



Refugees in the Educational System: Views of Turk and Refugee Students *

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Abstract

One of the most important topics in the field of education is refugee education as a result of the rapid increase in refugee numbers in recent periods in Turkey. The aim of this research is to investigate opinions of refugees and Turkish students about education given to refugees in Turkey. The basic assumption of the study is that the characteristics and experiences of refugee students should be known and their peers' attitudes and behaviors towards refugees should be examined in order to ensure their active participation in academic processes and to be accepted in the school social environment. The participants of this study, in which the phenomenology design, which is one of the qualitative research methods, was used, consists of a total of 60 students, 50 of whom are Turkish and 10 are refugees, who receive education in a state secondary school affiliated to the Ministry of National Education in the Altınordu district of Ordu province in the 2017-2018 academic year. Research data was obtained from refugee students in focus group interviews, while data were collected from a semi-structured interview during lesson time from other students. The obtained data were transferred to the MAXQDA 2020 qualitative analysis program, coded and analyzed. As a result of the research, refugee students stated that they were not accepted by their peers, which numerical and Arabic lessons rather than social studies lessons contributed to their adaptation to social life, that their teachers had a good approach to them, and that they saw Turkish language skills inadequacies as the basis of their problems. Turkish students, on the other hand, stated that they generally have negative thoughts about refugees, that teachers have a good approach towards their refugee friends, that the Social Studies course does not contribute to the integration of refugees into society, and that the problems related to school and society are caused by refugee students. For the social acceptance and academic success of refugees, it is recommended to conduct training on cultural adaptation, especially language education.

Keywords

Refugee education
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Introduction

Due to increasing migration events in the world in recent times, topics like migrants, refugees and asylum seekers come to the agenda more frequently than in the past. According to the 2020 world migration report, the conflicts in Syria have caused the number of Syrian refugees to reach approximately 6.7 million in the last seven years, making the country the largest source of refugees in the world. Afghanistan, on the other hand, has become the second largest source of refugees in the world with 2.7 million refugees due to the instability and violence that has been going on for almost three decades (International Organization for Migration [IOM], 2020). While the number of people forcibly displaced due to conflict, violence and persecution is constantly increasing on a global scale; the results of the internal and external geopolitical turmoil in neighboring countries of Turkey forced it to take immigration from different countries and therefore it became the country with the largest number of refugees in the world. Turkey hosts approximately 3.6 million registered Syrian refugees as well as 370,000 Iraqis and foreign nationals, among which is home to the Afghan refugees (Birleşmiş Milletler Mülteciler Yüksek Komiserliği [UNHCR], 2020).

In Turkey, which also hosts immigrants from different countries such as Iraq and Afghanistan, with this wave of migration, the concepts of "refugee and Syrian" have revealed a structure that can be used almost interchangeably. This wave of migration, which continued and increased in later periods, involves many difficulties in financial, political and social areas in addition to social cohesion problems for people coming to our country. From the day that migration began linked to war, the Republic of Turkey implemented an "open door" policy where no one would be sent back by force and that migrants would have housing and other basic requirements provided in camps (Ihlamur Öner, 2014 as cited in Soylu, Kaysılı, & Sever, 2020). With the this policy, Turkey accepted the highest number of Syrian asylum-seekers and provided many social services, led by housing, for individuals coming in various migrant waves (Erçetin, Açıkalın, Potas, Özdemir, & Doğan, 2018).

Some limitations of the "1951 Geneva Convention" prevent migrant Syrian citizens from being given refugee status. Accordingly, Turkey can only provide temporary protection status to refugees coming from a country that is not a member of the European Union. The temporary protection status for Syrian citizens places them as "guests" (Seydi, 2014), ensures they can remain in Turkey for unlimited periods and that needs like housing, food, education and health are provided in camps (Gençler, 2020).

Directorate General of Migration Management (2020a) states that, as of September 16, 2020, 59,877 Syrians are living in the temporary accommodation center and 3,559,041 Syrians who have temporary protection live outside the temporary accommodation centers. The existence of such a large crowd brings the issue of integration to the agenda. Successful integration requires inclusion in all areas of life. Considering that half of the refugee population is children, the education of refugee children is an important step for the overall integration of refugees and their future in the host country (Hacıoğlu, 2018). Educational policies implemented in recent years about migrants and refugees in Europe focus on rapid integration of refugee children into educational systems and refugee children learning the language of their country of refuge (Bloch & Hirsch, 2017). However, research about integration of refugee children in educational systems in Europe and the USA show that educational policies focusing on assimilation or rapid integration of refugee children into education are unsuccessful in the short and long term and have negative outcomes (Bloch & Hirsch, 2017; Şimşek, 2018; Şimşek, 2019).

The importance of education in ensuring social cohesion has been discussed in many studies. Among these, education is a cement that strengthens the social structure (Kantzara, 2011), the education system gives importance to social harmony and supports multiculturalism, helps immigrants and host society meet on the same ground (Shuayb, 2012), as well as education for social cohesion. There are also those who state that it is very important (Duman, 2019).

Studies show that inclusive education is a good approach for diversity and transition to citizenship (Dolapçioğlu & Bolat, 2020; Şimşek, 2019) and propose that problems related to the

education of refugee children may be solved by inclusive education (Demirezen & Akhan, 2016; Pinson & Arnot, 2007).

The idea and implementation of inclusive education initially was emerged related to the integration of disabled students into normal classrooms (Kiuppis & Peters, 2014). However, today this concept is used in a broader sense of integrating the increasing diversity within school communities, including learners with different cultures and languages (UNESCO, 2009). In the present day when refugee flows are experienced around the world, the importance of inclusive education aiming to provide good and equal learning opportunities for all students regardless of their requirements has further increased (Pastoor, 2016).

Due to reasons like financial difficulties, structural difficulties and lack of appropriate syllabus in state schools in our country, some Syrian children do not attend school (Hos, 2016), and these are among the obstacles to inclusive education offering equal education opportunities to all students. Analysis by Emin (2016) investigated the education data and school enrollment rates of Syrian children according to year and concluded that while the school enrollment rate was 30% in the 2014-2015 educational year, this rate continuously increased and reached 65% in the 2017-2018 educational year. These figures are not at the desired levels, but may be assessed as an important marker of ensuring integration of Syrians in our educational system and our country. The lack of enrollment and lack of access to quality education of Syrian children is stated to push them to the margins of society, and cause ghettoization, radicalization and damage their future hopes (Taştan & Çelik, 2017).

Considering that the situation would be temporary in the first years of the mass migration movement, education service was provided only for Syrian children in the camps, and with a circular published in 2014, education services to be offered to Syrian refugee children were guaranteed throughout the country (Kağnıcı, 2017). Iraqi, Afghan and Syrian children were given the opportunity to study together with their Turkish peers and to benefit from all kinds of education services, with the circular titled "Education and Training Services for Foreigners" published regarding the education to be given in public schools (Emin, 2016). Thus, refugee children under temporary protection have the right to enroll in public schools free of charge (Human Rights Watch, 2015).

The continuation of the civil war in Syria indicates that the majority of Syrian asylum-seekers will remain permanently in Turkey (Duman, 2019). For this reason, it is necessary to focus on issues such as social cohesion, educational inclusiveness, cultural and linguistic cohesion. Because it is very important for the future of the country with which skills and qualifications these individuals will transition into adult life (Akdacağ Çelik, 2019).

In studies on the education of refugee children, it is notable that topics like studies on the education of refugee children (Çelik, 2019; Kardeş & Akman, 2018; Özer, Komşuoğlu, & Ateşok, 2016; Sağlam & İlksen Kanbur, 2017; Soylu et al., 2020; Şimşir & Dilmaç, 2018; Zayimoğlu Öztürk, 2018) and student (Çetin, Kılcan, Güneş, & Çepni, 2015; Palaz, Çepni, & Kılcan, 2019) views, the phenomenon of refugee in education curricula (Kılcan & Şimşek, 2020), family participation in the education process (Bloch & Hirsch, 2017) issues such as multicultural education (Soylu et al., 2020; Timm, 2016) and inclusive education (Demirezen & Akhan, 2016; Pinson & Arnot, 2007, 2010; Taylor & Kaur-Sidhu, 2012) come to the forefront.

When the literature is investigated, the basic problems encountered by refugees are grouped linked to language, race and belief differences, cultural harmony, access to school, lack of family interest, lack of motivation, lack of interest in lessons, being away from their country and failure due to not knowing Turkish (Yiğit, 2015). It appears there are a variety of obstacles due to gender differences in educational access of Syrian students (Kubilay, 2020) and economic concerns (Human Rights Watch, 2015; Kultas, 2017; Yıldız, 2018).

Among these problems, it is a common finding encountered in many researches (Ablak, 2020; Akdeniz, 2018; Aslan, 2020; Başar, Akan, & Çiftçi, 2018; Bozkurt, 2018; Çakmak, 2018; Çelik, 2019; Emin, 2018; Emiroğlu, 2018; Ergün, 2018; Güngör & Şenel, 2018; Karaağaç, 2018; Kardeş & Akman, 2018;

Özcan, 2018; Özer et al., 2016; Şimşir & Dilmaç, 2018; Toker Gokce & Acar, 2018; Uzun & Bütün, 2016; Zayimoğlu Öztürk, 2018) that the primary problems experienced by teachers regarding the education of refugee students are language problems and adaptation problems. These problems encountered in language and adaptation also negatively affect the academic success of both the class and refugees (Ciğerci & Güngör, 2016; Ergün, 2018; Güngör & Şenel, 2018; Sarıtaş, Şahin, & Çatalbaş, 2016).

