



Yet Another Crisis? Syrian Refugee Children and Turkish Education System in Turbulence

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Abstract

This study aims to explain the current and future situations of Syrian refugee children (SRC) in the Turkish education system in light of the views of teachers and administrators. The focal point in the study is to ascertain the situations that affect and are affected by the involvement of Syrian refugee students in the Turkish education system. In addition, findings are obtained by examining the views of immediate education stakeholders i.e., teachers and administrators on how the education system can be impacted by the rapid increase in the Turkish population of SRC. The data used in this article were drawn from the data collected from 16 teachers and school administrators working in the provinces where Syrian refugees live. Phenomenological design is used in the research. It appears that current Syrian refugee students are exposed to discrimination even though they are in cultural interaction with their peers. Besides, the aggressive behaviors of SRC are intense, and they have behavioral problems. Turkish teachers are found to feel inadequate in classroom management and transferring professional competence skills to their classrooms. Strategies of school administrations in dealing with problems are also ineffective. All these appear to negatively affect Syrian students' access to quality education as well as their academic success. With the increasing Syrian population in the future, it is expected that problems will arise that are pertinent to education policies, segregation in schools may increase and there will be a decrease in education expenditures per capita. It is expected that teachers will be at the forefront of shaping Syrians' future commitment to Türkiye, and it is recommended to reconsider teachers' attitudes and behaviors in this regard.

Keywords

Syrian refugee children (SRC)
Syrian students (SS)
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Introduction

Massive refugee waves are known to shape the world's political, economic, and cultural systems (Hatton, 2017; Waite, 2016). According to the UN Refugee Agency [UNHCR] (2021), approximately 84 million people around the world have been forced to leave their homes due to forced migration. Among them are approximately 26.6 million refugees who are under the age of 18. Many of these individuals are also denied access to basic rights such as education (UNHCR, 2021). Syrians take the first place among the refugees with the number of 6.8 million and Türkiye ranks first amongst the countries hosting 3.7 million refugees. Nearly 65.8% of registered Syrian refugees worldwide are in Türkiye. This is followed by Lebanon with 14.7% and Jordan with 11.8%, respectively. In addition, Iraq (4.5%), Egypt (2.4%) and several of the North African countries (0.7%) also host Syrians in their own countries (Operational Portal Refugee Situations, 2022).

Education, which is considered as a basic human right, provides social and emotional recovery of refugee children, and facilitates their acculturation (UNHCR, 2020). Rasmussen, Sheehan, Symons, Maharaj, and Kumnick (2022) note that 2.4 million Syrian refugee children of school age (SRC) worldwide do not have access to formal education. In the TEDMEM 2018 evaluation report, the average schooling rate of refugees in primary school worldwide is stated as approximately 61% (TEDMEM, 2019). In light of the the Syrians Barometer (2021) data, the rate of individuals over the age of 6 in Türkiye who do not go to school is determined as 34% (Erdoğan, 2022). Although Syrian refugee children (SRCs) have limited access to public education (Hacettepe Üniversitesi Göç ve Siyaset Araştırmaları Merkezi [HUGO], 2014), Türkiye has provided necessary humanitarian assistance, especially educational services, to Syrian refugees with the aid of both non-governmental organizations and public institutions (Tanrıkkulu, 2018).

Syrian refugees face dilemmas as to when they can return to their homeland. This dilemma inevitably shapes Türkiye's education policies as well. Turkish public schools serving Syrian refugees should either integrate refugees or shape their educational processes for their return (Aydın & Kaya, 2017). This indeed remains vital for the well-being of refugee students as studies have revealed that most of the Syrian refugees do not want to return to their countries (Aydın & Kaya, 2017; Kadi, 2018). Accordingly, the Uluslararası Kriz Grubu (2018) recommends that it is essential to give Syrians a somewhat long-term perspective, with clearly defined steps and conditions for the sake of meaningful integration into education, the labor market and social life. Migration mobility within the population is one of the fundamental factors influencing decisions regarding education. Since population increases in places where migrants often settle, such problems increased number of students per teacher in a class, the transition of schools to the dual education system, facing difficulties in managing the class by teachers, lack of physical environments in the classroom and school and indisciplines in the classroom may be observed. Such problems can disrupt the functioning of education systems (Saklan, 2018). Therefore, the growing population increases the economic, physical and psychological needs for education and eliminates educational inequalities, education needs planning (Karakütük & Kavak, 2017).

The total number of SC in the Turkish education system is almost 780 thousand and their number has virtually doubled in an 8-year period (MoNE, 2021). Such an extensive population movement also influences access to and quality of education. It arguably poses various challenges for the Turkish education system at present and for the future. To cite an example, in classrooms with heterogeneous student profiles, the readiness of teachers to teach may be insufficient, and local families may not be ready for welcoming students of dissimilar profiles (UNESCO, 2019). There are a fair number of studies in the literature devoted to the adaptation and integration of Syrians to the education system (Bezci, Hopyar, Topal, & Tauscher, 2020; Sever, 2020; Soylu, Kaysılı, & Sever, 2020; Şahin, 2020; Şimşek, 2019). In addition to this, there exist reports on the effects of Syrians on the Turkish education system (UNESCO, 2019). However, it is predicted that a significant part of the Syrians who have been in Türkiye for more than 11 years will not return to their country in the short term and will continue to live in Türkiye in the long term. The educational problems of SRC, who have become key agents in the

Turkish education system and possible current education policies need to be evaluated in a meticulous fashion. Moreover, it is vital to contemplate the creation and interpretation of possible scenarios (future predictions) for the future of SC in the Turkish education system. Therefore, in the present study, the current situation of SRC in education environments in Türkiye has been delved into and the problem areas that may occur in the future in line with the changes in the age population have been dwelled upon in this sense.

International Refugees Agreements of Türkiye

In 2011, Syria was affected by the social and political upheavals initiated in Tunisia in December 2010 and defined as the "Arab Spring". That said, compared to other Arab countries, more people viz. millions had to migrate to neighboring countries such as Türkiye, Lebanon, and Jordan due to internal conflicts, protests, and civil war in Syria (Güçtürk, 2014). Between the years of 2011 and 2021, migration from Syria to Türkiye took place in these periods: the first term (2011-2014), the second term (2014-2015), the third term (2015-2016) and the fourth term (2019-2020) took place respectively. On April 29, 2011, the first migration event started when 252 people from Hatay province of Türkiye entered the country. This migration wave occurred on account of the search for a safe living environment (Tirkavi, Asi, Alabdallah, & Nasrallah, 2021). In the time period of the first migration movement mentioned above, the number of Syrians who settled in twenty-two shelters in ten provinces in Türkiye increased nearly a hundredfold and reached 221,442 (AFAD, 2014). In 2014, the number was recorded as a total of 1 million 500 thousand Syrian population sheltering in Türkiye. In 2015, during the second migration period, the Syrian population increased by 60 percent and reached 2 million 500 thousand individuals in total. In 2016, the number of Syrians increased by 300 thousand to 2 million 800. In the last period, the Syrian population was documented as 3 million 600 thousand (The Presidency of Migration Management, 2021). With a total of four migration periods that can be tracked as above, Türkiye has shown remarkable resilience in accepting 3 million 754 thousand Syrians according to relatively recent data of the year 2022, allegedly as a result of the factors coming into play such as geographical, economic, and media-related ones. Consequently, Türkiye has become the country hosting the most Syrians in the globe (Uluslararası Kriz Grubu, 2018; UNHCR, 2021).

There are international and national legal regulations regarding the position of immigrants and refugees in Türkiye. The first of these regulations is the "Geneva Convention", which is an international legal text. The Geneva Convention, signed in 1951, was ratified in Türkiye in 1961 and accepted in 1967 with "geographical limitation". Pursuant to the Geneva convention, Türkiye defines solely those who request immigration from European countries as "refugees". Persons with immigration requests coming from outside the European countries were evaluated in the status of "conditional refugee", "temporary protection", "subsidiary protection" (Şen & Özkorul, 2016).

