lessons have been started in five main platforms. These are; Temporary Education Centers, Public Schools, Syrian-owned private schools, open education institutions and higher education institutions.

Temporary Education Centers (GEM)

In Türkiye's border provinces with Syria, units affiliated to the Ministry of National Education and some Non-Governmental Organizations (NGO) are working together to determine the education levels and equivalents of refugees. Through the commissions established within these NGOs, temporary education centers have been established in the cities, whose education curriculum is compatible with Syria. Refugees were provided with trainings by using the infrastructure of some schools outside of normal education hours. There are also schools established for just this purpose.

First of all, training was provided through volunteer trainers, and then, with the joint initiatives of the United Nations and the UNICEF, teachers were paid a low wage (Taş & Özcan, 2018: 47).

NGOs and AFAD took the lead in the establishment of Temporary Education Centers under provincial/district national education directorates. There is a Syrian and a Turkish administrator in the management of GEM. Since the Syrian curriculum is given here in Arabic, the majority of the staff consists of Syrian teachers.

As a result of a research that included interviews with administrators in Temporary Education Centers, Turkish and Syrian teachers, as well as Syrian students, it was seen that the correctly chosen curriculum, various practices such as parent meetings, and the appointment of Syrian teachers at the center increased the sense of belonging to the school and supported the socialization of students. On the other hand, it was determined that the lack of opportunity for Syrian students to communicate with their local peers at GEMs caused them to move away from the goal of integration (Kaya, 2019: 12).

In the 2016-2017 academic year, policy changes were made and it was decided not to open new temporary education centers and to close the existing ones after a certain period of time. In addition, it is planned to enroll middle class students studying in these temporary education centers and registered in the Foreign Student Information Operating System (YÖBİS) to state schools in the upper class by providing effective Turkish education. In this context, increased Turkish education was started to a total of 25,278 students in a total of 23 temporary education centers in Adana (1), Adıyaman (1), Hatay (19), and İstanbul (2) in 2019 (T.C. Cumhurbaşkanlığı İletişim Başkanlığı, 2020: 26).

Public Schools

Public schools belonging to the Republic of Türkiye are a second alternative for the education of Syrians. Within the scope of the Ministry of National Education's Education and Training Services Circular for Foreigners, Syrian children have the opportunity to enroll in public schools by presenting the foreigner identification document they have received. The language of instruction in these schools is Turkish.

Private Schools

Syrians have been given the opportunity to provide education in accordance with the Syrian curriculum in buildings that are suitable for education in Türkiye, either allocated to them by the state or found by them.

Open Education

Foreigners in Türkiye have the opportunity to receive education in line with the relevant provisions of the regulations of open education institutions. In this respect, this opportunity is also valid for Syrians (Çakmak, 2018: 467).



At first, the view that Syrians would return to their countries in a short time led to the temporary planning of higher education discourse and policies in this context. However, not knowing how long the Syrians will stay with the prolonged period and the increasing number of refugees have created the need to produce permanent and sustainable solutions.

At the first stage, planning was made so that Syrian students would not receive a diploma but would not fall behind in education. In this context, in 2012, Syrian students were given the right to attend classes with special student status for one year. In 2013, this limitation was removed and lateral transfer opportunity was provided for those who have a certificate. In addition, 460 Syrian students were provided with dormitories and scholarship opportunities together with the university (Seydi, 2014: 296). In this context, many educational activities for refugee students were organized by state universities and foundation universities under the coordination of the Council of Higher Education (YÖK), and support was provided to help them cope with financial and cultural difficulties (Şahin, 2020: 388-389).

Despite the provision of these opportunities, the problem of not knowing the official procedures or not being able to provide the necessary documents to benefit from this right to education has been the biggest obstacle for Syrian youth to continue their university education. The way to overcome this situation is to grant the right to register based on declaration. However, while the right to be a higher education student requires passing a difficult exam for Turkish citizens, it is likely to cause a reaction by the Turkish citizens because of this right will be given to Syrians by declaration (Çopur & Demirel, 2017: 24).

The "Foreign Academic Information System" project was initiated by YÖK in 2016 for the employment of Syrian academics in Türkiye at Turkish universities. 5 thousand academics from 31 different countries, most of them Syrian nationals, were registered in the system. However, it has been determined that only 345 academicians are employed in universities in Türkiye, 320 of which are in theology and Arabic departments (Tanrıkulu, 2018: 2601). In addition, Gaziantep University has founded different faculties for Syrian students in the regions cleared of terrorism in Syria by the Turkish Armed Forces. One of them is the Faculty of Economics, Administrative and Social Sciences in Al-Bab. Here, 2 Turkish and 7 Syrian academicians teach students who are all Syrians (Gaziantep Üniversitesi El-Bab İktisadi ve İdari Bilimler Fakültesi, 2022). In addition, the same university has an education faculty in Afrin, Syria (Gaziantep Üniversitesi Afrin Eğitim Fakültesi, 2022).