In order to avoid the mentioned problems, one of the studies completed about education of Syrian refugees in Turkey was the “Project on Supporting the Integration of Syrian Kids into the Turkish Education System” (PIKTES) run in cooperation by the Ministry of National Education (MONE) and the EU Turkey Delegation. This project aimed to ease access to education in Turkey of Syrian refugees and ensure integration of Syrian students into the Turkish education system (Ministry of National Education, 2019). Within the scope of the PIKTES project, a variety of activities like Turkish and Arabic language education, providing educational material, training of administrative personnel and teachers, and support education were completed (Soylu et al., 2020).

Additionally, there are a few studies encountered stating that refugees are adequate in terms of adjustment to social life (Kariman, 2015), they have positive contributions to social cohesion and integration (Yıldız, 2018), and that children do not have difficulty learning Turkish though they have low levels of Turkish use (Kılınç, 2014). Another study found that the problems encountered by language teachers employed in temporary education centers were generally due to the phonetic structure of the language, student attempts to identify what they learned in Syria with the Turkish education system, the preparedness of students and different affective dimensions, and lack of materials (Beyhan, 2018).

At the point of resolving these problems, recommendations were made about increasing the number of Turkish lesson hours (Çakmak, 2018) and the need to provide language education at the level where refugee students can follow lessons in school (Tosun, Yorulmaz, Tekin, & Yıldız, 2018). Additionally, there are many studies stating the need to train teachers primarily for refugee education (Katsigianni & Kaila, 2019; Mogli, Kalbeni, & Stergiou 2020). Teachers in schools attended by Syrian refugees stated the need to receive training in order to meet the educational needs of their students (Hos & Cinarbas, 2018; Zayimoğlu Öztürk, 2018).

In addition to research in scientific environments, some international and national organizations publish regular reports about this topic (Human Rights Watch, 2015). These reports generally do not perform an assessment on the basis of educational activities that should be performed from the perspective of ideology or the aims underlying education, but only focus on the statistical or legal dimensions of the topic. When the data of the Ministry of National Education are examined, it is observed that a total of 232,714 foreign students received education in our country in the 2016-2017 academic year. Among these, Syrian citizens are in the first place with 166,482 persons, Iraqi citizens are in the second place with 23,971 persons, and Afghanistan citizens are in the third place with 12,782 persons (Directorate General of Migration Management, 2016). Syrian students constitute the largest number of these students.

Considering the fact that approximately 27% of the refugees living in Turkey are at the age of mandatory education and the school attendance rate is low, it is seen that education is a very important issue. This situation brings with it the issue of how the educational content offered to refugees should be. While determining the content of the education service to be offered to the refugees, the basic aims of the education and the general objectives of the Social Studies education should be taken into consideration. Because these include the adoption of Turkish culture and values by individuals in the context of citizenship education (Kızıl & Dönmez, 2017).

The importance of social studies lessons in terms of social cohesion of refugee students in Turkey is clear (Baloğlu Uğurlu & Akdovan, 2019). In terms of content, social studies is one of the important lessons that will contribute to refugees' awareness of their rights and responsibilities and their adaptation to the society they live in. However, a study on the concepts of immigrant, refugee, and asylum seeker in the Social Studies Curriculum in Turkey (2018) shows that these concepts are not

included in the social studies curriculum at all (Kılcan & Şimşek, 2020). In another analysis of the place of the refugee issue in the Social Studies curriculum, it was determined that the subject was related to some achievements (Öztürk, 2015). "Effective citizenship education", which is one of the basic philosophy of the Social Studies course, also supports this idea. In this context, the importance of the social studies course, which helps individuals to respect differences and adapt to the society in which they live, comes into prominence as citizens of a democratic society.

When the literature is examined, studies on refugees generally focus on the problems faced by Syrian refugees (Akdeniz, 2018; Aslan, 2020; Başar et al., 2018; Bozkurt, 2018; Çakmak, 2018; Demir, 2020; Emin, 2018; Emiroğlu, 2018; Ergün, 2018; Karaağaç, 2018; Özcan, 2018; Uzun & Bütün, 2016) causes the refugee phenomenon to be reduced to only one nation and overshadows the studies on foreign students. In addition, studies examining the views of refugee students and their peers are quite rare in the literature (Ablak, 2020) and draw attention to the fact that there are quantitative studies. In this context, it is important to examine the mass mobility, which is the problem of our century, with the target groups related to the qualitative approach in order to determine the source of the problem. Because what needs to be done in education is to determine the source of the problem and to prevent the same problems. It is important to know the characteristics and experiences of refugee students in order to ensure their active participation in academic processes in the education system and to be accepted in the school social environment, and to examine the attitudes and views of their peers towards refugees to determine the source of the problem. With this study aimed to investigate the education given in middle schools located in Ordu province in the views of refugee and Turkish students, to identify educational problems encountered and to propose solutions.

For this purpose, the subject has been tried to be discussed from a different perspective than previous studies. The fact that no study has been conducted that examines the issue with a qualitative approach in the dimension of refugee students and their peers makes the research unique.

In this context, "What are the views of refugees and Turkish students about the education service offered to refugees in Turkey?" is the main question of the research. Within the framework of this main question, answers to the following sub-questions were sought:

1. Refugee students; What are the opinions of their peers and teachers on the way they approach them, the contribution of the lessons they take at school to the social integration processes, the problems they encounter in the education process and their solution suggestions?
2. Turkish students; What are the opinions of refugees about the possibility of "having to live in refugee status", being in the same class as a refugee, the approach of their teachers to refugees, the content of the social studies lesson and the contribution of refugees to social life, the problems they face at school with refugees and their solution suggestions?

Method

Research model

Phenomenology model, one of the qualitative research methods, was used in this study in accordance with the research purpose and questions. Phenomenology is a qualitative research method that enables people to express their understanding, feelings, perspectives, and perceptions about a particular phenomenon or concept, and is used to describe how they experience this phenomenon (Rose, Beeby, & Parker, 1995). The purpose of phenomenology, which emphasizes the common experiences of a group of people, is to try to understand the experiences of people (Van Manen, 2007). In line with the stated purpose, the participants can usually be asked open-ended questions to describe their experiences of the researched phenomenon and understand their common experiences (Creswell, 2020).

From this point of view, the concept of "refugee" discussed in this study is a phenomenon that we frequently encounter in daily life and that we hear from many people around us. Studies on refugees can also provide information about the relationships of refugee with other variables (migration, war, social inclusion, exclusion, social acceptance, respect for differences, etc.). However, what does it mean for students to be a "refugee student" in education life? How does being a refugee affect students in

both their school and private lives? What kinds of experiences do refugee students have? What kind of experiences do Turkish students who are in the same class with their refugee peers and students? This study, which is handled with a phenomenological approach within the framework of questions such as such, aims to reveal the essence of the experiences of refugee students and Turkish students regarding what it means to be a refugee.

Study group

The research was completed with two different groups of refugee students and Turkish students. Determination of the study group in the research used the criterion sampling method from among purposeful sampling methods. Purposeful sampling is used to make in-depth understanding and requires the selection of topics that provide more information to deepen the research (Patton, 2014). The criterion sample is the study of situations that meet the criteria predetermined by the researcher (Yıldırım & Şimşek, 2013). According to the data of the Directorate General of Migration Management, the number of foreigners in our country with a residence permit is 828,958. 116,271 of them are from Iraq, 83,479 of them are Syrians and 40,278 of them are from Afghanistan. With a residence permit, 2,015 refugees reside in the province of Ordu (Directorate General of Migration Management, 2020b). In this research, the criteria for selection of participants were determined as attending middle school and living in Turkey for at least one year with a student residence permit for refugee students. For other students the criterion was attending education in classes including the refugee students participating in the research.

The data related to these groups are presented under the following subheadings.

Refugee Students: According to the data obtained from Ordu Provincial Directorate of National Education on 23 January 2017, a total of 549 refugees receive education in various education levels from pre-school to the last grade of secondary education. The considerable number of refugees in question reveals the need to work on this group. Refugee students in the research comprised 10 refugee students receiving education in a state middle school linked to the Ministry of National Education located in Altınordu county of Ordu province in the 2017-2018 educational year. The secondary school included in the study sample was determined by considering criteria such as having the highest number of refugee students in the province of Ordu, being in a central location, having students from different socio-economic levels, and the facilitating approach of the school administration in conducting the research. Features of the participants in the study group are presented in Table 1.