Due to the unpredictable prolongation of the Syrian crisis, the continuation of war and violence, this mass migration, which Türkiye was caught unprepared for, brought the problem of legal status of refugees to the agenda. In order for Türkiye to produce a policy for this mass migration flow, the legal status of Syrians and the type of protection to be provided to them should be determined well. As a matter of fact, this determination is highly essential to be able to identify Türkiye's obligations towards Syrians and explain the rights and responsibilities of Syrians (Kaya & Eren, 2014). In this respect, the Act 6458 on Foreigners, and International Protection (YUKK), which came into force on April 11, 2013, is an important development in shaping the national legislation on immigrants and refugees in Türkiye. This law provides a total of four types of international protection status: refugee, conditional refugee, secondary protection, and temporary protection to persons who are outside the country of their citizenship and those who cannot benefit from the protection of this country. In Türkiye, on the other hand, Syrians are considered within the scope of "temporary protection" status since they have left their country forcibly, and as they cannot return to their country, they need to find emergency and temporary protection in another country (Yabancılar ve Uluslararası Koruma Kanunu, 2013). They have a legal identity card that allows them to live in Türkiye (Geçici Koruma Yönetmeliği, 2014). Thanks to the legal

identity card, refugees hold basic rights such as access to education services, shelter, food, and free emergency health care (Geçici Koruma Yönetmeliği, 2014).

Access to Education of Syrian Refugee Children in Primary School Age (SRC-PSA)

In spite of the fact that Syrians have basic rights in Türkiye, the problems of Syrian students' access to education have come to the fore (Atesok, Komsuoglu, & Ozer, 2019; Şimşek, 2019; Topaloğlu & Özdemir, 2020). According to the Eğitim Reformu Girişimi (2017), access to education is defined as the inclusion of individuals in the compulsory education process in an effort to benefit from all the opportunities of the educational services offered to them as a right. One of the greatest barriers to the right to access education is migration movements (Topsakal, Meray, & Keçe, 2013). Thus, as Papademetriou (2005) points out, the economic power and qualifications of migrating individuals will shape access to and participation in education.

In Türkiye, there are two types of education services inside and outside the camps to provide access to education for Syrians. Educational service in the said camps is provided in Temporary Education Centers (TEC) financed by Syrian, international or national non-governmental organizations. Thus, they attempt not to interrupt the education of the Syrians with the thought that they will return to their country as soon as possible. Education outside the camps is carried out in Temporary Education Centers established under the control of the Ministry of National Education (MoNE), and Syrian students are provided with an Arabic curriculum. Alongside this, 15 hours of a Turkish language course is given per week (MoNE, 2014). Nevertheless, difficulties like cultural misunderstandings in "Temporary Education Centers", limited training of Syrian teachers in the Turkish curriculum, inability to meet the psychological needs of students, and incapability of accessing transportation and existing educational materials have made it difficult for Syrian students to fully integrate into the Turkish education system (Aydın & Kaya, 2017; Human Rights Watch, 2015; Qaddour, 2017). Wherefore, these centers were totally closed in 2020, starting from 2016, as they were not being able to serve as a sustainable educational institution then or could not meet the training needs during the term (Tanrikulu, 2018). In this direction, to assure smooth adaptation processes of Syrian students to the Turkish education system, certain education services were established in public schools. These students started to receive education in the standard curriculum with Turkish students in the "harmonization classes" that were present in public schools (MoNE, 2019). Further to that, the Ministry of National Education conducts the project entitled Promoting the Integration of Syrian Kids into the Turkish Education System (PIKTES), an ongoing initiative since 2016, to ensure Syrians' access to education (Avrupa Birliği Türkiye Delegasyonu, 2022).

It would be fair to accentuate that since 2012, Türkiye has made considerable progress in this framework by providing education centers, projects, and education services in public schools toward providing and elevating the opportunities of access of Syrian refugees to education. Thereby, via positioning Syrians from "guests" to "residents", education policies in Türkiye have shifted towards inclusion of Syrians in the Turkish education system rather than establishing temporary education centers (Karsli-Calamak & Kilinc, 2021). Nonetheless, when evaluated in the context of short, medium, and long-term policies, it is apparent that a significant number of SC do not have access to public schools. While there were 756,000 school-aged SC in Türkiye in the 2014-2015 academic year, this number rose to 1,283,564 in January 2022 (General Directorate of Migration Management, 2022). The number of Syrian children's education age population has increased to nearly twice in 8 years. Whereas the number of students providing access to education was 230,000 in the 2014-2015 academic year, this number moved up by 3.5 times and reached 774,257 in the 2020-2021 academic year (MoNE, 2021). Although the number of SC in the age population and access to education has altered, their schooling rates are still low (27% in pre-school; 79% in primary school, 78% in secondary school and 40% in high school) (MoNE, 2021). The reasons of this are spotted respecting the necessity of obtaining a host country identity card, the need for a residence permit, child labour, language barriers, cultural disintegration, hostile social environment, and lack of affordable transportation (Aydın & Kaya, 2017; Qaddour, 2017; Yiğit & Tatch, 2017). Aydın, Gündoğdu, and Akgül (2019) punctuated that Syrian

parents are worried about their childrens' losing their native Arabic languages and are hesitant to send their children to Turkish schools for this very reason. Aydın and Kaya (2017) also highlighted that a good number of refugees do not see Türkiye as their future home and do not feel the urgency to develop an adequate level of fluency in Turkish. As a result, language turns out to be another obstacle for Turkish teachers as they engage in Syrian students. This situation has further deepened the isolation that some Syrian students face in new schools (Aydın et al., 2019). In addition, low-income level, low education level and having more than four children are considered as risk factors in terms of refugee children's access to education (Uyan-Semerci & Erdoğan, 2018).

Context of the Research

One of the social and economic events that shape the future of education is population movements and global challenges (OECD, 2008). Migration movements, creating new financial investments in education, shape the use of human capacity and disclose information about educational efficiency (Kavak, 2011). To that end, it is deemed important to examine the population and migration movements of the countries, to analyze the age populations and to scrutinize the views on how education services should be provided to the age population (Karakütük, 2012). As Kavak (2011) stated, the age and gender structure of a country's population, its distribution to geographical regions and the population structure including migration movements all have an effect on the education policies and plans of that country. The population movement that broke out with the migration of Syrian refugees to Türkiye in 2011 is on the increase (The Presidency of Migration Management, 2021). According to the Türkiye Demographic and Health Survey (Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü [HÜNEE], 2019a, 2019b), when the fertility rates of Türkiye and Syria are compared, the total fertility rate of Turks in Türkiye is 2.3 (HÜNEE, 2019a), while the fertility rate of Syrians is 5.3 (HÜNEE, 2019b). In light of all the data, it is becoming critical to cast light on the demographic changes to happen in Türkiye in the 2040s as well as the effects of these changes on fields such as education, human workforce, and health (Hoşgör & Tansel, 2010). All these developments have been the beginning of turbulence for the Turkish education system. The intense migration mobility of Syrian refugees to Türkiye unexpectedly has put the Turkish education system into turbulence. Owing to that, Turkish teachers and school administrators have been experiencing constraints as regards the refugee phenomenon.

SRC usually come to Türkiye with nightmares, sadness, depression, anxiety, and a lack of social skills (Oppedal, Özer, & Şirin, 2018). This necessitates more efforts with a view to ensuring their healthy integration into Turkish society. İçduygu (2015) shares that Türkiye should produce more concrete policies to improve the asylum and reception system and promote the integration of Syrian refugees into Turkish society. When it comes to education, so as to create a long-term strategic thinking and a data-based management culture, it is fundamental to explain, make sense and interpret the education indicators to be obtained by using the available population data (Kavak, 2010). There is a need for quantitative and qualitative studies and future predictions about the education of Syrian refugees through the Turkish education system. Educational experiences of Syrian refugee students have been the focus of national (Türkiye) and international research. In the international literature, there are studies that enable us to know comparative education systems related to the access to education and adaptation processes of Syrian migrant students (Carlier, 2018; Crul, Keskiner, Schneider, Lelie, & Ghaemina, 2016; Crul et al., 2019; Jabbar & Zaza, 2014; Özer, 2015; Yassin, Osseiran, Rassi, & Boustani, 2015). In addition, some of the studies explore the challenges teachers face in the education of SC (Baldwin, 2015; Wrench, Soong, Paige, & Garrett, 2018). Empirical research endeavors are emerging in Türkiye to shape policies regarding the education of Syrian children. In the context of Türkiye, several studies have hitherto descriptively examined the perceptions of teachers and school administrators at the level of kindergarten (Uzun & Bütün, 2016) and primary education (Aydın & Kaya, 2017, 2019; Gözübüyük-Tamer, 2017; Levent & Çayak, 2017; Pala, 2021; Sağlam & Kanbur, 2017) about the current situation of SC in the Turkish education system. These studies put forth that the linguistic diversity of refugee children and the lack of professional readiness of teachers to teach refugee children are perceived as hindrances to addressing refugee children effectually. During humanitarian crises, it is well known that educators improvise educational services for these children, without knowing that

refugee children experience an uncertain situation for their future, and not being sure as to whether they can be absorbed as permanent refugees (Brooks, Normore, & Wilkinson, 2017). Based on the related body of literature, it has been seen that the effects of Syrian asylum seeker-based migration on the current education system are discussed within the context of their educational needs and the educational problems experienced by them. The present study concurs with the studies (Avcı, Koçoğlu, & Ekici, 2013) on the effects of Syrian refugees on the current education system. However, within the scope of this research, in-depth investigation based on the opinions of teachers and administrators on the possible effects of Syrian refugees on the future of the Turkish education system make this research remarkable apart from the researches. The present research is among the first studies to address the current and future situations of SRC in the Turkish education system at primary education level, based on the experiences of teachers and school administrators. This research pursues to shed light to the modus operandi of schools with a large number of Syrian refugee students. Policies and practices in the Turkish education system, reshaped with Syrian refugee students, are investigated. and the views of teachers and administrators working in schools that serve SC intensively in Türkiye are examined.