However, the number of Syrian academics employed except for the theology and Arabic departments is considerably less than number of all the Syrian academics in Türkiye. This situation was also expressed in the workshop "The Problem of Arab Academics and Suggestions for Solution" held by the Mediterranean Research Center. As a result of the workshop, it was stated that there were requests for the employment of Syrian Academics, generally in Arabic language and theology faculties of universities in Türkiye. There is a great potential for academics in other disciplines to work in their own fields of expertise. For this, it is necessary to be founded departments that teach Arabic in

universities or to be founded a Turkish/Arab university. However, there are bureaucratic obstacles to founding departments providing education in Arabic (Tanrıkulu, 2018: 2601).

Studies conducted in different cities and universities about Syrian higher education students starting education reveal that students experience difficulties in this process.

In a study conducted on Syrian students studying at Uşak University in 2018, it was revealed that students perceive social exclusion on issues such as economic, spatial, city-based, education and health. On the other hand, it has been seen that Syrian university students have multiple disadvantages as a result of the combination of the problems arising from being refugees with the educational problems they encounter at the university (Gül & Kaylı, 2020: 985).

As a result of another research, it was seen that Syrian and other immigrant university students in Konya tried to overcome difficulties such as communicating with academic and administrative staff, being marginalized culturally and socially, and understanding the thought system of another culture. On the other hand, it has been determined that they experience satisfaction problems such as stress, psychological trauma, financial dependence, identity confusion, language problems, cultural shock, inability to integrate into different social norms and values, changes in the education system, loneliness, lack of social and spiritual support (Altunbaş, 2020: 72-73).

The media has a great role in the problem of marginalization and segregation of Syrian university students. The media produces wrong content about Syrian students. The media uses exclusionary rhetoric towards Syrian refugees. An example of this is the publication of false information, such as Syrian students being placed in the quota of Turkish students at universities and scholarships given by the state. For this reason, in order to prevent disinformation on these issues, it is necessary to provide accurate information to the public periodically by authorized institutions (Gül & Kaylı, 2020: 1004).

Despite all the problems experienced, it is seen that Syrian university students under temporary protection move into the social cohesion process more easily and quickly than other Syrians. A study revealed that some of the most important factors affecting the social adaptation of Syrians to Türkiye are social and psychological support resources, individual characteristics, university education, and social activities at the university (Kaya, 2019: 157).

Problems in Education Policy Implementation

After the implementations made within the framework of the regulations, some technical and social problems also caused a complicating effect in achieving success. However, since the regulations made are of a general nature, they have also revealed different applications and results in different cities and schools within their original conditions. In this context, individual efforts and achievements towards solving problems are also observed in general.

Technical Issues

Difficulties in the Registration Process

With the migration influx, bureaucratic difficulties experienced in the school enrollment process for Syrian refugee children staying in Türkiye outside of the camps have been one of the obstacles to



system for registration caused some students not to go to school. In order to solve this problem, the Ministry of National Education published the circular numbered 2014/21 "Educational Services for Foreigners" in 2014. With this circular, children in Türkiye under temporary protection have the right to enroll in school only with a foreign identification document without a residence permit. The Information Operating System for Foreign Students (YÖBİS), which was prepared to facilitate the registration process of foreign students, reduced the difficulties experienced in the school enrollment process (Tunga et al., 2020: 329). However, although the Ministry of National Education enables Syrian children to enroll in any public school with the foreign identification document given to them, it is stated by the school administrators that there are some difficulties in the registration process when this document is not available (Levent & Çayak, 2017: 32).

Equivalency and Grade Level Determination Difficulty

One of the problems that Syrian students face in education is the problem of equivalence. The differences between Syrian and Turkish education systems and curricula cause problems regarding the grade levels that Syrian children will attend (Levent & Çayak, 2017: 33).

In addition, due to the fact that they take a break from education until they lead a regular and safe life during migration, the time they spend without education is long. After this long break, it is a problem at which grade level they will be enrolled. This problem arises when Syrian students, who do not speak Turkish, are enrolled in the first grade of primary school for language learning, or they are enrolled in the upper classes appropriate for their age, although they do not speak Turkish at all (Emin, 2018: 78).

Access to Education and Participation Problem

Lack of data on school-age children, transportation and service problems of students outside the camps, intercity mobility caused by migration from the camp to the city can negatively affect the continuity of education (Balci, p.2020).

For families, the fact that the schools they will send their children to are far away can create various security concerns and may cause them not to send their children to school (Akpınar, 2017: 28).