Table 1. Personal information about refugee students and their educational process

Personal Information		<i>f</i>	Information related to the educational process		<i>f</i>
Sex	Female	6	Study room of their own	Yes	1
	Male	4		No	9
Age	12	2	Number of people living in the house	1-3	3
	13	5		4-6	6
	14	3		7-9	1
Country of origin	Syria	5	Someone to assist with lessons	Yes	1
	Iraq	3		Partly	0
	Afghanistan	2		No	9
How many years in Turkey	1-3 years	4	Linguistic (Turkish) adequacy level	Adequate	0
	4-6 years	5		Partly adequate	1
	7-10 years	1		Inadequate	9
Reason for leaving home country	War	8	Received education about refugee rights	Yes	0
	Other	2		No	10
Who did they come to Turkey with	Family	7	Feels the need for citizenship education in Turkey	Yes	8
	Relative	2		Partly	2
	Family friend	1		No	0
Total		10			Total

When Table 1 is investigated, most refugees came from Syria, there were more female students and the majority were 13 years old. In spite of living for at least 3 years in our country, inadequacies in the sense of Turkish language skills were observed both during the interviews and in their statements about not understanding lessons due to language inadequacy. It is notable that they generally had crowded families and lived in small houses.

Turkish Students: The students in the study group comprised 50 students receiving education in a state middle school linked to the Ministry of National Education located in Altınordu County in Ordu province in the 2017-2018 educational year. The features of participants included in the study group are presented in table 2.

Table 2. Personal information about students

Personal Information		f
Sex	Female	20
	Male	30
Age	12	2
	13	32
	14	16
Maternal educational status	Primary school	14
	Middle school	13
	Secondary education	20
	Higher education	3
Paternal educational status	Primary school	10
	Middle school	15
	Secondary education	20
	Higher education	5
Total		50

When table 2 is investigated, the majority of participants were boys and aged 13 years. When maternal and paternal educational status is examined, it was concluded that the number of students with parents who were university graduates was very low.

Data collection tools

In order to gather data in the research, two separate interview forms were created by the researcher, based on the relevant literature, to reveal the meaning of being a refugee student, one for refugee students and the other for Turkish students. In semi-structured interviews, researchers generally stay within the framework formed with pre-prepared questions and direct their questions to the participants in this way. While determining the questions directed to both participant groups in the study group, expert opinion was consulted and the questions were finalized in line with these opinions. The forms developed later were applied by interviewing two refugee students with similar characteristics to the study group and by giving a questionnaire to three Turkish students. The students in both groups were asked for their opinions on whether the questions were understood or not, and if any, they were asked to state their suggestions. With some changes made as a result of this pre-application, the interview forms were finalized.

The data collection tools, which were finalized by the researcher, were applied to refugee students and Turkish students with the decision of the Social and Human Sciences Ethics Committee of Ordu University dated 20.06.2017 and numbered 04 and with official permissions from the Provincial Directorate of National Education.

The interview form used for refugee students consists of two parts: information about personal and educational processes and interview questions. During the interview, first of all, the country they come from regarding their personal and educational processes, when, why and with whom they came to our country, the number of people living in their homes and with whom they live, whether they have

their own study rooms and the presence of people to help them with their lessons, their Turkish literacy is sufficient for school lessons. Questions about the status of being and participating in any training on the rights of refugees were included. In the second part questions are included such as; which lessons contribute you most to adapt to social life in Turkey? What kind of information does it provide? Give example, How do you evaluate your classmates' approach to you? How do you evaluate your teachers' approach to you? As a refugee, what are the problems you encounter in the education and training process? What are your suggestions for solutions to these problems?

The interview form used for Turkish students likewise consists of two parts: personal information and interview questions. In the personal information section, questions about the age and gender of the students, and the educational status of their mothers and fathers were included. Interview questions are; what they know about refugees, how would you like to be treated if you were a refugee and how do you behave, how do you evaluate your teachers' behavior towards your fellow refugees? How does being in the same class as a refugee peer have any effect on you? Does the social studies course contribute to the adaptation of refugees to our country? Is it necessary to add content related to refugees to social studies course content? Are you having problems with refugee students? What are your solutions to these problems?

Data collection

Within the scope of the research, data for refugee students were collected by focus group interviews and for Turkish students by interview forms. An explanation of how data is collected from two different study groups is presented below under two subheadings.

Data collection with refugee students

At this stage of the study, first of all, the administrators of the school where the refugees are educated were interviewed, and information about the general rate and situation of refugee students at the school was obtained. With the guidance of the school administration, firstly, social studies teachers who took the lessons in these classes were contacted and information was given about the research. Afterwards, teachers and the school administration were asked to interview with refugee students within the scope of the research. Before collecting the research data, 23 refugee students studying at 6th, 7th and 8th grades were interviewed at different times and information about the research was given and they were asked verbally whether they would like to participate in the study. 12 of the 23 students who were interviewed declared that they would participate in the research. Since the refugee students who declared that they would participate in the study were under the age of 18, their families were also contacted and their families' approval to participate in the study was received in writing. However, 2 refugee students did not come to the school on the day of the focus group interview. One of the reasons for the researcher to have a pre-interview with the participant group is to determine the need for an interpreter. The fact that the refugee student given with the R3 code in the findings has a command of Turkish eliminated the need for an interpreter. Before starting the interview, refugee students were informed about the issues such as freedom to participate in the interview, that they can end the interview whenever they wish, and if they allow, the interview will be recorded with a tape recorder. Focus group interviews with 10 refugee students who want to participate in the study voluntarily were completed in 90 minutes in the meeting room of the school where the refugees are educated. The reason for performing a focus group interview was that only two of the refugee students could effectively speak Turkish. The focus group interview was assessed as a healthy data collection method to clarify any elements that were misunderstood during the interview. Answers given by refugee students to these questions were recorded by the researcher on the semi-structured interview form at the time of interview. Refugee students determined to be asked "Does social studies contributes to Turkey harmonization process?" Since the question was not understood by the participants, the question was changed as to which lesson contributed more. Therefore, the participants were not asked another question such as "Which subjects should be added to the content of the social studies course". This is as important as knowing Turkish as well as showing the deficiencies of refugees in understanding and interpreting them. The researcher did not use a voice recording device as the focus group interview

participants did not consent. Nicknames ranging from Refugee 1 (R1) to Refugee 10 (R10) were given to each participant in order to hide the identities of the participants in the presentation of the research findings.

Data collection with Turkish students

During the data collection phase written approval for participation in the study was obtained from the parents of Turkish students who accepted the interview and voluntary participation forms were signed with the students mutually. Data from Turkish students were collected during one lesson hour reflecting opinions on a semi-structured interview form. The interview form comprised two sections of personal information and interview questions. As there were 50 participants, one-to-one interviews were not held with each participant. In the presentation of the research findings, each participant was given nicknames ranging from Student 1 (S1) to Student 50 (S50) in order to protect the participants and to hide their identities, taking into account ethical issues.

Analysis of data

Using the phenomenological analysis method in the study, it was tried to reach the essence of the experiences of refugee and Turkish students regarding the phenomenon of refugee, which is the phenomenon of the research. For this purpose, open-ended questions were asked to both refugee and Turkish students. In order to clarify the statements of refugee students and to provide more in-depth data, probe questions were also included during the focus group meeting. The phenomenological analysis process was carried out in four stages: "bracketing, phenomenological reduction, imaginary diversification, synthesis of meaning and essences" (Giorgi, 2009). First, interviews were transcribed to a computer environment by the researcher. In order not to affect the analysis of the interview texts, the researcher tried to exhibit an objective attitude by putting aside his own thoughts and prejudices on the experiences of refugee and Turkish students, by bracketing. Phenomenological reduction was made by classifying their own expressions, which refugee and Turkish students use to describe their experiences, according to their meanings and differences between meanings. He made an imaginary variation by revealing the hidden meanings in the expressions of the participants, and finally, based on the opinions regarding the questions, the structural themes, categories and codes were organized and analyzed, and the essence and structure of the phenomenon of being a refugee student was described (Yılmaz & Şahin, 2016). The data were analyzed in the MaxQDA 2020 Analytics Pro qualitative data analysis program. With the aim of ensuring the validity and reliability of themes and codes reached in the research, the multiple analyst triangulation method was used. In this process, independent coding was performed by an expert in the field of social studies education for all data and then the coding systems of the researcher and expert were compared. The results of this comparison calculated the reliability value as nearly 93%. Validity of qualitative research may be ensured by studies like data diversifying, detailed explanation of the study group features, and detailed reporting of data and citations from data (Creswell, 2014; Johnson & Christensen, 2014). For this reason, codes were presented based on which student had made the statement, visualized in code networks and code matrices, with the frequencies of code statements shown. Additionally, attempts were made to increase the validity and reliability of the study by openly and clearly stating the codes and supporting them with direct quotations during presentation of findings. Analyses of refugees and students were completed separately.

Results

Due to the structure of the research, the findings and discussion section of the research is presented under two headings based on the study groups. Firstly, analysis of data obtained from refugee students is structured and presented and then analysis of data obtained from Turkish students is presented.

In order to better understand the figures presenting the research findings, explanations of visual symbols (Zayimoğlu Öztürk, Yaylak, & Öztürk, 2020) are given in Table 3.

Table 3. Expressions Used for Data Visualization

	Symbol indicating significant whole created by categories		Symbol indicating participant statements
	Theme		Symbol indicating formation of category, code or subcodes together (strong)
	Category		Symbol indicating formation of category, code, or subcodes together (weak).
	Code		Symbol indicating category or code with subcodes.
	Code with a subcode		

1. Findings and interpretations related to refugee student opinions

1.1. Peer approach

Within the scope of the research, refugees were asked “how do you assess the approach of your classmates toward you?” The participant opinions related to this research question are presented in Figure 1.