Within this frame of reference, what the current and future status of SRC-PSA in TES looks like and will be is explored. Following questions guided the current study:

1. What is the structure of the current SRC-PSA in TES?
2. What might the future states of SRC-PSA look like in TES?

Method

Research Design

This research employs the phenomenology design. The phenomenology design inquiries into how experiences are perceived by individuals and what they mean for these individuals (Creswell, 2020). In the current research, the perceptions, and experiences of the individuals about the phenomenon are enquired into based on their own perspectives.

Study Group

A criterion sample is utilized in the study. According to Patton (2002), the criterion sample ponders the situations that provide a criterion of importance. In this study, teachers and school administrators who work in schools with SRC-PSA and who have gained educational experience with refugee students are approached. In this scheme:

- the differences in the branches of the participants,
- working at their school for at least one year,
- their having teaching and management experience,
- their being from provinces with a high number of SRC-PSA students and being actively involved in the school environment have been strategically important according to the criteria.

Table 1 presents the demographic data of the participants below.

Table 1. Information about the participants

Participants	City in Türkiye	*YOSAS	Mission at school	Age	Gender	**TNSS	***NSSS	Coding
P1	Şanlıurfa	5 years	Class teacher	30		2000	800-900	43
P2	Kayseri	1,5 years	School principal	37		75	36	34
P3	Şanlıurfa	3 years	Class teacher	33		2000	900	28
P4	Şanlıurfa	7 years	Class teacher	30		2020	660	25
P5	Adana	3 years	School principal	43		950	All	21
P6	Kayseri	10 years	Class teacher	41		1450	480	21
P7	Şanlıurfa	4 years	School principal	37		895	180	20
P8	Gaziantep	3 years	Class teacher	30		900	250	18
P9	Gaziantep	2 years	Class teacher	29		1300	300	17
P10	İstanbul	4 years	Class teacher	34		1000	150	17
P11	Kayseri	3 years	School principal	50		600	82	16
P12	Mersin	9 years	Psychological counselor	36		2000	750	16
P13	Nevşehir	1 years	Music teacher	34		250	200	16
P14	Mersin	5 years	Vice principal	40		2032	390	15
P15	Mersin	4 years	Psychological counselor	37		1250	300	15
P16	Mersin	3 years	Class teacher	39		2000	700	15
Total						20.700	7.200	337

*YOSAS: Year of service at school / **TNSS: Total Number of Students in the School (estimated) / ***NSSS: Number of Syrian Students in School (estimated)

According to Table 1, 16 participants took part in the study. Participants consist of people working in seven different provinces, namely, Şanlıurfa, Adana, Kayseri, Mersin, Nevşehir, İstanbul and Gaziantep in Türkiye. With the aim of selecting these provinces, the distribution of foreigners in Türkiye according to the provinces was taken as a reference on the residence permit by The Presidency of Migration Management (General Directorate of Migration Management, 2022). Schools with mostly Syrian refugee students were preferred. In the distribution of provinces, however, those where the Syrian population resides are primarily chosen. Other provinces were added later. The characteristics of the participants are intended to vary as the fact that the research findings do not gather around a single view has been paid attention. Notably, it was preferred that some of the participants had managerial experience since it would diversify the findings of the research.

Instrument and Data Collection Process

The data collection tool of the research is the semi-structured interview form developed by the researchers. In the preparation of the interview form, it was primarily aimed to determine the current and future situation of SRC-PSA in TES. The developed interview form was presented to the opinions of seven field experts from the education administration. The changes made to the interview form following expert opinions can be explained as follows. The interview form was revised with the:

- Questions that are not clear and understandable,
- Questions that do not serve the purpose of the research,
- Questions that are ambiguous,
- Questions that will reveal the privacy of individuals,
- Questions recommended by experts to provide in-depth knowledge through drilling

As result of expert opinion, all of the questions were revised, and the latest version was prepared with the final revisions of the researchers (Annex-1). While research questions try to predict the future, research findings also reveal results about the current situation. In this context, the current situation was determined as unexpected findings of the research questions.

In order to reach the participants of the research, first of all, teachers and administrators in that region were communicated. Information about the schools with a large number of Syrian students in the region was obtained from teachers who know the region. After the schools were chosen, the principal or the teacher of the school was contacted. They were informed about the subject of the research. Appointments were made on their consent. Then, the data were obtained by interviewing the researchers and participants via the zoom application. First of all, schools in the regions where SRC-PSA is concentrated in Türkiye were identified and interviews were held after making an appointment with the teachers and school administrators in these regions. Participants participated in the interviews voluntarily.

Data Analysis

Participants were coded in order from P1 to P'16. The estimated number of students in the school where the participants work is around 20,700, and the number of SRC-PSA is around 7,200. A total of 337 coding processes were performed. In the views of a participant, while the least coding was 15, the maximum 43 coding was realized. All interviews were audio recorded with the permission of the participants. The audio recordings took a total of 7 hours, 1 minute and 13 seconds. Later, all audio files were redacted. The interviews lasted an average of 16 minutes. As a result of the redaction, an interview text of 27,844 words and 50 pages emerged. Then, it was decided by the researchers that the unit of analysis would be a sentence. In the data, first the codes were obtained, then the sub-themes formed by the codes were determined. The data of the research were analyzed with a software program.

Ethics and the Role of the Researcher

This research was carried out in accordance with the ethical principles of the American Psychological Association [APA] and the Committee on Publication Ethics (COPE) (APA, 2023; COPE, 2023). In addition, this research was ethically approved by the decision of Akdeniz University Social and Human Sciences Scientific Research and Publication Ethics Committee dated 09.09.2022 and numbered 448113. According to Hoph (2004), any examination of ethical issues should begin with the clarification of the underlying ethical principles. Bearing in mind this procedure, all kinds of expressions revealing the personal information of the participants or their private information in the opinions were extracted in the research. Before the research, the participants were informed about all the stages they would get involved in directly and indirectly. In the briefing, what the content of the interview would be like and how it would serve the research were clarified. Confidentiality was also taken into account in presenting the findings. During the interview, the researchers tried to avoid all kinds of gestures and facial expressions that would affect the thoughts and opinions of the participants.

Findings

The findings of the study are grouped under two main headings. The first is how the real situation of SRC of primary school age (SRC-PSA) has a structure in Turkish education system (TES). The second is to predict what kind of structure SRC-PSA will take shape in TES in the future.

SRC-PSA's Current Situation in TES

In the analysis of the real situation of SRC-PSA in TES, 252 coding processes were realized. As a result of the coding, 13 sub-themes emerged. The order of the sub-themes from high to low according to their coding intensities is displayed in Figure 1 below.