The transition to distance education during the coronavirus epidemic affected Syrian refugee children more than other children. Children and their families Who don't know Turkish, television broadcasts that are in Turkish, lack of television, internet, computer at home due to poverty, crowd family population, and obligation to children for taking an active role in housework negatively affected the education of refugee children. These situations, which affect the access to Education Information Network (EBA) courses, have also caused the children's level of benefit from the courses to be low. On the other hand, the fact that EBA courses can be recorded and watched again reduced the problems experienced by children in expressing themselves in face-to-face environments (Çekiç, 2019: 794-796).

Language Issue

In general, in the adjustment of students at school; Factors such as the behavior of teachers and administrators, friendship relations with their peers, the rate of feeling safe, and relations in and out

of the classroom are effective (Aykut, 2019: 176). This is even more important for immigrant children from different languages and cultures. In order to achieve this, knowledge of language is the first requirement.

The majority of immigrants from Syria, except Turkmen, do not speak Turkish. In addition to the absence of Arabic-speaking staff, teachers, the number and quality of teachers to teach Turkish are insufficient. Therefore, there is a communication problem between local teachers and students. The continuity of teachers' attendance is insufficient. It is a quality problem for those who do not have pedagogical training and who are not teachers to teach in Arabic (Balci, 2020). In addition, people involved in the education of refugee children should be equipped with education in emergencies (Yavuz & Mızrak, 2016: 194). All these situations negatively affect the education quality of Syrian students, especially in public schools.

The success of social integration has decreased as a result of the fact that Syrian students attending school mostly prefer TECs due to language problems and social adaptation problems (Kızıl & Dönmez, 2017: 234).

There is a wage problem due to the fact that Syrian teachers working in temporary education centers cannot be paid directly by the Ministry of National Education. Syrians who work as teachers are paid a small amount by various international and local institutions and organizations such as Türkiye Presidency of Religious Affairs, Municipalities and UNICEF (Emin, 2016: 21).

Within the scope of the PICTES project, those who participated in the "Problems Encountered in Teaching Turkish as a Foreign Language" course in the trainers' training course organized by the Erciyes University Continuing Education Center (ERSEM) and the Ministry of National Education presented their opinions in this context. It has been revealed that the problems encountered in teaching Turkish to Syrian children stem from the children's affective status, target language, materials, classroom management, classroom environment and family cooperation (Moralı, 2018: 1426).

Teachers who have Syrian students in their classrooms suggest that these students should be taken to a preparatory class before being distributed to other classes and they should be taught Turkish with the Latin alphabet (Erdem, 2017: 39).

In addition, in order to increase the motivation of students for language learning while providing this lecture, care should be taken that the number of Syrian students in the classrooms is not too high when compared to the number of general class students. Because students making groups among themselves and communicate in their own language. As a result of this, it has been determined that the level of need for Turkish has decreased and the Turkish language learning of Syrian students has therefore fallen behind (Çakmak, 2018: 74-75).

A second factor in the language learning and adaptation process is the family attitudes of refugee children. Parents who are conscious and open to collaborative work on this issue are suitable models



unable to communicate with the school (Çakan et al., 2018: 292).

In terms of families, not knowing Turkish or knowing Turkish at a low level causes them to be unaware of their legal rights and duties and to have difficulty in handling their official affairs. This situation can affect refugees at obtaining a valid identity document, receiving services from the public, benefiting from social assistance and social services, etc. Not knowing the language causes women to participate less in society, and therefore, they cannot adapt to social life (Aslan & Güngör, 2019: 1624).

War trauma recovery challenges and need for specially educated instructors

Studies have shown that the mental health of the children of emigrant families is adversely affected due to the traumatic events they experience during and after the migration process. Problems such as forcing girls to marry at a young age, not being sent to school, being exposed to all kinds of violence, lack of nutrition, not being able to benefit from their health rights adequately, and being forced into labor are the negativities experienced in this context (Karanfiloğlu, 2019: 109).

Those who have the right to go to school may have less chance of being affected by these negativities and traumas. However, the content of the education and the knowledge and attitude of the educator are important here. The ability of refugee students who have survived great difficulties at an early age when basic knowledge and skills are learned and adapting to the country they live in is related to the approaches of their teachers (Sağlam & Kanbur, 2017: 312).

The children of refugee families who came to Türkiye by fleeing the war in Syria need to see a different approach compared to the children of refugee families from other countries. According to the teachers and administrators who participated in a study, the reason for this was the death of Syrians in their country and the fact that they came to Türkiye to escape from the war after experiencing fear. Iranian, Afghan and Iraqi students are in Türkiye as a result of their families' desire to have better living conditions and educational opportunities in Türkiye. The families of these students have better financial opportunities and higher education levels. Therefore, they have fewer problems in adapting to Türkiye (Saritaş et al., 2016: 225).