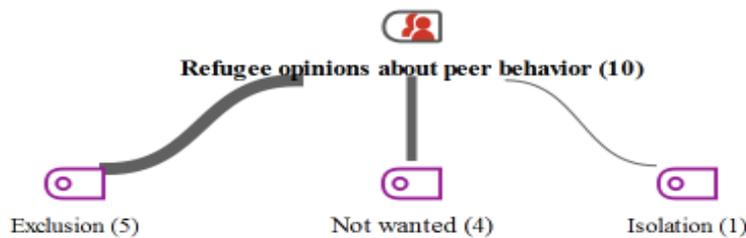


Figure 1. Refugee opinions about behavior toward them by peers

When participant opinions are investigated, it is notable that they generally felt excluded, were marginalized and left alone and exposed to social isolation.

Especially as stated by R2, ‘everyone can take and use my eraser, my eraser is everyone’s but no one else’s is mine, I can never take anything’, ‘on breaks everyone talks behind my back and says go away, get lost’ (R5, R7, R10), ‘No one calls you anywhere, they don’t even talk’ (R1) and ‘I can’t talk to Afghans or Iraqis as I don’t fully understand them, I stay alone, but I’m used to it.’ (R3).

1.2. Teacher approach

Within the scope of the research, refugees were asked “how do you assess the approach of your teachers towards you?” The participant opinions related to this research question are presented in Figure 2.

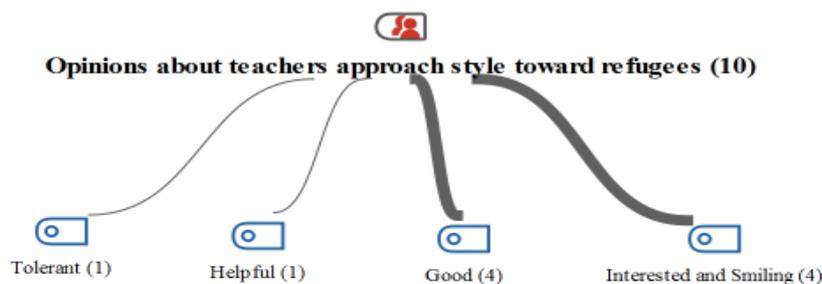


Figure 2. Refugee opinions about teacher approach styles

All refugees appeared to answer very good in response to the question about teacher approaches towards them. Refugees explained that the education and teachers here were much better compared to their own country, especially; *'In Syria if you don't know something in school you get beaten with a hosepipe, here teachers smile and they explain slowly so we can understand'* (R3, R5, R8).

1.3. Contribution of lessons to adjustment to social life

Within the scope of the research, the question "which lesson most contribute to you at the point of adjusting to social life in Turkey? What type of information provides this contribution? Give examples." was asked to refugees. The participant opinions related to this research question are presented in Figure 3.

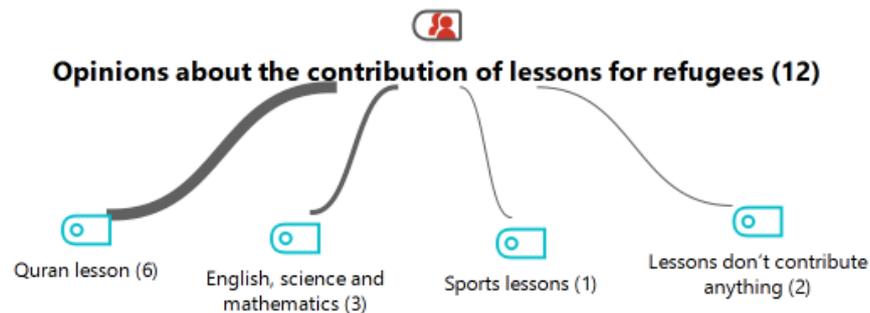


Figure 3. Refugee opinions about contribution of lessons to adjustment to social life

In relation to the contribution to adjustment to social life in our country of lessons in school, most of the participants, R2, R4, R6, R8, R9 and R10 stated the opinion Religious Culture and Ethics, or in their own words Quran lessons. Later participants noted, in order, English, Sports lessons (R2-Judo), Mathematics and Science. Based on this finding, while social studies should be the lesson which most contributes to refugees at the point of adjusting to our country, the data that no refugee mentioned this lesson is assessed as astonishing. The reason for the lack of contribution of verbal lessons to refugee students may represent inadequacy of language skills among the participants.

1.4. Problems encountered during the education process

Within the scope of the research, refugees were asked "as a refugee, what problems did you encounter with the educational process?" The participant opinions related to this research question are presented in Figure 4.

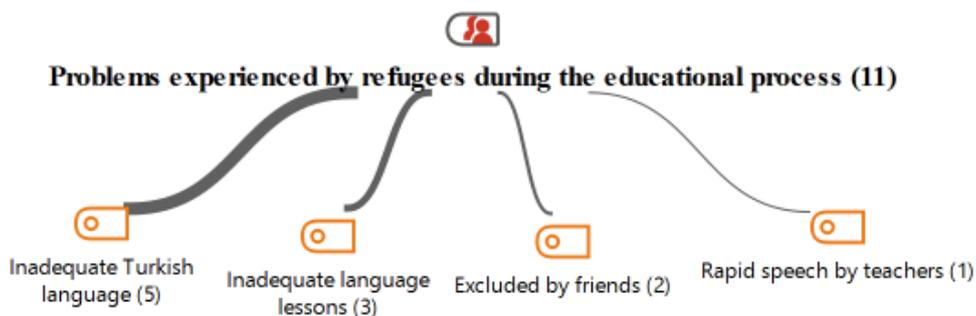


Figure 4. Refugee opinions about problems encountered during education

The refugees stated that the basic source of problems was inadequate language, in fact they spent long durations at an extra language course but the language education did not teach them more than the alphabet and as a result did not contribute to them. Statements included: *'I tried to learn Turkish*

for two years but there was nothing but A, B, C, I can't talk, can't explain' (R3), 'I went to a course at school but it didn't help' (R6), 'In lessons maybe they are explaining a thing that interests us but we don't understand because we don't know Turkish' (R2).

1.5. Solutions to problems encountered during the education process

Within the scope of the research, refugees were asked "what are your solutions to problems experienced during education?". The participant opinions from the focus group interview are presented in Figure 5.

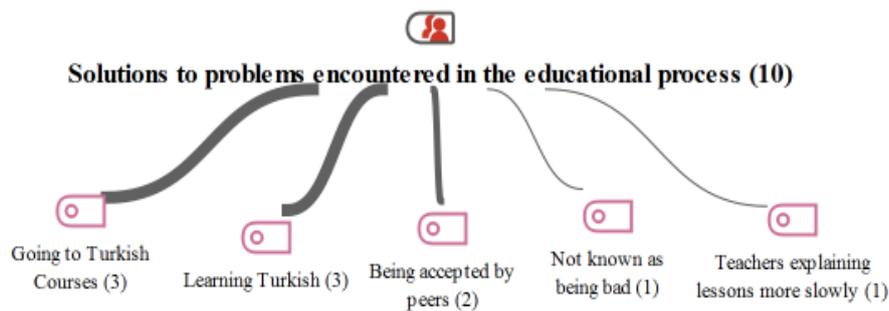


Figure 5. Refugee opinions related to solving problems in the education process

Refugee students primarily stated that they needed to receive an effective Turkish course which is very important to develop Turkish skills. In response to a probing question by the researcher about whether receiving education in their native language would be more beneficial, all said no. Reasons were that they had difficulty communicating in their native language as they were not very good at the language because they had been here for many years (R1, R3, R7 and R9). R5 stated they wanted to spend time with classmates outside school saying 'if they invited me, I would like to be friends with them' showing they did not want to be excluded.

2. Findings and interpretations related to Turkish student opinions

2.1. General opinions about refugees

Within the scope of the research, the first question for participants was "what do you think about refugees coming to our country? Please explain." General participant opinions about refugees are presented in Figure 6.

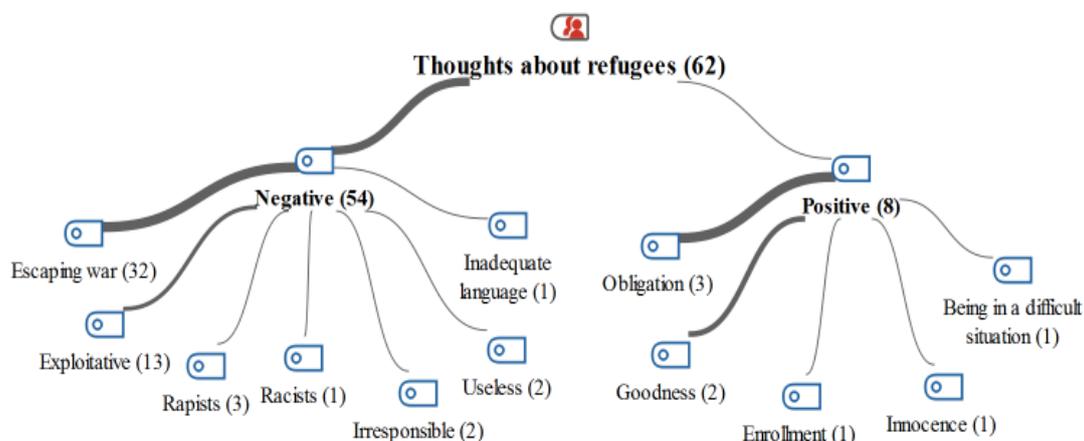


Figure 6. General opinions of students about refugees

As seen in Figure 6, students appeared to have negative opinions about refugees in a general sense. The thoughts of students about refugees appeared to include negative situations like escaping war, that they were people who would not fight for their own country, that they exploited our country and took whatever was available without effort.

