

EXAMINING NEEDS AND ISSUES  
OF REFUGEE- RECEIVING SCHOOLS IN TURKEY  
FROM THE PERSPECTIVES OF SCHOOL COUNSELORS

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Approval of the Graduate School of Social Sciences

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## **ABSTRACT**

### **EXAMINING NEEDS AND ISSUES OF REFUGEE- RECEIVING SCHOOLS IN TURKEY FROM THE PERSPECTIVES OF SCHOOL COUNSELORS**

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65.3 million people were forced to leave their countries in 2017 as a result of the conflicts all over the world (ECHO, 2017). 3.9 million people settled down Turkey according to the official figures in 2018 (ECHO, 2018). Turkey became the most refugee- receiving country along with this number (UNICEF, 2017). Refugee crisis exists around the world. Settling down a new country and meeting with new cultures bring along studies about refugee adaptation process. Schools are the inseparable part

of the adaptation process. Since school counselors are informed all school components' needs and issues, they act as the key position in the school. The aim of this study is to analyze the needs and issues of most refugee- receiving schools from different parts of Turkey from the school counselors' perspective. Data were collected during September- November 2017 by using qualitative data collection tool. Seven cities were selected considering the report that indicated the distribution of Syrian refugees according to cities in Turkey published by Republic of Turkey Ministry of Interior Directorate General of Migration Management (2017). These provinces are Istanbul, Hatay, Şanlıurfa, Mardin, Diyarbakır, İzmir and Gaziantep. Fifteen school counselors who are working at the most refugee- receiving schools in their cities were interviewed by using semi- structured interview protocol. Three main themes showed up as a result of the qualitative analysis as personal and professional experiences of school counselors, local students and refuge students. Every main theme involves needs, problems and facilitative factors sub- themes.

**Keywords:** Syrian refugees, school counselors, needs assessment, local students, ecological model

## ÖZ

### TÜRKİYE’DE MÜLTECİ ALAN OKULLARIN İHTİYAÇ VE DURUMLARININ OKUL PSİKOLOJİK DANIŞMANLARI BAKIŞ AÇISINDAN İNCELENMESİ

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Dünya üzerindeki çatışmalar sonucunda 2017 yılında 65.3 milyon insan ülkesinden ayrılmak zorunda bırakılmıştır (ECHO, 2017). Resmi rakamlara göre 2018 yılı itibariyle 3.9 milyon birey Türkiye’ye yerleşmiştir (ECHO, 2018). Bu sayı ile Türkiye, dünya üzerinde en fazla mülteciyi barındıran ülke konumuna gelmiştir (UNICEF, 2017). Mülteci krizinin tüm dünyada yaşandığı görülmektedir. Bireylerin farklı ülkelere yerleşmesi ve farklı kültürler ile tanışmaya başlamaları, mülteci adaptasyonu ile ilgili birçok çalışmayı beraberinde getirmiştir. Okullar ise mülteci adaptasyon



sürecinin ayrılmaz bir parçasıdır. Okul psikolojik danışmanları, okuldaki tüm bileşenlerin ihtiyaç ve durumlarından haberdar olduğu için anahtar kişi konumundadır. Bu çalışmanın amacı, Türkiye’de mülteci alan okulların ihtiyaçlarını ve durumunu okullardaki anahtar kişi olan psikolojik danışmanların bakış açısından incelemektir. Bu çalışmada veriler nitel veri toplama yöntemi kullanılarak Ekim- Kasım 2017 ayları boyunca toplanmıştır. Veri toplanacak iller seçilirken Göç İdaresi Müdürlüğü’nün yayınladığı Suriyeli mültecilerin illere göre dağılımı listesi göz önünde bulundurularak 7 il seçilmiştir. Bunlar; İstanbul, Hatay, Şanlıurfa, Mardin, Diyarbakır, İzmir ve Gaziantep’tir. Mevcut olarak mültecilerin yoğunlukta bulunduğu okullarda çalışan 15 okul psikolojik danışmanı ile yarı yapılandırılmış görüşmeler yapılmıştır. Analizler sonucunda psikolojik danışmanlar, yerel öğrenciler ve mülteci öğrenciler olmak üzere üç ana tema ortaya çıkmıştır. Her ana temanın altında ihtiyaç, sorunlar ve koruyucu faktörler alt temaları görülmektedir.