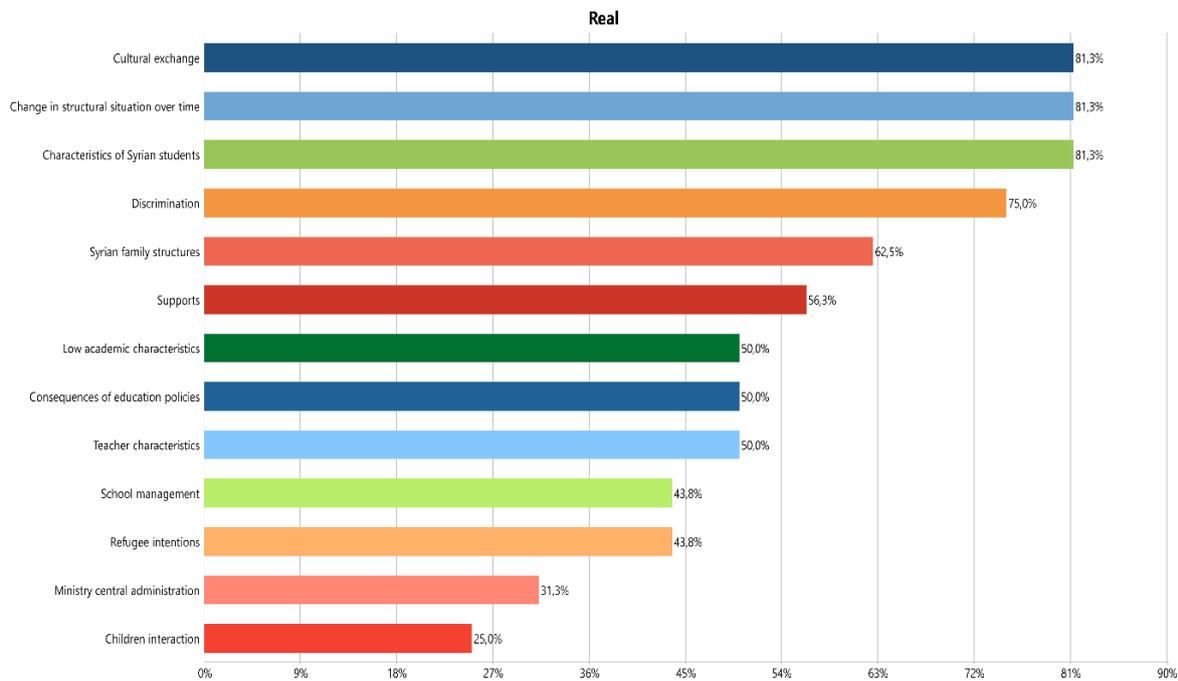


Figure 1. SRC-PSA's current situation in TES: Sub-themes' ranking

According to Figure 1, cultural change comes first among the effects of SRC-PSA in TES. Other sub-themes, respectively, are increasing or decreasing changes over time, discrimination, Syrian family structures, teacher characteristics, academic achievement, school management, results of education policies, various supports, refugees' intentions to migrate, the attitude of the central government, and interaction among children. The sub-themes expressed as integrated with the codes are explained in Table 2.

Table 2. Sub-theme distributions of current situation of SRC-PSA in TES

Cultural Exchange (f=36)	Characteristics of Syrian students (f=29)	Syrian family structures (f=25)	Low academic characteristics (f=18)	Consequences of education policies (f=13)	Refugee intentions (f=10)
Realization of cultural harmony (f=19)	Behavioral disorders (f=7)	Language disability/poor communication (f=11)	Academic failure (f=7)	Insufficient physical capacity (f=3)	Stay in Turkey (f=5)
The problem of adaptation to Turkish culture (f=11)	Be quarrelsome (f=7)	Disinterested in children (f=6)	Implementation of standard curriculum (f=5)	Unbalanced distribution of Syrian students to schools (f=3)	Migration of educated immigrants (f=3)
Resistance to cultural change (f=6)	Language disability/poor communication (f=7)	Crowded families (f=3)	Excessive absences (f=3)	Segregation among schools (f=2)	Failed immigration attempts (f=2)
Change in structural situation over time (f=33)	To be aimless (f=3)	Poverty (f=2)	Lack of reading and writing (f=2)	Failure to achieve the purpose of education (f=2)	Ministry central administration (f=7)
Rapid increase in the number of Syrian students (f=10)	Anxious (f=2)	Introvert families (f=2)	Not adopting school (f=1)	Lack of access to education (f=1)	High effort of the ministry central organization (f=4)
Increased birth rates (f=9)	Lack of interest (f=1)	Low level of education (f=1)	School management (f=15)	Inequality of opportunity (f=1)	Regulatory issues (f=1)
Increasing segregation among children (f=5)	Preferring war games (f=1)	Teacher characteristics (f=20)	Inability to manage (f=4)	Failure to acquire language education (f=1)	Managers' insensitivity (f=1)
Strengthening the bond in teacher-student relations (f=3)	Courageous and irresponsible (f=1)	Make great effort (f=5)	Ignore problems (f=4)	Supports (f=13)	Insufficient central organization of the ministry (f=1)
Increasing cheap labor (f=2)	Discrimination (f=27)	Equitable approach to students (f=4)	Mislead the parent (f=3)	Piktes support (f=10)	Children interaction (f=6)
Increasing child labor (f=2)	Positive discrimination for Syrian students (f=9)	Low proficiency (f=4)	Fair administration (f=2)	Interpreter support (f=2)	Grouping (f=3)
Increasing demand for teachers (f=1)	Harmonious life (f=8)	Having a unifying role (f=3)	Make great effort (f=2)	Social helps (f=1)	Coalesce (f=2)
Strengthening friendships among children (f=1)	Be excluded (f=5)	Excess responsibility (f=2)	-	-	Prejudice (f=1)
-	Cass districting (f=5)	Decreased tolerance (f=2)	-	-	-

Cultural Exchange

SRC-PSA cause cultural changes in TES. It has emerged that the cultural harmony among Turkish and Syrian students (SS) is increasing gradually and there is a tendency towards a common cultural evolution. With that being said, the adaptation does not easily accrue. It has been unearthed that there is a problem of adaptation to Turkish culture and resistance to cultural adaptation occurs. The statements of P5 and P6 are as follows:

“Now, cultural interaction has begun to occur. Marriages happen. They (Syrians) have seized opportunities in Türkiye that they could not obtain in Syria. They don’t talk about going back to Syria anymore (P5: page, 11)”.

“I can say that they do not like Turks very much. They live here because they have to. During a conversation, a Syrian friend of mine expressed: ‘Ethnicity in Syria was remarkably diverse. For example, there were Kurds, Arabs, and Assyrians. If truth be told, we could not get along with the people in any way in Syria. When we immigrated to Türkiye, we started to agree on the same street in the same neighborhood, but I don’t know how long the situation will continue. It looks like we will experience the same problems in Türkiye in the future.’ (P6: page, 36)”.

Even though it is possible to adapt to Turkish culture over time, there are also risks that may be linked to ethnic identity conflict. It can be put forward that the difficulties caused by cultural adaptation are observed chiefly in schools. It should be stressed that it is not only an adaptation to Turkish culture, but also a mutual interaction and change.

Change in Structural Situation Over Time

In regard to the participant's opinions, it is understood that the proportion of the Syrian population has increased at a significant rate. Birth rates of Syrian citizens are incrementing at a very high level compared to Turks. Resultantly, it should be noted that the number of SS in some schools will exceed the Turkish students over time. When the negative situations that have arisen over time are to be listed they are: discrimination is increasing among Turkish and Syrian children, child labor and cheap labor are also proliferating rapidly. What is more, it is evident that the need for teachers in TES is expanding in a gradual fashion. On the other hand, the positive developments that have occurred over time are strengthening the bonds of friendship among the children from time to time, and the relations between SS and Turkish teachers are also strengthened. The statements of P10 are as follows:

“I can say that the classrooms are getting crowded. While there are 30-35 Turkish students, the number of students in the class exceeds 40-45 with Syrian students. I guess they (parents) don’t know or hardly use birth control methods... They are also very willing to have children and do not feel anxiety however don’t have to worry about whether they can really educate or care for the child (P10: page, 10-14)”.

It should be pronounced that the increasing birth rates put the TES in a difficult position and for the most part the inadequacy of educational resources. It is conspicuous that there are risks that children can be dragged into all kinds of abuse, like child labor.

Characteristics of Syrian Students

It has been concluded that SS have language deficiencies, poor communication skills, and some behavioral disorders such as being aggressive and belligerent. Aside from being afraid and full of anxiety, they also need attention and affection. The statements of P3 and P5 are as follows:

“Since children are out of the war environment, prefer war-themed, fight-oriented games. They make their own hands into weapons and play games that way. Turkish children are also affected by the games (P3: page, 28)”.

“There is a strong urge to aggression among Syrian children... Lying and swearing are very common negative behaviors. I would also like to point out that there were high-quality Syrian families at first, but the families migrated to western countries (P5: page, 25-49)”.

SS generally have negative behaviors, and also negatively affect Turkish students. The re-immigration of first-comer refugees to various western countries also shows that TES is now with different profiles of refugees.