Some of the responses of students with negative thoughts related to this theme are: *'they came to our country, rapes and fights increased. Yesterday I saw on the news that a woman was raped by 5 Syrians. They should be thrown out of our country'* (S2), *'I know they didn't fight for their own country'* (S4), *'I don't want foreign Syrians and Iraqis to come to our country'* (S16), *'they have a luxury life in tents. And they sometimes give rights we have to them...'* (S26), *'they take things without effort and they don't act like guests...'* (S34).

Some of the opinions of students who thought positively about this theme are as follows: *'I know they left a war and they had a lot of difficulties...'* (S1), *'some of them really need help and I think the beggars are also innocent.'* (S8), *'I think some are friendly and some are bad. I'm friends with two refugees and both are very good'* (S23), *'They had to leave their countries because of the wars in their countries. And that event was very upsetting for them. They left their houses, jobs, and lives there and came.'* (S39).

Some students approached this topic from both positive and negative viewpoints. Some of these participant opinions are: *'There's good sides and bad sides. The good side is good sincerity. The bad side is that they smell very bad and some don't know the value of Turkey'* (S5).

As can be seen in the statements of the students, expressing even positive thoughts about refugees with situations such as pity, need for help and compassion is considered to be the biggest obstacle to social acceptance of refugees.

2.2. Opinions of students about possibility of being a refugee

Within the scope of the research, the second question for participants was *"If you had to seek asylum in another country, how would you like your peers to behave toward you? How do you assess your behavior?"* The participant opinions about the possibility of being a refugee are presented in Figure 7.

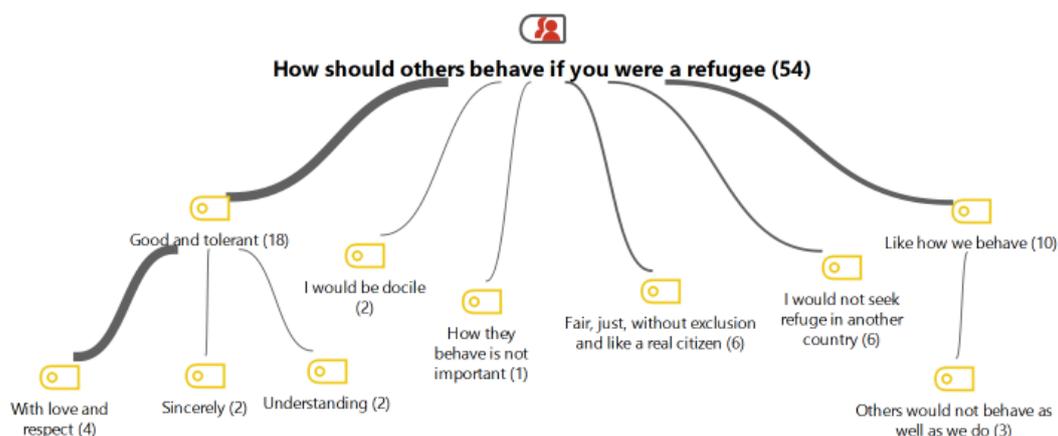


Figure 7. Opinions of students about the possibility of being a refugee

As seen on Figure 7, if students were refugees themselves, opinions about how people should behave towards them appeared to involve positive aspects like good, tolerant, equal, and just behaviors in a general sense. Students stated that generally they didn't want to think about becoming a refugee, and that if they were refugees others should behave well, nicely, with love and respect towards them. They stated that they displayed positive behavior towards their refugee friends. However, responses to the first question show that they were not consistent in their responses and statements conflicted. While

findings related to the first question comprised mostly negative views, the responses to this question are notably on the axis of goodness and tolerance.

Some of the responses of students with negative thoughts about this question are as follows: 'I would like them to behave towards us as we behave towards them' (S1), 'I would like good behavior, I would not like to be excluded' (S11), 'I would like them to help me a lot' (S12), 'Firstly I would like them to be a brother, a friend, my best confidant' (S19), 'I would like them to behave with respect and equality in a way' (S20), 'I would not like them to exclude us' (S21), 'I would like them to behave well, to behave as well as they can' (S22), 'I would like to be greeted by love. I don't act very intimately. I would like good behavior' (S47).

2.3. Student opinions about teacher approach styles toward refugee students

Within the scope of the research, the third question was "When generally assessed, what can you say about the approach of your teachers to your refugee friends?" The participant opinions about teacher approaches are presented in Figure 8.

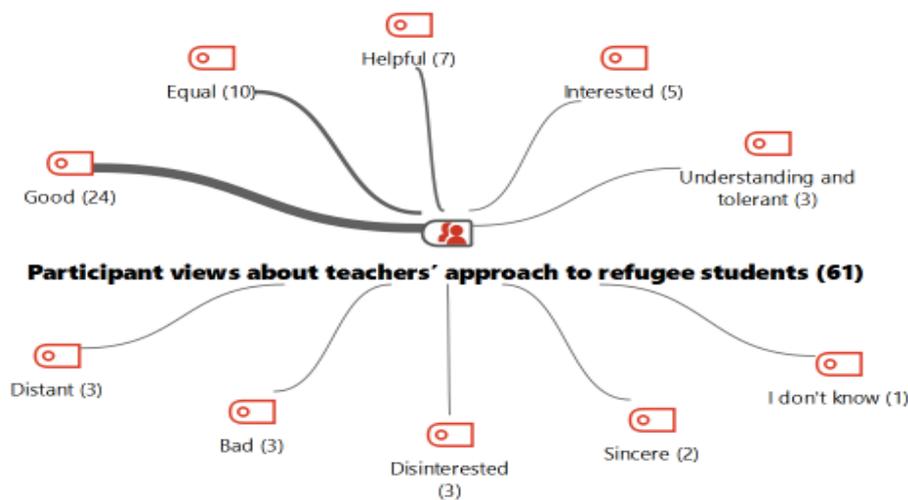


Figure 8. Student opinions about teacher approaches toward refugees

As seen in Figure 8, opinions of students about 'approaches of teachers to refugee friends' generally involved positive attitudes like being good, equal, helpful, understanding, etc.

Some responses of students with positive opinions related to the topic, who stated that teachers acted good, sincere, helpful and better than even toward themselves are; 'They behave very well, in fact some teachers give them test books as they can't afford them' (S2), 'However they act towards us, that's how they behave, they do everything for them because they don't know Turkish' (S4), 'they even help them with homework sometimes' (S41), 'they display more interest in them than in us' (S43), 'my teachers are close and interested' (S46), 'everyone receives equal education' (S50).

Some of the negative student opinions include; 'Not close, shouldn't be; I don't want them to expend effort on them' (S20), 'they approach them poorly and in a racist way' (S28), 'our teachers don't care much, apart from the principal and vice principal...' (S27).

It is considered that the teachers' approach to refugees, who are role models in classroom order and behavior in the classroom, is the most determining factor in the acceptance of refugees in their class. While students generally evaluate their teachers' approach to refugees positively, the negativity of the students' own approaches suggests that teachers are not effective enough on students.

2.4. Student opinions about being in the same class as refugee students

Within the scope of the research, the fourth question was “has sharing a classroom with refugees had any effect on you? What effect?” The participant opinions related to sharing a classroom with refugee individuals are presented in Figure 9.

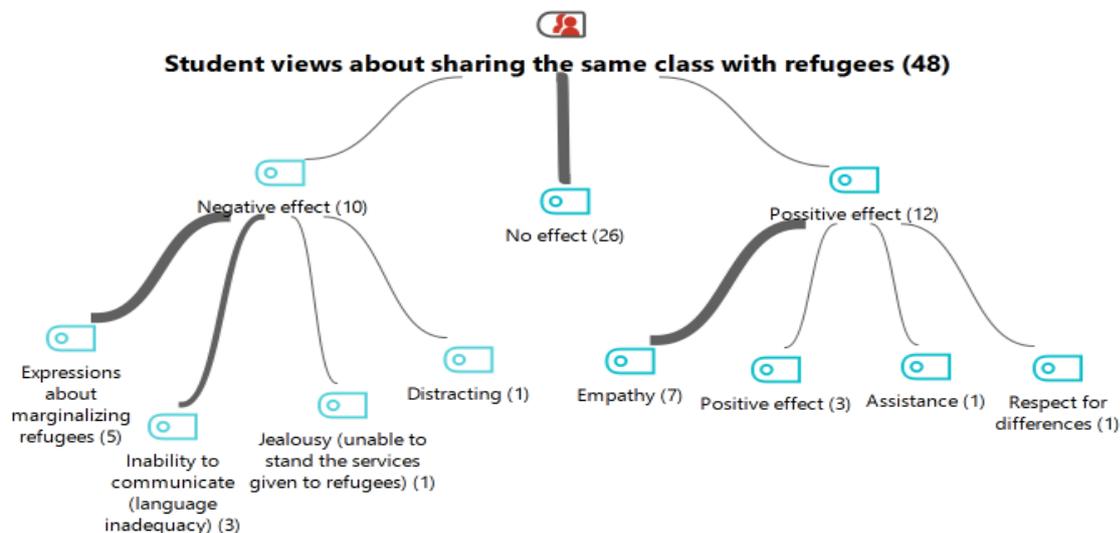


Figure 9. Student opinions about sharing a classroom with refugees

When Figure 9 is investigated, most students appeared to state that sharing a class with refugee individuals did not have any effect on them. When the number of participants who thought that being in a class with refugees affected them, there were negative and positive effects stated; however, it is notable that there were more positive effects though not significantly.