In order to provide effective education to Syrian students under temporary protection who have experienced war trauma, it is important that school counselors are educated and experienced in working with children and adolescents from different cultures. This education should include multicultural counseling, advocacy and trauma (Kağnıcı, 2017: 1773).

In this sense, it is important that not only teachers and school counselors but also nurses have special training on the education of refugee children and families. In this context, nurses should have knowledge about the chronic and infectious diseases of refugee children, basic human rights, and growth and development processes. In addition, nurses should work on providing safe playgrounds for children, raising the awareness of the society about the effects of migration for children and families, enabling refugee children to communicate with people and eliminating the prejudices of the society (Aydın et al., 2017: 13).

It is possible to say that a large number of professionals have gained field practice in the ten years since the Syrian refugees first arrived to Türkiye.

Curriculum and Teaching Materials Problems

In terms of the quality of education, the number of students per teacher should be 40 at most (Yavuz and Mızrak, 2016:195) In addition to the building deficiencies, there is a lack of tools and equipment in learning Turkish (Balci, 2020). Educators suggest the implementation of level classes that will classify students according to grammar in Turkish education and reinforcement courses for Syrian children (Göksoy, 2020: 465).

Various aids are provided to Syrian students by civil society and international aid organizations. UNICEF and Turkish Red Crescent are at the forefront of these organizations. In this context, besides a certain amount of financial aid, stationery and clothing aid is also provided to the students who come to the school (Eren, 2019: 220). School needs and stationery sets are distributed to children by the Association for Solidarity with Asylum Seekers and Migrants (SGDD), and mediation is provided for helping other aid organizations and charitable citizens (Akıllı & Dirikoç, 2015: 264).

Current Diploma Issue in Temporary Education Centers

It is a problem that students studying in temporary education centers are not given a valid diploma. Because of this problem, if the refugee student goes to his own country or a third country after education, he cannot provide the equivalence of education. In the solution of this problem, especially international organizations should play a role due to the political crisis between Türkiye and Syria (Yavuz & Mızrak, 2016: 196).

Lack of Coordination, Information and Guidance

First of all, Syrians and parents do not know about public school opportunities and their knowledge of their rights and responsibilities in education is insufficient (Balci, 2020). This is due to the inadequacy of informing the public about the activities carried out by official institutions in the field of education for Syrians in Türkiye (Seydi, 2014: 297). In order for the aid and training activities to be regular and effective, coordination between public institutions and non-governmental organizations should be improved (Emin. 2016: 22).

Social Issues

Disadvantaged Children

Children who do not have a parent or family or who are disabled need special education and rehabilitation (Balci, 2020).

Socio-Economic Disability and Child Labor

Due to factors such as the low education level of Syrian families, poverty, lack of social security, and cultural differences with the local people, it makes it difficult for children to adapt to the society they live in (Ereş, 2015: 17). In fact, it can be seen that families make their children work and even beg money from the principal and teacher at school due to poverty (Balci, 2020).



education because they have to be partners in their families' struggle for survival. Children are worked in fields and gardens in rural areas, and in workshops and on the streets in cities. In border provinces such as Gaziantep, Kilis, Şanlıurfa, and Hatay, Syrian child workers can be found working in knitwear workshops, textile factories, dried fruit factories, shoe manufacturing workshops and car repair shops, agricultural labor, and in the streets, in jobs such as paper tissue and water sales (Akpınar, 2017: 23).

Social Acceptance and Adaptation Problem

It can be seen that Syrian families do not want to enroll their children in school for fear of being bullied. In order to prevent this situation, it is necessary to carry out studies to ensure social integration before physical adaptation (Balci, 2020).

It is seen that Syrian refugees, who have economic opportunities and have established a business in Türkiye, easily rent a house, their children continue their education and establish good relations with the local people through their workplaces. This makes them more advantageous than Syrians who do not have access to economic resources. Adaptation processes for themselves and their children are slow for those whose economic situation is not good (Şimşek, 2018: 383).

It is important that the educated refugees contribute more to employment and the development of the country in order to solve the problem of adaptation to the society they live in. This will enable them to benefit more from the country's opportunities socially and economically and to be more accepted by the local people (Ertan ve Ertan, 2017: 23-24). From this point of view, considering that most of the Syrian refugees who have been in Türkiye for more than ten years will stay in the country in the next period, it is important to plan an education that will ensure adaptation and employment for them.