Discrimination

TES makes positive discrimination for Syrian children, and notably keeps them ahead in various aids. Syrian families and students are exposed to varying kinds of discrimination both in and outside school. It can be proposed that a harmonious life is realized with Turkish families, but it is not common. It should be underscored herein that Syrian families gather in certain districts and class distinction emerges. The statements of P7 and P8 are as follows:

“Currently, Syrian students are not discriminated. There is no discrimination. There is positive discrimination for them right now (P7: page, 26)”.

“Students become aware of the Turkish-Syrian distinction as they get older. One day I was on duty in the school garden observing students as part of my duty, a Turkish student and a Syrian student had a fight and I separated them. ‘Why are you fighting?’ said. He said he is Syrian. Turkish students say these. Did you fight for this simple reason? I said. He said ‘yes’ ... There is such a grouping. These should be prevented (P8: page, 11)”

In spite of the discrimination between Turkish and SS at times and it is perceived that harmonious relations have been developed together. It is also comprehended that social aid to usually SS is provided by TES.

Syrian Family Structures

It has been discovered that Syrian family structures have a low education level and large family structure, are not related to their children, have poor communication, and are poor and self-introverted. The statements of P8 are as follows:

“Parents hardly care about their children... There are Syrian parents that I haven’t seen 3 times in 3 years. I tell them they care about you, and they invest a lot, but they don’t care (P8: page, 36)”.

In TES, especially teachers and school administrators find it difficult to include Syrian parents in schools and are trying to continue their educational activities without the support of parents.

Teacher Characteristics

It is obvious that teachers are making a great effort. In addition, they have a constructive role in the integration of students and the development of some common values together. They show an equal and fair approach to students. The statements of P4 and P9 are as follows:

"We (teachers) act with the motive of minimizing the shaking of social fault lines that may occur in the future (P4: page, 25)".

"I also fall short from time to time. For example, when I ask a student a word, I don't know how to explain it... There are situations where we are very inadequate (P9: page, 28)".

It can be stated that teachers are mostly responsible for the education of Syrian students. However, TES often leaves teachers alone with their own problems in order for students to access quality education.

Low Academic Characteristics

It has been appointed that academic failure is high, school attendance and school acceptance are low in Syrian students. It has been revealed that a standard curriculum of TES does not benefit children. The statements of P9 are as follows:

"There are 950 Syrian students at the school where I work, and I can only ensure that 350 of the students attend school. They certainly despise and dislike the curriculum prepared for them (P9: page, 23)".

It is straightforward that teachers and administrators have difficulties to educating Syrian students. Owing to the high increase in the number of Syrian students, curricula do not meet the needs and poses a problem because there is a language deficiency of Syrian students.

School Management

It has been concluded that school administrators occasionally show great effort, but often fail to solve the problems or ignore. Although school administrators mislead Syrian parents, there are also administrators who display a fair administration. The statements of P9 are as follows:

"School administrations mislead parents. For example, first-year students do not enroll, they say to come after a month. Then the registration period ends. They do not want to enroll the child in school. Sometimes they show the calendar when they can't communicate (P9: page, 37)".

School administrations have difficulties in accepting Syrian students. The behavior of the school administrator modifies according to the perspective of the refugees. It is understood that the problems exceed the school administrations and radical solutions cannot be produced by the school administrations.

Consequences of Education Policies

It should be underlined that the education policies carried out by TES have negative consequences. In particular, the uneven distribution of SS to schools has led to the formation of overcrowded classes in schools. The statements of P3 and P4 are as follows:

"The number of refugee students can vary from school to school and even from province to district. While the number of students in a school is about 2,000, 900 of them can be Syrian students (P3: page, 10)".

"The parents of Syrian children did not send their children to school for a while by communicating among themselves. Because of fear... Unfortunately, such unpleasant events took place (P4: page, 37)".

It should be underlined that problems that cannot be foreseen or that cannot be taken action even if foreseen create more difficult problems in TES. Particularly, planning-related problems lead to comprehensive negative consequences such as, access to education and cultural conflicts.

Supports

It is apparent that various international and national supports are provided to Syrian refugees (SR). Social helps and PIKTES supports are one of them. The statements of P7 are as follows:

“Teachers receive training within the scope of PIKTES. The funding source of most of the trainings given by the Ministry of National Education to teachers is PIKTES (P7: page, 22)”.

Since the teachers do not know Arabic, translator support is also provided, but the support has decreased in recent years. It is doubtful how long the support will last.

Refugee Intentions

Refugees have plans such as staying in Türkiye or immigrating to other developed countries. The overriding thought is to settle in Türkiye and don't go to another country. They do not intend to return to Syria either. The statements of P6 are as follows:

“There are Syrians having high level of education. For example, I had an acquaintance who was a doctor, and after a while he immigrated to Canada. Educated person are accepted more quickly (P6: page, 26)”.

It turns out that Türkiye lost previously educated refugees from Syria and the refugees it trained itself as brain drain to the developed ones. It has been determined that TES accepts immigrants permanently but cannot produce adequate policies.

Ministry Central Administration

Central administration of TES has not been successful to manage the refugee issue. Especially effective policies cannot be produced systematically. Moreover, the insensitivity of the managers and legal problems come to the fore. The statements of P7 are as follows:

“I have been in the education community for 15 years. I researched the past. I made many written and verbal statements to the administrates could reach in the central government, but I did not see any of them listened (P7: page, 36)”.

In point of fact, TES produces ineffective policies, teachers and school administrators have difficulties in educating refugees. Although TES makes a great effort from time to time, it is not enough in the field of education.

Children Interaction

Although there are negative situations such as prejudice and grouping among Turkish and Syrian children, there are also sometimes positive behaviors such as cohesion and acting together. The behaviors vary according to the developmental period of the children, the characteristics of the school and class they are in. The statements of P9 are as follows:

“Unfortunately, they cannot play with Turkish children. They cannot communicate with Turkish children. Frankly, Turkish students don't always do it. Turkish students are not excluded, but Syrian students generally want to play among themselves (P9: page, 22)”.

It should be marked that the refugee problem even affects children's interactions. Schools are cornerstone in strengthening communication between students but are insufficient.

SRC-PSA's Future State in TES

In the analysis of the future situation of SRC-PSA in TES, 85 coding processes were carried out. As a result of the coding, 9 sub-themes emerged. The order of the sub-themes from high to low according to their coding intensities is demonstrated in Figure 2 below.