The responses of students who thought that being in a class with refugees had a positive effect on their mood are as follows: ‘there is because I try to be empathic, even a little. I understand people in this way’ (S1), ‘I am upset and we want them to go and regain their homes and their countries immediately’ (S16), ‘there is because sometimes what they experienced was very bad, when they tell teachers in lessons people feel bad’ (S45). Even in the positive student expressions here, the emphasis on the refugees’ going to their country instead of social acceptance is remarkable in terms of showing the need for inclusive education.

Example statements from participants who stated that being in a class with refugees affected them but in a negative way include; ‘there is, because everyone is equal here but they see themselves as above us’ (S13), ‘there is they speak with words they learn during lessons. They display behavior like hand movements, etc.’ (S24), ‘there is, I don’t understand anything they say. I don’t know what they think about me, that makes me uncomfortable’ (S25), ‘Even though I’m a Turkish citizen, I have the same educational opportunities as refugees in my country. Further, you are performing studies to ensure they have better educational opportunities than us. We Turks should have better opportunities for education than them.’ (S17).

Participants in the third category mostly ignored refugee classmates and emphasized that they had no effect on them. Example statements from participants with this opinion include; ‘there is no effect, because I’m not close to them’ (S5), ‘none because I don’t interact with them. In any case I don’t understand what they say’ (S7), ‘they have no effect on me. I don’t want any other friends’ (S11). ‘I don’t care’ (S15), ‘none, there’s no effect on me, it’s silent’ (S46).

2.5. Student opinions about contribution of social studies lessons to adjustment of refugees

Within the scope of the research, the fifth question was “Do you think the social studies lesson contributes to refugees adjusting to our country?” The participant opinions related to social studies lessons contributing to adjustment of refugees to our country are presented in Figure 10.

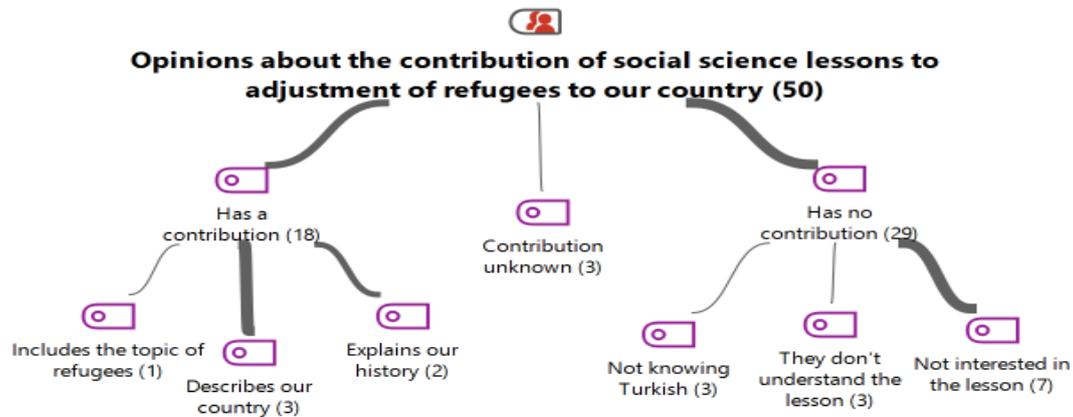


Figure 10. Student opinions about the contribution of social studies lessons to refugees

When participant opinions are investigated, it is notable that there were categories of those who stated that social studies lesson content contributed to getting to know our country, those who stated that there was no contribution as refugees didn't know Turkish and couldn't understand what was explained and those who had no idea about contribution. At this point, it is notable that the opinions of refugee students about social studies lessons are consistent with the opinions of other students. The social studies lesson being a theoretical and verbal lesson requires being confident of language.

The responses of some students who thought that the social studies lesson contributed to adjustment of refugees to our country are as follows; 'I think they are there to listen because we learn our history in this lesson' (S1), 'yes, because we describe the beautiful things in Turkey and make them love them' (S9), 'yes, I think so, in this way they both get to know our country and understand what type of country they live in' (S11), 'yes, a lot, for example they learn about our abilities, they learn our history' (S22), 'yes because information is given related to countries' (S31).

Example statements from participant opinions about a lack of contribution due to refugee students not knowing Turkish include; 'they don't understand, how can it contribute, they waste time sleeping' (S21), 'no, they don't understand Turkish' (S30), 'they don't know Turkish' (S33), 'I don't think so because they don't listen and don't understand' (S41).

Some of the responses by participants in the category of the inadequacy of the social studies lesson content were; 'I don't think so, only the country names are listed' (S45), 'there's a contribution but as a percentage 70% contributes and 30% doesn't' (S48).

2.6. Student opinions about adding topics to social studies lesson content

Within the scope of the research, the sixth question for participants was “Are there topic(s) that you would like to add to the social studies lesson related to the refugee case? What are they?” The participant opinions about topics they wanted to add to the social studies lesson are presented in Figure 11.

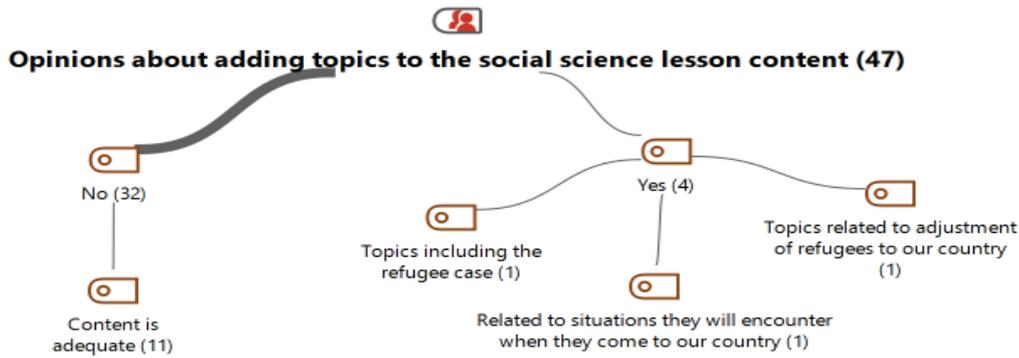


Figure 11. Student opinions about adding topics to the social studies lesson content

When student opinions are investigated, it is notable they thought that social studies lesson content was sufficient in a general sense (43 participants). Only 4 of the participants reported the opinion that topics needed to be added.

The opinions of participants stating that topics related to the refugee cases should be added to the social studies lesson content are as follows; *'I think how refugees should behave in accordance with the rules of the country they go to or toward people should be added'* (S7), *'yes, there is I would like to have had them described to us before they came here'* (S16), *'there is, I would like to experience the fear they lived and for our peers to act with understanding'* (S46), *'if there were topic related to refugees, it would have been good'* (S50).

2.7. Student opinions about problems experienced by refugee students

Within the scope of the research, the seventh question was *"do you have a problem with refugee students? What is it?"* The analysis of research data is presented in Figure 12.

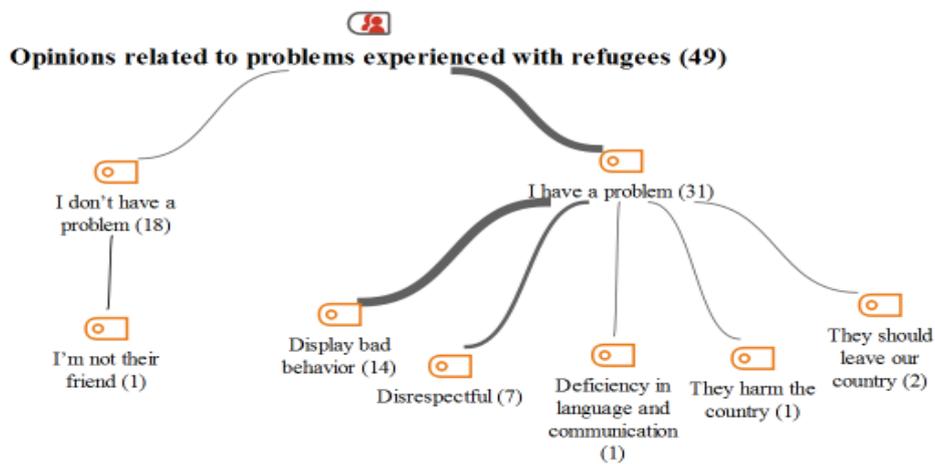


Figure 12. Student opinions related to problems experienced with refugees

When student opinions are investigated, generally they saw refugees as a problem; it appeared opinions like problems experienced being due to refugee students, and that they did not want refugees in their country because they were disrespectful were dominant. Those who stated they did not have a problem said that the reason they did not have problems was that they did not deal with refugees.