Schools and educational environments are important for refugee children to recognize the new culture that they met in the first place. Therefore, it should be known that adaptation to school is the beginning of the cultural transformation process (Şimşek ve Kula, 2018: 18). In addition to the correct planning of the educational content, necessary measures should be taken to eliminate the obstacles to school attendance.

Factors Affecting Success

Neglects such as not knowing the language, adaptation, irregularity, uncertainty, lack of planning, absenteeism from school, lack of boundaries, health problems, irregularity, transition to higher education without examination, family indifference, differences in practice, and mental chaos in the society on this issue lead to failure in education for Syrian students (Göksoy, 2020: 463).

In addition, the tension created by the new life that comes with war, migration and displacement all over the world negatively affects the inner world of children. Children's longing for their homeland, the differences between their old and new lives, the physical and social deprivation of their new places, the tension and hostility caused by cultural incompatibility, social pressures such as discrimination, exclusion, and marginalization cause severe and traumatic consequences for children (Gencer, 2017: 848). Therefore, the attitudes and behaviors they encounter at school are an important

tool in overcoming this trauma. In this regard, as well as trainers, local peers and families who will motivate them to have a positive attitude are needed.

Different City Examples

Apart from these general problem determinations, different practices and results have emerged for the education of Syrians in different cities of Türkiye in line with the efforts or the level of knowledge of the trainers and the conditions of the school and city. The differences in this direction have been revealed by various studies.

In a study conducted in Samsun, which is located in the Black Sea region of Türkiye, it was determined that refugee children had difficulties in communicating with their teachers and peers. As a result, it has been observed that Syrian students are largely deprived of the knowledge, skills and attitudes provided by the school. In addition, it was determined that they could not socialize as a result of difficulties in getting along with their peers and they were mostly alone. Another finding is that Syrian children's inability to meet basic care skills such as cleaning due to socio-economic impossibilities creates discomfort for other families. It was observed that when teachers had the opportunity to meet with parents, they could not establish a healthy dialogue (Uzun & Bütün, 2016: 79).

As a result of the interviews held with teachers, school administrators, Syrian students and parents in Altındağ District of the capital Ankara, the issues of communication, education process, classroom climate, physical structure of the school, school attendance, enrollment, behavior, cultural differences, academic success, bullying-exclusion and marginalization were discussed. It has been revealed that there are problems on these issues (Songür & Olgun, 2020: 2969).

In the research in Nevşehir, one of the cities of the Central Anatolia region, the classroom teachers stated the problems encountered in the education of Syrian students; language problem, registration, bullying, adaptation, attendance, cleanliness, separation and being unwanted by Turkish parents (Özenç & Ferhat, 2019: 68-70).

In a study conducted in Afyonkarahisar province in the west of Türkiye, it was revealed that teachers are in need of professional development in terms of analysis of the content of the education to be given to refugee students, teaching strategies, lesson tools and materials, development and evaluation of measurement tools. It has been stated that this situation arises from the fact that teachers receive university education for education in monocultural and monolingual environments and gain experience in this context (Erdem, 2017: 39).

As can be seen, in various researches conducted in different provinces from the north to the west of Türkiye, from the inner regions to the capital, it has been revealed that the Syrian students face many problems as a result of the trainings given to Syrian students. However, there are other studies that show that the training provided has positive results or that different applications can be more successful.



2020 showed that the content of the education provided ensured the interaction and harmony of refugee children with the society they live in. This result revealed that common religion courses are of a quality that will make Syrian students feel like a foreigner in Türkiye. However, it has been stated that the content of religious education in question aims to protect refugee children's ties with their past without isolating them from the culture of their own country (Sever, 2020: 1).

In a study based on the opinions of teachers working in the 2017-2018 academic year in İstanbul and Bursa, the important industrial cities of Türkiye's Marmara Region, it was seen that teachers believed that there was no cultural conflict between Syrian and Turkish students studying at primary school despite cultural and social differences. Considering that the problem in cultural cohesion stems from not knowing the language, it has been concluded that teachers benefit from group work, values education, social activities and children's games for language improvement (Jafari et al., 2018: 134).

As a result of the research in question, the results in line with the prediction that the problem of adaptation will be solved with the solution of the problem of not knowing the language of the teachers were also revealed in a study conducted in İstanbul. Accordingly, in the research conducted through interviews with some teachers working in primary schools in İstanbul's Ataşehir district, it was concluded that the attitudes and perceptions of Syrian students' friends towards them were prejudiced and exclusionary at the beginning, but a supportive and sharing attitude emerged with the increase in communication with the efforts of the teachers and the development of the language (Karaağaç & Güvenç, 2019: 557).