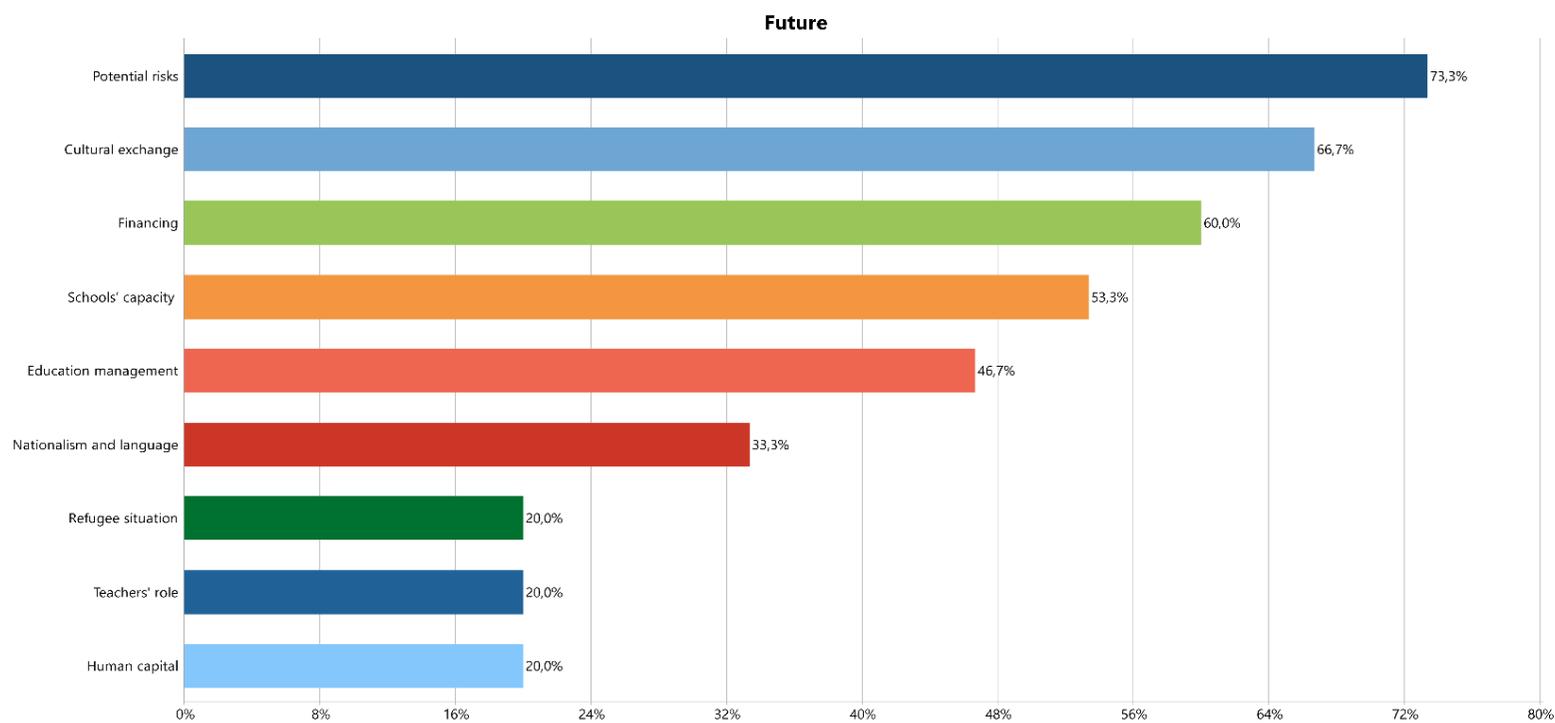


Figure 2. SRC-PSA's future states in TES: Sub-themes' ranking

According to Figure 2, it has been uncovered that there may be various potential risks in TES in the future, cultural exchanges will be experienced mutually, there may be financial problems, school administrations will face difficulties, refugee crisis and scenarios arising from not being able to manage human capital. The sub-themes expressed as integrated with the codes are explained in Table 3.

Table 3. Sub-theme distributions of future states of SRC-PSA in TES

Potential risks (f=18)	Schools' capacity (f= 11)	Nationalism and language (f=5)
Syrian population growth (f=11)	Lack of physical structure (f=5)	Development of Turkish usage (f=3)
Positive discrimination (f=2)	Decline in academic success (f=2)	The emergence of Arab nationalism (f=2)
Damage to the social structure (f=2)	Crowded classrooms (f=2)	Teachers' role (f=5)
Separation of schools (f=1)	Common classes (f=1)	Cornerstone of education system (f=2)
Increase in foreign schools (f=1)	Separation of classes (f=1)	Teachers learning Arabic (f=2)
Not adopting the country (f=1)	Education management (f=8)	The teacher's outstanding effort (f=1)
Cultural Exchange (f=18)	Unsuccessful administration (f=5)	Human capital (f=3)
Realization of cultural harmony (f=13)	Increase in dysfunctional training (f=1)	Deterioration of human quality (f=1)
The emergence of compliance problems (f=2)	Increasing compliance of managers (f=1)	Taking part in every profession (f=1)
Adapting to the global culture (f=2)	Avoidance of fair administration (f=1)	Increasing employment problem (f=1)
Preservation of their own culture by Syrians (f=1)	Refugee situation (f=5)	-
Financing (f=12)	Being permanent (f=4)	-
Increasing lack of financing (f=10)	Migration of educated individuals (f=1)	-
The emergence of new budgets (f=1)	-	-
Cut off the Piktas aid (f=1)	-	-

Potential Risks

It is recognized that the comprehensive risk in the future will arise from the population growth of Syrian citizens. As a result of these, it is estimated that the current demographic structure will change, schools will diverge, and foreign schools will emerge. The statements of P5 are as follows:

"Right now, we are not really used to Syrian refugees. We didn't seem to welcome the process either... I doubt how well they will adapt to our culture (P5: page, 21)".

It is unveiled that in the coming years, SR will have the problem of adopting Turkish culture and homeland. Participants think that SR may pose potential risks in the future due to the problem of cultural adaptation.

Cultural Exchange

According to the participants, four scenarios are predicted to emerge in the future in cultural change. It is thought that SR will adapt to Turkish culture, there will be conflicts of adaptation, they will preserve Arab culture or global cultural harmony will be achieved. The statements of P4 are as follows:

“Actually, right now, in my opinion, they adapt to the global culture rather than the Turkish culture. For example, when we think about Urfa, gymnasiums, or something like that were not used much here. For example, women’s hairdressers did not exist before. After the arrival of the Syrians, there was an increase in them (P4: page, 41)”.

It is postulated that there is a cultural change. It can be asserted that the change will continue in the future, not only will there be an adaptation to Turkish culture, but also new cultural structures created by global culture.

Financing

It is deduced that the current PIKTES aid will be cut. It is also expected that financial inadequacies will arise. The statements of P6 are as follows:

“As a country, we are talking about 30 billion 40 billion dollars. It seems that the money spent on Syrian refugees will put us in an even more difficult situation in the future (P6: page, 10)”.

It can be stated that a financial crisis waits in TES. Predominantly, expenditure per student is expected to decrease. It can be envisaged that there will be financial difficulties in accessing quality education.

Schools’ Capacity

In the future, it is visualized that the physical structure of the schools will be insufficient, the classes will be more crowded, and the academic success will decrease. The statements of P4 are as follows:

“So, we have an exponentially increasing need for continuous schooling. Our school has over 2,000 students. It’s a 32-classroom school and it’s really not enough anymore (P4: page, 21)”.

It can be affirmed that the increasing population is not taken into account and the physical capacity cannot be improved. In the future, it is reckoned that a large part of the investment will be allocated to things such as the construction of schools and classrooms to increase physical capacity.

Education Management

There is a strong belief that education for SR will not be managed successfully in the future. It is predicted that fair administration will be avoided, and low-functioning education will be imposed on educators. The statements of P12 are as follows:

“To manage in the general Turkish profile means to get over the problems. We move forward by glossing over problems rather than managing them. Just like it is now. I don’t think that will change in 10 years (P12: page, 32)”.

Supposedly the participants’ trust in the management of education in Türkiye is low and they believe that this situation will not change in the future.

Refugee Situation

The majority of the participants think that refugees will stay in Türkiye in the future. Moreover, it is pinpointed that qualified refugees who have received education in Türkiye will migrate to developed countries. The statements of P3 are as follows:

“I think the vast majority of refugees will stay. They got great relief. Ok, there were those who wanted to go before, but I think the vast majority of them stay here ... in 2050, they will be in a much different place in our education life (P3: page, 26)”.

Educators have taken for granted that SR will stay in Türkiye. It is predicted that in the future living together.

Nationalism and Language

Participants envision that Türkiye will face the risk of Arab nationalism stemming from SR in the coming years. It is foreseen that the use of the Turkish language will also become widespread due to the increasing population. The statements of P12 are as follows:

“10-15 years later, the problem of Arab nationalism will arise... I think that the majority of my school, where I work for up to 5 years, will consist of students of Arab origin. The quality of education provided by teachers will decrease greatly (P12: page, 10)”.

The purpose of raising a generation compatible with the national and global culture targeted by the basic laws of TES is under the risk. Unplanned policies in the distribution of SR, especially in the southeast regions of Türkiye, will affect the ethnic structure in the future.

Teachers' Role

It was determined that the teachers made a great effort but were not enough. It is discerned that these situations will continue in the future. It is understood that the teacher plays a pivotal role in ensuring cultural harmony and increasing academic success. The statements of P3 are as follows:

“Syrian students will now be native students of Türkiye in the future.... Teachers will have to know the family structure and language of Syrian children. They will need to improve themselves in these regard (P3: page, 34)”.

It is anticipated that teacher competencies will develop due to needs. The increase in the number of Syrian refugee students may lead Turkish teachers to learn Arabic culture and language.

Human Capital

In the future, there will be problems in the management of human resources. It is estimated that employment problems will increase, especially with the increasing population. It is foreseen that SR will take charge in every occupational group. The statements of P2 are as follows:

The difficulties experienced by Syrian children will not be forgotten. A day will come, and they will say that I will fix the difficulties. Even now, there are children we graduated from who are oriented towards various professions (P2: page, 11)”.

It is estimated that SC will take important roles in various professions in the future. It is understood that when quality trainings cannot be provided, employment problems and low-quality human profiles will emerge.