Some of the opinions of participants related to this problem are; ‘yes, sometimes, they say things to everyone without knowing if they’re older or younger. That’s annoying’ (S6), ‘yes, I definitely have, they put on airs’ (S12), ‘yes, they curse our mothers; however, we can’t say anything to them because they have protection behind them’ (S16), ‘yes, sometimes they do things like act rudely (cursing, slang, etc.)’ (S24), ‘I don’t like them, they are very spoiled and disrespectful’ (S28), ‘As I said, they do me no harm, but there is great harm to the country’ (S36), ‘no, for most of the girls, but the boys sometimes say things, they curse at girls, harassing sentences are unavoidable, additionally, for the boys cursing and fighting is at the fore’ (S43), ‘I had a problem once, and that was because they lied once and blamed me and we fought in spite of warning them’ (S44), ‘for example, I have complaints about the Arabs instigating against us and declaring war but now they take refuge in our country. The other day there were two people trying to scare me outside school but they ran when four of my friends came out after me’ (S47), ‘no because I don’t make friends with them’ (S48).

2.8. Student recommendations to resolve problems experienced by refugee students

Within the scope of the research, the next question was “What are your solutions about problems you experience with refugee students?” The analysis of the research data is presented in Figure 13.

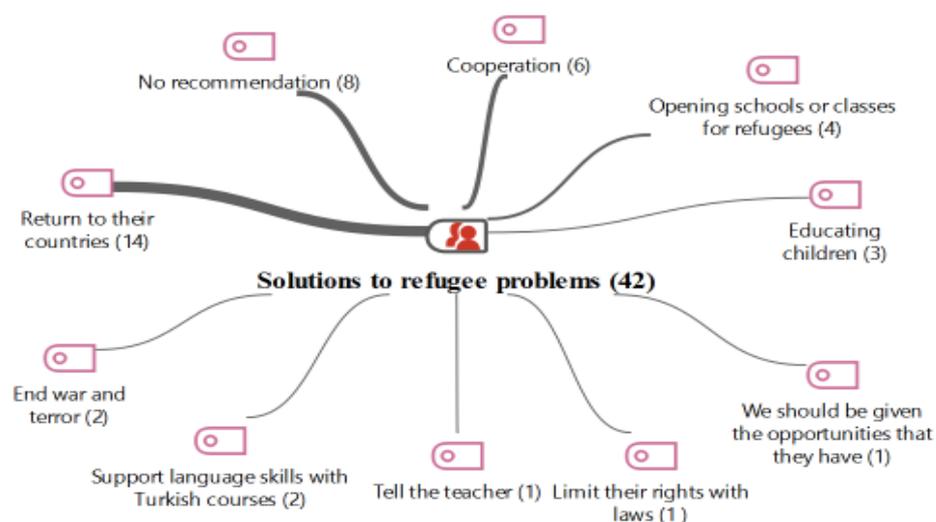


Figure 13. Solution recommendations of participants related to refugee problems

When student opinions are investigated, it is notable that generally the quickest solution was that refugees need to return to their countries. Additionally, it is notable that some participants had opinions that receiving language education and some said that having separate special classes was a more correct approach. Along with opinions like ‘making donations for those who cannot be educated due to their financial situation’ (S4), there were those who thought ‘some laws should be made about them and rights should be limited; thus, our own people will be more comfortable’ (S5).

Some of the opinions of participants stating that they need to return to their countries are as follows; ‘they should go back to their homes’ (S6), ‘terrorism needs to end, when terror ends refugees can go back to their own lives’ (S10), ‘they should leave school. I want to add something, my father’s a soldier and while their men are begging in Turkey, Turkish soldiers are fighting to protect them and a lot of them are dying. Just like in the Çanakkale war (Gallipoli), so many young people went to war and saved our country, they should go and save their countries, that’s what I say’ (S35), they should (cursing) and go’ (S39).

Some of the opinions of participants stating that problems would be solved with separate education in our country include: ‘they should give courses for our refugee friends’ (S7), ‘they should open a special class for them, normal students should have lessons easily’ (S23), ‘they should open a separate class for them, a separate class for us. They won’t make strange then’ (S50).

Discussion and Conclusion

Education is the most important heading for refugees to adjust to new societies advancing on the road from temporary status to citizenship (Naldan, 2019). Refugees coming to Turkey due to the civil war, conflict and instability in the country and benefitting from temporary protection generally live in all cities in Turkey. Ordu province is one of the centers where these refugees are placed among these cities. Based on this, this study investigated the opinions of refugee and Turk students who continue their education at primary education level in schools located in Ordu province from the perspective of the refugee phenomenon and the findings are assessed under two headings in comparison with results from previous studies.

Discussion and conclusion related to refugee students

Refugees stated they were generally excluded in the school environment, marginalized and left alone and exposed to social isolation. Kurter (2017) states that the phenomenon of migration causes problems such as marginalization, peer bullying and exclusion in social life and educational institutions for refugees as an environmental risk. Leading the reason for this social isolation was stated to be inadequate language skills. In this context, the problems experienced by refugee students in communicating with Turkish friends is due to not having command of the language, which was revealed by Baloğlu Uğurlu and Akdovan (2019). Studies on foreign students (Börü & Boyacı, 2016; Kiremit, Akpınar, & Tüfekçi Akcan, 2018) have reached similar conclusions that students are excluded due to reasons such as language barrier, cultural differences and prejudice. The language problem leads the list of topics in nearly all studies about refugees and is a common point. Gülüm and Akçalı (2017) stated that children should receive education in Turkish language courses or literacy courses due to problems experienced with language and after the language problem is solved, they should be included in formal education. Büyükhana (2019) stated that the majority of students experiencing language problems have a tendency to drop out of school. Özkarslı (2014) concluded that only 8% of students could speak Turkish in research about Syrian students living in Mardin.

The language and communication problem is not just seen in Turkey, but is a general problem in many countries receiving asylum-seekers around the world (Galloway & Jenkins, 2009). A study in America by Almadani (2018) stated that learning English was the basic difficulty faced by refugee students in American schools. A comparative study performed in Germany and Turkey (Naldan, 2019) and studies about refugee education completed in Greece (Victoria & Maria, 2019) stated that deficiency in this education caused a variety of problems obstructing the educational process (Mogli et al., 2020).

It is a known fact that refugee students cannot adapt to the education system due to their mother tongue and their academic success is low (Polat, 2012). When examined from this aspect, the language inadequacy problem is noted to be an element affecting different dynamics, social cohesion, acceptance and integration processes and is assessed as the most basic problem that requires solution.

The refugees participating in this research listed the lessons in school which contributed to adjustment to social life in our country as Religious Culture and Ethics (Quran), English, Sports lessons, Mathematics and Science. It is very meaningful that none of the refugees stated social studies lesson at the point of adjustment to our country. When the lesson list where refugees are successful or lessons they choose are noted, language inadequacies to form the basis again. As a result, rather than verbal lessons, refugees concluded that numerical lessons were beneficial. Similarly, the study by Gülüm and Akçalı (2017) identified that while Syrian students were unsuccessful in verbal lessons due to problems sourced in not knowing the language, they were more successful in numerical lessons.

In Polat's (2012) study, it was concluded that refugees could not attend classes requiring activity and skills due to their inadequacy in language skills and refugee students could not fulfill their duties and responsibilities. Similarly, in a study conducted with foreign students, it was emphasized that foreign students had difficulty understanding what is taught in all lessons (Arı, 2010). However, in this study, while refugee students stated that they had problems not in every lesson, especially in some verbal lessons, they stated that they attended lessons that required skills (such as English and

mathematics) and included activities (such as sports and science) and these lessons contributed to them. In this context, it is seen that the research does not coincide with the results in the literature. Refugees participating in the research concluded that teachers had good approaches towards them. They noted that teachers attempted to direct the process in a selfless and helpful way. However, when teaching is assessed as a professional occupation, most teachers within our educational system appear very distant from professionalism in facing demographic changes in their classes without passing through in-service training.

Similarly, in research performed with social studies teachers, they stated that refugees did not understand the language; however, teachers approached them selflessly as they wanted to help them (Zayimoğlu Öztürk, 2018). Another study (Baloğlu Uğurlu & Akdovan, 2019) revealed that problems were mostly experienced with refugee students about active participation in lessons and communication.

Teachers' communication problems with refugee students and the inability of foreign students to consult their teachers about their lessons are the common result of many studies in the literature (Arı, 2010; Ciğerci & Güngör, 2016; Güngör & Şenel, 2018; Kasedemir, 2010; Palaz et al., 2019; Saritaş et al., 2016; Topçuoğlu, 2012). As a result of this research, refugee students expressed their teachers' approach as sincere, open, tolerant and even helped with their homework. The language problem is the most important element that should be kept in mind for every refugee's experience, as it is at the root of the problems related to communication.