In a study conducted in Samsun, it was seen that teachers carried out activities to strengthen the communication skills of refugee children, to ensure their active participation and to facilitate their adaptation to the social order. For this purpose, it has been determined that they have developed methods such as using illustrated text, language teaching with games, setting concise rules, exhibiting a moderate approach, creating a need for Turkish by creating a purposeful seating arrangement. In addition, it has been determined that teachers use techniques such as technology use, repetition and concretization to make it easier for students to understand (Çakan et al., 2018: 290).

On the other hand, there are opinions in the literature that sports activities can contribute to the positive development of the personality of refugee children. Accordingly, since participation in sports is a means of socialization, sports activities are helpful in the psychosocial development of children and in solving socio-cultural problems (Sagın & Güllü, 2020: 95).

It has also been demonstrated by other research results that being able to speak a common language and share in common social activities such as sports increases harmony between local and refugee students.

It has been determined that in the 2019-2020 academic year, Syrian students studying in the Çarşamba district of Samsun encounter a general acceptance within the school, and their adaptation problems decrease. It has been observed that as the duration of students going to school in Türkiye

increases, their sense of belonging to Türkiye also increases (Aslan, 2020: 42). This situation shows the importance of taking measures to ensure the attendance of more Syrian students to school.

Although it is thought that sharing on common religion and belief is effective in harmony, it is not as effective as speaking the common language.

In the research conducted with the teachers of Religious Culture and Moral Knowledge, who work in various cities of Türkiye and have Syrian students in their classes, different results have emerged. The majority of the teachers participating in the research stated that Syrian children experience various problems due to language barriers and that they encounter problems such as labeling, marginalization and violence in social cohesion (Altıntaş, 2018: 469).

This example has shown that although common religious education is unifying in terms of harmony in terms of content, it still prevents being successful enough if there is no practice of speaking the same language. On the other hand, integration with local people can be more successful for Syrians living in cities in Türkiye, which have linguistic, historical and cultural, even ethnic and kinship ties with their country. A study conducted in Ankara and Hatay provinces is an important example in showing the effect of living in cities close to their own culture on adaptation.

In a study comparing the situation of Syrian children living in Ankara and Hatay provinces, it was determined that children living in Hatay province, which is at border of Syria, have less difficulties and have more freedom. For example, Syrian girls living in Hatay feel more secure and can go out of the home more. It is thought that the reasons for this situation are that Hatay is culturally and geographically close to Syria, that there is a large number of people who can speak Arabic, that there are kinship ties with Syrians and that Hatay is a smaller city. It has been stated that the fact that Syrian children in Hatay experience their own language and cultural characteristics more intensely here facilitated the adaptation process of the children, but on the other hand, it made it difficult for them to learn Turkish and to comply with the country's rules (Gencer, 2019: 280-281).

Conclusion and Recommendations

After the migration to Türkiye that started in 2011, many legislations have been published regarding the education of Syrian children and young people. In addition, Syrian people have implemented various projects in cooperation with the Ministry of National Education, the European Union and non-governmental organizations to ensure their adaptation to the Turkish education system and their access to education.

Within the scope of the education policy for Syrian children and youth in Türkiye, education have been started on five main platforms. These are; Temporary Education Centers, public schools, Syrian private schools, open education institutions and higher education institutions.

In this context, despite the legislative changes and the opportunities provided in all kinds of training platforms, technical and social problems arose in practice.



equivalence and class level, problems in accessing and participating in education, language learning problems, difficulties in overcoming war trauma and the need for specially trained trainers, lack of curriculum and teaching materials, valid diploma problem in temporary education centers, the lack of coordination, information and guidance.

Social problems, such as disadvantaged children without family or disabled children, early marriage and child labor as a result of socio-economic insufficiency, social acceptance and adaptation problems, uncertainty, lack of planning, absenteeism from school, health problems, irregularity, transition to higher education without examination, family indifference, etc. are other elements.

In the studies showing the results of the application, it has been determined that solving the language problem in many different city examples generally ensures the social cohesion of the students and their success in education.

In conclusion, The Ministry of National Education, together with many international organizations in Türkiye, carries out important studies for Syrian refugees in terms of adaptation to the national education system (Kızıl and Dönmez, 2017: 234). However, in order to solve the problems and problems experienced, decision makers should not only focus on the physical initiation of school for refugees, but also develop multi-dimensional policies to ensure social cohesion (Yavuz & Mızrak, 2016: 194). In solving the problems here, state institutions and NGOs; The joint work of Syrian refugees and local governments will contribute (Çakmak, 2018: 467).

There is a need for a culturally sensitive and inclusive education policy that will support the schooling of Syrian children and support their education processes. It is necessary to carry out child-oriented studies that will take place in school-family-society cooperation. In order to reduce the current problems of Syrian students, school social work practices should be carried out based on their needs, individual differences and potentials and evaluating them with all aspects in a bio-psycho-social framework (Gencer & Özkan, 2017: 229).