Discussion and Conclusions

In the current study the aim of which is to explain the current and future situations of Syrian refugee children (SRC) in the Turkish education system in light of the views of teachers and administrators, with regard to the findings in the context of the current effects, cultural disharmony in TES, unplanned Syrian student distributions in TES, discrimination between Syrian-Turkish students, indifference of Syrian families in schools related to education, professional and managerial inadequacies of teachers and school administrations in TES and financial problems in TES are emphasized. Moreover, the impacts that are likely to emerge in the future are expected to include a rapid change in Türkiye's demographic structure, a decline in education expenditures, an increase in the deficiencies in physical infrastructure in schools, a decline in academic achievement and an increase in the responsibilities of policymakers for the effective management of education policies.

It is understood that SRC-PSA has exigent effects in the schools where these students are present, although not in the whole structure of TES. There is a cultural interaction, especially among children. It can be stated that cultural change usually results in a mutual cultural adaptation. Research focusing on the cultural interactions of Syrian students concurs with these findings of the research (Apak, 2014; Shaherhwasli, Erel, Özdenler, & Cengiz, 2021). Refugee children experience intense social change in schools during the cultural adaptation process and are faced with the dominant cultural environment (Kopala, Esquivel, & Baptiste, 1994). Therefore, in order to warrant the acculturation and integration of refugee students with the society, it is recommended not to exhibit discriminatory behaviors towards refugee students in schools (Portes & Rumbaut, 2001).

SRSs have difficulty accessing education. TES's education policies are also not sufficient to strengthen this access. Güven and İşleyen (2018), Aydın and Kaya (2019) determined that teachers feel inadequate to ensure active participation of students in the classroom in the face of the increasing number of Syrian students in their classrooms. In the Global Education Monitoring Report (2019), it is stated that the academic success and achievements of immigrant children in educational environments generally lag behind the native people (UNESCO, 2019).

The excessive increase in the population rates of SR makes it difficult to manage in TES. The increase in the number of students in the classrooms negatively affects teachers' classroom management and students' access to quality education. The increasing number of Syrian students (Aydın & Kaya, 2019; Güven & İşleyen, 2018) leads teachers to feel incompetent to ensure the active involvement of students in the classroom and also makes it difficult to perform effective classroom management (Saklan & Erginer, 2017). TES's education policies have been inadequate with the increasing Syrian population. The use of a standardized curriculum also poses problems for SR students in accessing quality education. Regarding this situation, Roxas (2011) posited that differentiated teaching activities were needed in which students' past experiences were better understood. Teachers who teach refugee students in Germany implement training programs that encompass topics such as intercultural communication and combating prejudiced and discriminatory behaviour towards asylum seekers (Gomolla, 2013). In Sweden, studies are carried out regarding how to make teaching happen in a multicultural environment and in order to assist teachers working with refugee children (Bourgonje, 2010).

The unplanned distribution of students to schools also caused the formation of crowded classes. The academic achievement of Syrian refugee students is low. Eğitim Reformu Girişimi (2017) states that the academic achievement of migrant children in educational settings generally lags behind indigenous people (UNESCO, 2019). In Germany as well, the considerable number of asylum seeker students with low academic achievement is one of the main problems in children's education (Miera, 2009). Refugee children are at a disadvantage in terms of access to education, benefiting from equal opportunities in education, and social and academic achievements in the countries they migrate to (OECD, 2018). For example, although these children are in the same schools and classrooms as the children of the country they migrated to, they struggle with unequal conditions, encounter teacher inadequacies, and have

difficulties in language learning. All these conditions negatively affect the social and academic success of refugee students (Heckmann, 2008). In PISA reports, it has been revealed that there is a significant difference between the verbal literacy skills of children who have a command of the mother tongue, and those who do not, and that the children who have a command of the mother tongue are more successful than the others (OECD, 2018). In Sweden, it has been found that the literacy skills of asylum seeker students at primary school level are lower than those of Swedish native students (Jonsson & Rudolphi, 2011). Therefore, due to various economic, social and educational problems experienced by migrating students, it is expected that they are not able to adapt to the current education systems and can not achieve an academic success in their schools compared to the students who have not experienced migration (Polat, 2012).

There is playing together and creating a common bond between children, but discrimination occurs among them. It can be propounded that discrimination increases as children get older. It is understood that some Turkish families do not want to send their children to schools where SS are concentrated. One of the factors that is of importance in the realization of social exclusion in schools is families (Kirmayer et al., 2011). In countries receiving immigration, local parents do not want their children to study in schools where refugee children are concentrated, they are uncomfortable with their children being in the same environment with refugee children, and they prefer sending them to a school without refugee children (Atalay, Kılıç, Anılan, Anılan, & Anagün, 2022; Entzinger & Biezeveld, 2003; Özger & Akansel, 2019; Uzun & Bütün, 2016). Turkish parents do not want their children to sit next to Syrian children, and teachers find it difficult to seat SRC in the same row as Turkish children (Heyse, 2015). In the finding of SODEV's (2021) study, the percentage of those who agreed with the rate of "I am uncomfortable with SC being educated at my child's school" was determined as 47.6. Yakushko (2009) states that international mass migration disturbs host societies and leads to the exclusion of migrants by the host community. In fact, immigrants are perceived as "aliens" by the host society (Stephan, 2012).

It has been figured out that Syrian families are mostly indifferent towards their children. Levels of poverty and lack of education are also detected as high. It should be pinpointed that Syrian refugee students have a high tendency to aggression at school and they prefer violence-oriented games such as war games. In fact, most of the SC has behavioral problems. Syrian families are not interested in their children's school life and do not fulfill their responsibility for their children's education (Heyse, 2015). Language barrier, economic reasons and lack of time are among the reasons of the inadequacy of refugee families in their educational responsibilities (Rah, Choi, & Nguyễn, 2009). Refugee families do not participate in school activities targeting language deficiencies, do not learn about the education system of the country they migrated to, and whence do not know about what their expectations from that education system should be (Şeker & Aslan, 2015; Roxas, 2011). What is more, Syrian families are reluctant to send their children to school. Among the reasons for their low motivation is their belief that they will return to Syria one day (Taştan & Çelik, 2017).

It should be italicized that Turkish teachers play a significant role in reintegrating SS into society. Teachers influence children, yet teachers' professional competencies are insufficient in educating Syrian refugee students. Previous studies reveal that the efforts of local teachers toward the learning of Syrian students are not sufficient to provide equal and quality education and their readiness to be together with Syrian students is low (Ayan-Ceyhan, 2016; Aktaş-Salman, 2018; Başaran, 2021). Bourgonje (2010) posits that teachers in Sweden are not competent to provide sufficient knowledge and skills to students coming from other countries. Therefore, professional deficiencies in teachers' knowledge of both the cultural and educational status of Syrian children pose problems of misdiagnosing and misleading students (Soylu et al., 2020). In order to improve the current situation, teachers are expected to be more sensitive to refugee students (Ogilvie & Fuller, 2016) and better equipped to address the learning needs of refugee students (Stewart, 2010). In Austria, teachers are supported in terms of intercultural education and second language acquisition in order to enhance their professional development (Nusche, Shewbridge, & Rasmussen, 2009). In addition, this need can be

addressed by eliminating the lack of qualified teachers. In the *Eğitim Reformu Girişimi* (2017), it is stated that an additional 80,000 teachers are needed for all SRCs to be enrolled in school (UNESCO, 2019).

It is inferred that school administrations are unsuccessful in solving the problems stemming from SS and generally deploy methods such as ignoring or glossing over the problems. The fact that the participating administrators feel incompetent in solving the problems may be attributed to the fact that financial supports offered to their schools are insufficient (Çakmak, 2018), and the Syrian parents are not interested in their children (Başaran, 2021). Research findings also emphasize school administrators have serious problems with language, with handling adaptation and behavior issues, academic inadequacy, and creating and sustaining cooperation between parents (Kara & Tüysüzler, 2017; Karadağ, Su, Dulay, & Ütük, 2020). School administrators can be provided with the necessary support to cope with the potential difficulties in providing education services to refugee students in their schools. In this regard, leadership trainings are given to school administrators in Sweden to implement the 'holistic school approach' (Nusche et al., 2009).

It is obvious that the majority of SR prefers to stay in Türkiye, but TES is facing a brain drain. It turns out that families educated in Türkiye or educated in Syria prefer to live in developed countries and migrate there. International financial support is also insufficient. In particular, PIKTES support is not a radical practice that will fund the refugee problem. According to the Regional Refugee and Resilience Plan to Respond to the Syria Crisis, 258.7 million dollars will be essential in 2020 and 247.2 million dollars in 2021 for the education services of Syrian refugees in Türkiye (UNHCR, 2021). Exclusively in recent years (in 2017, 2019 and 2020), less than half of the financial support actually needed for the education of Syrian refugees and less than one-third of the financial support need in 2020 has been provided (UNOCHA, 2020). In short, the financial support received from international project funds for the education of Syrian refugees is insufficient to meet the whole financial support needed (Kurban, 2021).