**Anahtar Kelimeler:** Suriyeli mülteciler, okul psikolojik danışmanı, ihtiyaç analizi, yerel öğrenciler, ekolojik model

*to the strongest person  
I know*

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## **LIST OF ABBREVIATIONS**

AFAD	Afet ve Acil Durum Yönetim Başkanlığı (Disaster and Emergency Management Presidency)
ASCA	American School Counselor Association
ECHO	European Commission's Humanitarian Aid Office
HIICR	Heidelberg Institute for International Conflict Research
MoNE	Ministry of National Education
NGO	Non-governmental Organization
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commissioner for Refugees
PTSD	Post Traumatic Stress Disorder
SES	Socio-Economic Status



## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1. Background of the Study**

In 2016, Heidelberg Institute for International Conflict Research (HIICR) observed 402 conflicts in total such as war against Islamic State in Iraq, Boko Haram in Nigeria, Destabilization of Mali, Conflict in Ukraine, Civil War in Libya (Global Conflict Panorama, 2017). Among those conflicts, 226 conflicts were the violent; on the other hand, 176 conflicts were the non- violent ones (civil resistance in Iran, Greece, India and Uganda). In 2015, 65.3 million people forcibly displaced their homes and/ or home countries in worldwide (Figures at a Glance, 2015). 21.3 million of them were stated as refugees and 3.9 million of them were resettled in Turkey (ECHO, 2018).

As it can be seen from the conflicts and refugee numbers in worldwide, the whole world is dealing with the refugee crisis in different countries, including Turkey. There is much research about refugees, their settlement and their adaptation to their new environment (Acosta, Larsen & Grieco, 2014; Beiser, 2009; Birman & Tran, 2015; Brown, 2015; Dryden-Peterson, 2015; Glick & Bates, 2010; Tienda & Hawkins, 2011). These studies mainly focused on the adaptation process from the refugees. However, this adaptation and integration process has two sides; refugees and local people. Host countries, especially the ones receives massive number of refugees also go thru an adaptation process as their daily routines change and their limited resources shared. Unless emerging needs and issues of local people are taken care of, adaptation process of refugees is hard to realize. Social conflicts between the

native population and refugees are more likely to emerge partly due to prejudices, different life styles, and worldviews of both sides, in addition to necessity of sharing limited resources such as employment, housing and education.

War and conflict situations have an impact on every human being beyond question. On the other hand, according to Barbara (2006), children are influenced by war and conflict situations more by two main reasons. First, children need their primary care-givers for their basic needs including both physical and emotional. Since adults cannot meet their own needs in the conflict situations and they are in a state of fear and stress, they fail to satisfy their children's needs as well. In addition, war and conflict situations affect children's life more than adults do. Refugee children may start their education in the refugee camps and have to adapt to a new environment, language and culture before getting information about their own. Thus, it would be very tough for them to adapt a new culture and language without getting appropriate psychological help (Barbara, 2006).

Children should have their parents, especially primary care-givers for their needs such as attachment, belonging, feeling safe besides the physiological needs. Thus, the stressors that have an impact on adults also influence the children implicitly. Economic crisis, immigration and restricting human rights may transform children into at- risk population (Çırakoğlu, 2017).