Also, compliance is not a one-sided situation. Therefore, it requires the common will and practices of the local people and refugees. Therefore, it is important that the social acceptance and adaptation process be carried out simultaneously and through policies that complement and support each other. In this context, while making policies and regulations regarding Syrians under temporary protection in Türkiye, decision mechanisms should be established where their opinions will be taken (Yıldırım vd., 2017: 124).

In conclusion, this study shows that the Syrian refugees, who were initially thought to be temporary, were planned to continue their education in the camps and without obtaining a diploma or document, and then, with the prolongation of the war, the necessary legal arrangements were made to include Syrians in the Turkish National Education System and Higher Education. Despite the arrangements made, it is seen that technical and social problems continue in practice and the desired level of participation in education after primary school cannot be reached. However, it has been revealed that the results of education policies for Syrians under temporary protection vary with factors such as the

cultural structure of the cities where Syrians live in Türkiye, their geographical proximity to Syria, the population of Arab origin in the city, the status of schools, and the qualifications and experience of teachers. On the other hand, it has been understood that the most important factor in ensuring success and harmony in education, wherever it is, is grammar. It has been revealed in almost all researches on the subject that the efforts made to ensure sufficient success in this regard cannot provide the desired result to a large extent. It has been determined that it is important to ensure that an increasing number of Syrians receive education in higher education and that Syrian academics take part in the academy, even if it is not at the desired level. The increase in this group as an educated and most adaptable group to contribute to employment has been found to strengthen the bond formation between both communities. In this respect, effective language learning in all age groups, ensuring school attendance and increasing the number of academicians and students in the academy should be the priority policy issues for harmonization.

Conflict of Interest Statement

There is no financial conflict of interest with any institution, organization or person related to my article titled “Educational Policies and Practices Regarding the Adaptation of Syrian Under Temporary Protection to Türkiye”.

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Genişletilmiş Özet

2011 yılında Suriye'den Türkiye'ye başlayan göçün ardından uluslararası nitelikte bir göçmen statüsü olan geçici koruma altına alınan Suriyelilerin Türkiye'de yerel toplumla uyumlarını sağlamak için politikalar yürütülmesi elzem nitelik kazanmıştır. Bunlardan biri de başta Suriyeli çocuk ve gençlerin uyumunu sağlamak için hayata geçirilen eğitim politikaları olmuştur. Bu kapsamda geçici koruma statüsündeki göçmenlerin eğitimine ilişkin birçok mevzuat yayımlanmıştır. Bunun yanı sıra Suriyelilerin Türk eğitim sistemine erişimlerinin sağlanması amacıyla Milli Eğitim Bakanlığı, Avrupa Birliği ve sivil toplum kuruluşları işbirliğinde çeşitli projeler yürütülmüştür.

Türkiye'de Suriyeli çocuk ve gençlere yönelik eğitim politikası kapsamında beş ana platformda eğitime başlanmıştır. Bunlar; Geçici Eğitim Merkezleri, devlet okulları, Suriyelilerin özel okulları, açık öğretim kurumları ve yüksek öğretim kurumlarıdır.



sağlanan imkanlara rağmen uygulamada teknik ve sosyal sorunlar yaşandığı ortaya konulmuştur.

Teknik sorunlar şunlar olarak ifade edilebilir; kayıt sürecinde yaşanan güçlükler, denklik ve sınıf düzeyi belirleme güçlüğü, eğitime erişim ve katılımı yaşanan sorunlar, dil öğrenme sorunları, savaş travmasını ve özel yetiştirilmiş eğiticilere duyulan ihtiyacın aşılmasındaki güçlükler, müfredat ve öğretim materyallerinin eksikliği, geçici eğitim merkezlerinde geçerli diploma sorunu, koordinasyon, bilgilendirme ve yönlendirme eksikliği.

Sosyal sorunlar ise ailesi olmayan dezavantajlı veya engelli çocuklar, sosyo-ekonomik yetersizlik sonucu erken yaşta evlilik veya çocuk işçiliği, sosyal kabul ve uyum sorunları, belirsizlik, plansızlık, okula devamsızlık, sağlık sorunları, düzensizlik, sınavsız yüksek öğrenime geçiş, aile ilgisizliği vb. diğer unsurlardır.

Eğitim politika uygulama sonuçlarını gösteren çalışmalarda birçok farklı şehir örneğinde dil sorununu çözenin genel olarak öğrencilerin sosyal uyumunu ve eğitimdeki başarılarını sağladığı tespit edilmiştir.