In the coming years (towards the 2040s), it is forecasted that the population of SR will escalate even more, and they will continue to live in Türkiye. It is also foreseen that the increasing population will likely cause the problem of Arab nationalism. It is believed that segregations might occur in the social structure as upon the arrival of Syrians in Türkiye, a rapid change took place in the demographic structure of the country. On top of these, it is clear that the current financial structure will be insufficient in the face of the increasing population and hence education expenditures per capita will diminish. Migration affects decision-making mechanism such as investments in education, capacity utilization, etc. (Karakütük, 1998). Therefore, it is expected that there will be a tendency to decrease in education expenditures per student in regions where the "demographic burden" in the population increases (Kavak, 2010).

It is predicted that education cannot be managed successfully and problems such as deficiencies in physical infrastructure and decrease in academic success will arise in schools. It is assumed that the most important actor in the change process will be teachers. Teachers' attitudes and behaviors towards SC will affect their future commitment to Türkiye. Plentiful studies on the lack of physical infrastructure in schools in the integration of Syrian students into the school system have attained similar results with this research (Coşkun et al., 2017; Levent & Çayak, 2017). Thereupon, presuming there may be a boost in the population of Syrians in the future, the criteria for Syrians' access to education, integration, participation, and quality of education should also be planned by the Ministry of National Education (Beltekin, 2016). It is thought that the future predictions developed as a result of the research findings reflect different views belonging to differing possibilities on the situations that may be encountered in Turkish education systems. Thusly, based on current problems and population trends, it may be useful to define educationally different future projections, to specify the possible effects of SC on the Turkish education system and to arbitrate possible education policies (TEDMEM, 2020).

This study argues that increasing the quality of education of SRC will require a curriculum approach that will support their transition from Arabic to Turkish in the school setting. One of the biggest risks that may be encountered in the Turkish education system here is the idea of implementing a curriculum that can be prepared in Arabic. One of the biggest weaknesses in the integration policies of most countries is in the area of education policies since education systems are too slow to advance policies in a way that suits the specific needs of immigrant students (Migrant Integration Policy Index [MIPEX], 2015). Although there is no discrimination in Türkiye, SR students do not have access to quality education due to the use of standard curriculum; their academic achievement also remains low compared to other domestic peers. Although Türkiye made the greatest progress in integration policies among MIPEX countries from 2014 to 2019, when the integration data of MIPEX (2020) is examined, Türkiye ranks last among the countries that implement an inclusive education model. The inclusive model for the adaptation and integration of refugee students needs reviewing. Among the MIPEX (2020) countries, the policies of the countries that implement inclusive education policies and are in the top ten in integration policies (Sweden, Finland, Portugal, Canada, New Zealand, USA, Norway, Belgium, Australia, Brazil, Ireland) can be examined in detail and the sample practices can be adapted for Türkiye.

Pursuant to the results of the research, some additional suggestions that can be developed are as follows:

The associations that Syrian and Turkish children have developed in their social environments in their schools have been emerged as a result of a cultural interaction. However, discrimination is observed among children during cultural interaction. Furthermore, the unplanned distribution of Syrian students to schools has also led to crowded classrooms. Therefore, Turkish families do not want to send their children to schools in areas where there are mostly Syrian refugees. It can be said that Turkish families living in these regions have social prejudices and discrimination against Syrian students. According to the Migrant Integration Policy Index (MIPEX, 2015), which examines the migration and integration policies of countries, Türkiye ranks last among 38 countries in terms of integration policies regarding the latest data, Türkiye has made the greatest progress in integration policies in 2014-2019 with a score of +17 and it has been among the last 10 countries of MIPEX (MIPEX, 2020). The adoption of Türkiye's first comprehensive anti-discrimination law, the Human Rights and Equality Institution Law of Türkiye (2016), is also considered to be a trigger for this improvement. While the legal steps taken to eliminate prejudice against Syrians regarding discrimination are satisfying, it can be said that there is a need to be informed more about the existence and scope of these legal assets. Besides, school-family collaboration can be developed and trainings can be provided to families, students, teachers and administrators on human rights and education issues. By organizing events that bring Turkish and Syrian families together, cultural connections can be strengthened and prejudices can be eliminated.

The migration of Syrians to Türkiye has a negative impact on the increase in the number of students in the classrooms and the effective implementation of classroom management by teachers. In addition, the high number of Syrian refugee students causes an increase in the tendency to aggression in schools and prefers violent games such as war games. There needs to be psychosocial support for conditions related to aggression and discrimination of SC in school settings. In order to increase discipline in a way that is inclusive of all students in schools, children's game languages can be positively developed by organizing educational activities on love, compassion and peace themes. A balanced distribution of the number of Syrian students in schools and classrooms may be advised.

Syrian families are indifferent to their children's educational lives. Family support is of greatest importance for Syrian students to have a healthy school and classroom experience. Remedial practices such as language and staff support may be needed to increase the communication of teachers and administrators with Syrian families.

The professional competence of Turkish teachers needs support. School administrators also feel incompetent in solving the problems arising from the SS. It is surely beyond doubt that Turkish teachers and school administrators need professional development and support in order to train SRC as desired. In addition to vocational training, it can be recommended they receive training on peace education, conflict, and crisis management, particularly to cope with SC who have been exposed to trauma and violence. It is assumed that the most important actor in the process of change will be teachers. Teachers' attitudes and behaviors towards RS will affect their commitment to Türkiye in the future. The attitudes and behaviors of teachers who will play an active role in increasing Syrians' future commitment to Türkiye should not be overlooked by the relevant parties. To improve teachers' professional competencies and increase their awareness, Pre-service and in-service trainings can be arranged, including training programs.

With the increasing Syrian population in the future, it is estimated that policy makers will have pivotal responsibilities in order for the education policies in Türkiye to be effectively managed. The increasing population is also expected to create the problem of Arab nationalism. On the arrival of Syrians in Türkiye, it is considered that there may be divisions in the social structure due to a rapid change in the demographic structure of the country.

Although families studying in Türkiye or studying in Syria prefer to live and migrate in developed countries, international financial support is insufficient. Moreover, in the face of an increasing population, the current financial structure will be inadequate and therefore per capita expenditures on education will decrease. International and national financial support is expected to be provided to support the educational services of Syrian students.

In this study, the data were obtained from teachers and school administrators in schools serving Syrian students at the primary school level. In order to address the future from a holistic perspective, the views of Turkish students and their families and also Syrian students and their families may need to be examined as well. The similarities and differences and the weaknesses and strengths in practices of the sample countries in integration policies that are open to development can be investigated comparatively.

Assumptions and limitations of the research

It is assumed that participants respond sincerely and without feeling pressured. The research data is limited to the opinions of teachers and school administrators working in schools where there are many SRCs and the provinces in the Table 1.

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Appendices

Annex-1 (Interview Form)

Participant's:

Age:

Gender:

How many years have you been working as an administrator in the school?

What is your position at school?

How many years of management experience do you have?

What is your professional seniority?

What is your estimate of the total number of students in the school?

What is the estimate of the number of Syrian refugee students at school?

- What will be the effects of the changes in the number of Syrian refugee students in the primary school age population on the Turkish education system in the 2023-2050 period in Türkiye do you think?
- What are your projections of the effects of the change in the number of Syrian refugee students in the primary school age population on the central organizational structure of the Ministry of National Education in the 2023-2050 period in Türkiye?
 - a. Do you think the MoNE will affect the central organization structure? Why is that?
 - b. Do you think it will affect the fiscal structure of TES? Why is that?
- What do you think the effects of the change in the number of Syrian refugee students in the primary school age population on the school structure of the Turkish Education System in the 2023-2050 period in Türkiye will be like?
 - a. How will they affect intra-school relations?
 - b. How will they affect students' relationships with their friends?
 - c. How will they affect students' cultural habits and values?
 - d. How will they affect teachers' rapport with their students?
 - e. Will teacher competencies change?
 - f. How do you think these will reflect on the school administration?
 - g. How will the physical structure of schools be affected in this manner?
- How will Türkiye do you think manage the changes in the Turkish education system and the effects of these changes in the 2023-2050 period?
 - a. How will the stakeholders in the management of TES manage the change?
 - b. How will school administrators manage? Will they be able to manage?
 - c. How will the provincial-district administrators manage?