Discussion and conclusion related to Turkish students

Turkish students in the same class as refugees participating in the research stated they had generally negative thoughts about refugees. In the study conducted by Palaz et al. (2019), secondary school students were asked the first to come to mind when they say refugees, and it was seen that participants generally used negative expressions such as "Syrian, fleeing war and in need of help". As can be seen in the common results of the studies, the concept of refugee status is associated with being Syrian and negative views are attributed to refugees. The results of these two studies, which are similar in conceptual terms, differed when it comes to the acceptance of refugees from the eyes of students and Palaz et al. (2019) stated that the participants welcomed the refugees to be in our country, while the result of this study indicated that refugees should return to their countries as soon as possible and they are not wanted. Supporting the findings obtained in this research, different studies concluded that there are low general acceptance levels for refugees (Kuzu Jafaria, Tonga, & Kışla, 2018; Sakız, 2016; Zayimoğlu Öztürk, 2018).

Another topic that is notably assessed in the subordinate aims of the research is the request for Turkish students to be empathic. Participants reported the opinion that they wanted positive forms like good, tolerant, equal and just behavior in a general sense in response to the question 'if you were a refugee, how would you expect others to behave toward you?' For a mass mainly expressing negative statements about refugees forced to live in our country, it is meaningful that they expect positive situations when the topic comes around to themselves. Similarly, the research conducted by Caffrey and Journell (2019) emphasized the importance of empathy for non-refugee individuals to internalize the phenomenon of refuge, and showed examples of how students can empathize. In the study of Çelik (2019), the importance of "empathy" with refugees and suggestions for all citizens in our country, especially educators, to show "patience" were presented.

In a general sense, the participants' opinions about the approach of teachers towards refugee classmates were good, equal, helpful, and understanding. Another study of teachers stated that teachers did not experience problems with refugee students (Zayimoğlu Öztürk, 2018), which supports these results. According to the results of the research conducted on the problems encountered with foreign students in primary schools, it is revealed that teachers experience problems with foreign students, especially language problems, behavioral problems, school-family cooperation problems and in the teaching process (Saritaş et al., 2016). In addition to these results, it is interesting that teachers

experienced different problems with Syrian students (aggressive behaviors and tendency to violence due to their coming out of the war) and other foreign students (Afghan, Iran and Iraq). It was concluded that they had problems such as exhibiting behaviors (Sarıtaş et al., 2016).

Most of the students participating in the research stated that being in the same class as refugee individuals had no effect on them (neutral). Research by Kuzu Jafaria et al. (2018) stated that some teachers said that Turkish students were not affected by learning in the same class as Syrian students, while some teachers stated that Turkish students were positively and negatively affected by this process.

The views of Turkish students regarding the contribution of the Social Studies course to refugees focus on the fact that it “does not contribute”. Supporting this finding, Kılcan and Şimşek (2020) in their study on the examination of the Social Studies Curriculum in terms of the concepts of immigrant, refugee and asylum seeker. It has been concluded that the 2018 Social Studies Curriculum does not adequately cover the concepts of immigrant, refugee, and asylum seeker, and that the distribution of subjects is unbalanced. A study by Zayimoğlu Öztürk (2018) about social studies teachers concluded, similar to this result, that a variety of topics related to refugees should be added to the syllabus and in the present form, the syllabus did not contribute to refugees. Results of another study emphasized the need to revise the social studies syllabus content in terms of the level of refugee students (Baloğlu Uğurlu & Akdovan, 2019). The lack of contribution of the social studies lesson to refugees may be linked to differences in the social studies curricula of the countries (Kızıl & Dönmez, 2017; Yavuz & Mızrak, 2016).

Among students participating in the research, those experiencing problems with refugees generally saw refugees as a problem, with weight given to opinions like problems experienced were due to refugee students, and that they did not want refugees in their country because they were disrespectful. Those who stated they did not have a problem said the reason for this was that they did not communicate with refugees. A study by Ersoy and Ala (2019) observed similar results, the public did not have cultural cohesion with foreign migrants, and that apart from a mass who stated that giving citizenship may be beneficial for the country, the majority were not in favor of giving citizenship.

It was concluded that participants reported the view that refugees should return to their countries most frequently as solution to problems encountered. Additionally, some participants made recommendations about language education and special classes. Research by Zayimoğlu Öztürk (2018) with social studies teachers similarly reported the view that they should leave our country and that refugees should be included in education camps to learn the language. Another study observed that religious views led the most important factors shaping thoughts about refugees of school principals and for this reason alone, they should be protected as a trust. Additionally, it appeared there were very high numbers of school principals reporting negative views about refugees (Yağan, 2020).

General assessment and recommendations

Educational policies and implementations about asylum-seekers and refugees display significant differences according to the development level of the countries, asylum and immigration legislation, policies, capacity of educational systems, numbers of asylum-seekers, and reasons for displacement. A meta-synthesis study performed by Sarier (2020) stated that studies in Turkey reached themes of ‘linguistic problems, cognitive problems, family problems, affective problems, sociocultural problems and structural problems’. However, studies about refugee education in developed countries stated the basic obstacles to adjustment of students to the system were language differences, inadequacy of support systems, discrimination in school, increasing enmity toward foreigners with exclusionary practices, limited asylum and refugee policies and the relationship between refugee education (Ateşok, 2018).

The educational system in Turkey remains between problematic areas like multiculturalism and multiple languages in terms of education of refugees (Soylu et al., 2020). For these reasons, the

importance of language education, remedial and supplementary education, and offering special language and remedial classes for foreign students is clear.

For teachers of classes with students who have different cultural histories, teaching that encompasses all students and offering equal learning and development opportunities to each student is a difficult job most of the time. The reason for this is mostly stated to be that cultural differences are seen as a deficiency (Fullam, 2017). Due to discriminatory attitudes and behavior toward refugees by individuals in the host society, social bridges cannot be created between refugees and host society individuals (Şimşek, 2018).

Additionally, negative reactions to refugees among teachers, parents and students (Ünal, 2014) show that all sections of society need help and guidance about living together with refugees. In other words, it appears that the section that requires education is not just refugees, and the need for a separate process for non-refugee students and families was expressed (Duman, 2019). One of the recommendations in the study by Karlı Çalamak and Erdemir (2019) about this topic was the need for scientific studies researching the experiences of refugee individuals to include a holistic viewpoint on the experiences of individuals; in other words, to approach by listening to opposing stories of individuals' experiences.

One of the two basic obstacles to refugees attending state schools in Turkey is the systematic difficulties that do not permit refugees to register in schools. The second is stated to be the lack of language education programs that will support successful integration of refugees into the Turkish education system (Hos & Cinarbas, 2018).

It is important that policymakers implement integration policies which can respond to the needs of refugee children in the long term to prevent creation of a lost generation (Şimşek, 2019). Research results by Ablak (2020) showed that participants had significant differences in attitudes toward refugee students according to the variables of gender, class, having refugee neighbors and refugee friends. Based on these results, it is recommended that awareness education be given to students studying in the same environment as refugee students to prevent development of negative attitudes towards refugees. Based on the positive attitudes of students who have both refugee neighbors and refugee friends, performing different studies led by cultural cohesion education for social acceptance of refugees is important. Broad scope adjustment policies should be implemented to prevent reactions among society and peers towards refugee students. Our country is passing through an important learning experience from this aspect and all sections have important duties in the name of improving this process.

Suggestions

“Language problems” constitute the basis of the problems that refugees face in the country of migration. Especially in the process of integration into the education system, the language and communication problem should be solved first. Education policies should be developed to increase the opportunities for refugees to learn Turkish before joining the Turkish Education System. In order for refugee students who are already included in the education system to improve their Turkish proficiency, a qualified Turkish education program should be implemented for refugees, qualified extra language lessons, courses or after-school assignments, etc. Language development should be supported by giving.

Necessary measures regarding the education and social integration of refugees should be taken by both policy makers and schools. As the duration of the refugees' stay in the countries gets longer, the importance of the integration policy emerges. Social cohesion education is important for both refugees and other individuals in the country. For this reason, in order to ensure adaptation and education, it should be made compulsory for all refugee students at the enrollment age in our country to receive pre-school education and studies should be carried out to increase the enrollment rates. Educational institutions have a great responsibility in terms of adaptation to the school, and importance should be

given to activities and activities that increase the harmony and solidarity among students by taking measures to prevent the alienation of refugee students. Thus, social integration processes can be supported by preventing refugee children from being seen as other, strangers, enemies, needy, incompetent or incapable. For an effective integration process, it should be ensured that the families of refugee children are also a part of the education process with various activities. In addition, public awareness raising activities can be carried out through public service announcements, brochures, films, serials, documentaries and public scientific, artistic and cultural activities on refugees.

Considering the reasons for refugee students to come to our country, it is revealed that there is war in the background. For this reason, psycho-social support training can be given importance to help refugees overcome their traumas and prevent them from being prone to violence. In addition, by providing support to refugees within the scope of counseling services, they can only be prevented from being physically at school.

For further research, the roles schools, teachers and current students should play in the adaptation process in order for refugee students to adapt to schools and classrooms can be revealed by other studies. Studies on the family and psychological problems of refugee students can be proposed within the framework of inclusive education. In order to prevent the perception of refugees as Syrian, the number of researches on refugees from different nationalities such as Afghan and Iraqi may be increased. Research can be conducted to evaluate and develop education programs for refugee students. New research can be made that emphasizes the contribution and importance of the social studies course in the integration and integration of refugees.

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