Bu kapsamda Milli Eğitim Bakanlığı, Türkiye'deki birçok uluslararası kuruluşla birlikte Suriyeli mülteciler için ulusal eğitim sistemine uyum açısından önemli çalışmalar yürütmekte olduğu söylenebilir (Kızıl ve Dönmez, 2017: 234). Ancak yaşanan sorunların ve sorunların çözümü için karar alıcıların sadece mülteciler için fiziksel olarak okul açılmasına odaklanması değil, aynı zamanda toplumsal uyumu sağlamaya yönelik çok boyutlu politikalar geliştirmesi gerekmektedir (Yavuz ve Mızrak, 2016: 194). Buradaki sorunların çözümünde devlet kurumları ve STK'lar; Suriyeli mülteciler ve yerel yönetimlerin ortak çalışması katkı sağlayacaktır (Çakmak, 2018: 467).

Suriyeli çocukların okullaşmasına ve eğitim süreçlerine destek olacak, kültürel açıdan duyarlı ve kapsayıcı bir eğitim politikasına ihtiyaç vardır. Okul-aile-toplum işbirliği içinde yer alacak çocuk odaklı çalışmaların yapılması gerekmektedir. Suriyeli öğrencilerin mevcut sorunlarının azaltılması için okul sosyal hizmeti uygulamalarının ihtiyaçları, bireysel farklılıkları ve potansiyelleri temel alınarak ve tüm yönleriyle biyo-psiko-sosyal çerçevede değerlendirilerek gerçekleştirilmesi gerekmektedir (Gencer ve Özkan, 2017: 229).

Ayrıca uyum tek taraflı bir durum değildir. Dolayısıyla uyum yerel halkın ve göçmenlerle ortak irade ve uygulamalarını gerektirir. Bu nedenle toplumsal kabul ve uyum sürecinin eş zamanlı ve birbirini tamamlayan ve destekleyen politikalar aracılığıyla yürütülmesi önemlidir. Bu bağlamda Türkiye'de geçici koruma sağlanan Suriyelilere ilişkin politika ve düzenlemeler yapılırken görüşlerinin alınacağı karar mekanizmaları oluşturulmalıdır (Yıldırım ve Cemal, 2017: 124).

Sonuç olarak bu çalışma, uyum kapsamında eğitim politikası belirlenirken başlangıçta geçici olduğu düşünülen Suriyeli sığınmacıların diploma veya belge almadan kamplarda eğitimlerine devam etmelerinin planlandığını ve ardından savaşın uzamasıyla birlikte gerekli yasal düzenlemelerin ve uygulamaların yapıldığını göstermektedir. Yapılan çalışmalarla Suriyelilerin Türk Milli Eğitim Sistemine ve Yükseköğretime dahil edilmesi sağlanmıştır. Yapılan düzenlemelere ve eğitime katılım mekanizmalarının sağlanmasına rağmen yapılan saha araştırmalarında uygulamada teknik ve sosyal sorunların devam ettiği ve ilköğretim sonrası eğitime istenilen düzeyde katılım sağlanmadığı görülmektedir. Ancak geçici koruma altındaki Suriyelilere yönelik eğitim politikalarının sonuçlarının Türkiye'de Suriyelilerin yaşadıkları şehirlerin kültürel yapısı, Suriye'ye coğrafi yakınlığı, şehirdeki Arap kökenli nüfusun oranı, okulların durumu ve öğretmenlerin nitelikleri ile deneyimleriyle bağlantılı olduğunu söylemek mümkündür. Ayrıca, nerede olursa olsun eğitimde başarı ve uyumu sağlamada en önemli faktörün dil öğrenimi olduğu anlaşılmıştır. Bu konuda yeterli başarıyı sağlamak için gösterilen çabalara rağmen istenilen başarının büyük ölçüde sağlayamadığı hemen hemen tüm araştırmalarda ortaya konulmuştur. Artan sayıda Suriyelinin yükseköğretimde eğitim görmesinin ve istenilen

düzeyde olmasa da Suriyeli akademisyenlerin akademide yer almasının önemli olduđu tespit edilmiştir. Zira eğitimli ve istihdama en elverişli bu grup yerel halk tarafından daha kolay kabul gören ve uyuma en yatkın kesimdir. Dolayısıyla bu kesimdeki kişi sayısının artmasının her iki toplum arasındaki bağı güçlendireceđi öngörülebilir. Bu bağlamda, Türkiye’de geçici koruma altındaki Suriyelilere yönelik olarak tüm yaş gruplarında etkili dil öğrenimin, gençlerde okula devamlılığın sağlanmasının yanı sıra Suriyeli akademisyen ve yüksek öğrenimdeki öğrenci sayısının artırılmasının teşvik edilmesi uyum için öncelikli eğitim politika konuları olmalıdır.

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