Gardner (1995) asserts that adaptation to newly arrived countries requires the development of cultural competence. Schools are the key places for children at the point of this adaptation process. Peterson, Meehan, Ali and Durrant (2017) claim that education and schooling have a significant role in adaptation and acculturation process of refugee children. Schools are not just the places children learn how to read and write. They assist to sustain the culture of the society and also ensure socializing within the culture. Thus, schools can be seen as a socializing agent in the society (Saldana, 2013). In terms of the refugee issue, schools started to have a more important role to learn and adapt to the culture that they start familiar with. Therefore, refugee families who can afford to send their children to school hope them to learn the language and the culture of newly arrived country that can help

them to maintain a healthy life which includes proper adaptation to newly arrived country by communicating the locals, maintaining their life without depending someone else such as having an education without a translator. Also, Peterson et al. (2017) asserts that education in emergency have a significant role for students during adaptation process.

School counselors are the inevitable part of the education process. They need to be informed about every single component of students' educational process. According to ASCA (American School Counselor Association) Ethical Standards for School Counselors (2016), school counselors are liable for collaborating with all relevant stakeholders inside the school. Most of the codes defined by ASCA based on the ground of collaboration issue with students, families, teachers, administration, other professionals, and institutions around the school. Hereby, school counselors should have knowledge of and cooperate with all stakeholders inside and outside of the school. This situation makes school counselors as a milestone of the school and the school environment.

Therefore, it can be concluded that school counselors are the core components of the school that can help the adaptation process of refugee students. Since they are knowledgeable about students, families, teachers shortly every school component inside and the outside of the school, they can help the adaptation process of refugee students effectively.

Even school counselors have an important role during the adaptation process of refugee students, they need to be knowledgeable about the war and trauma situations. Psychological effects of war and conflict situations, correspondingly immigration and adaptation processes should be examined in a dynamic continuum. Thus, this process is not just about psychological trauma and resiliency factors but also about social ecology of people. Especially children's social ecology including physical and emotional field, school and society structures beyond their parents are effective for their adaptation process.

Education of refugee students are considered as a human right. Therefore, even small refugee camps all around the world are liable to provide an education for refugee students. The more number of refugees are increasing in a certain country or city, the more schools start to receive refugee students without getting a proper knowledge and education about the multi- cultural education and psychological help for refugee students. Since the physiological needs of refugee students and families take the priority of helping them, examining educational needs of refugee- receiving schools may be considered as a secondary process.

In the present study, Bronfenbrenner's ecological model will be taken into account as a baseline in order to understand children's responses in the adaptation process. This model give a way to examine children's situation in a holistic way by discussing every single issue in children's life. Therefore, Bronfenbrenner's model has a great importance to analyze the adaptation process.

### **1.2.Purpose of the Study**

The present study aims to profile refugee-receiving schools in terms of their psychosocial needs and issues so that more effective school-based psychosocial intervention models can be developed. The motivation of the study comes from the fact that majority of the existing literature consist of studies examining solely the nature of the refugees' needs and issues and these studies point out the importance of contextualizing intervention models. Therefore, the results of the study should help to provide contextualized data to set bases for comprehensive prevention and intervention programs for refugee receiving schools in Turkey.

### **1.3.Significance of the Study**

The whole world faces with the issues regarding refugee crises reality. Besides the physical needs of refugee people, governments and NGOs start to focus on social needs of refugee people such as education. Different programs and large body of research conducted in order to find the educational and adaptational needs of



refugees (Peterson et al., 2017; Waters & LeBlanc, 2005; McBrien, 2005; Sirin & Rogers- Sirin, 2015; Dorman, 2014). Those studies mainly focuses the language barrier of refugee students and the financial difficulties that refugee families have. Thus, all the studies about educational needs of redugee students set sight on teaching the language and the culture of newly arrived country to refugee students. Therefore, the studies have one- sided focused in terms of the adaptation of refugee students.

Adaptation and resettlement of the refugees are not a one-sided phenomenon that is to be practiced just by refugees. People who live in the countries that receiving refugees has needs, thoughts, and emotions about refugees as well. On the other hand, most of the resources are transferred to the needs of refugees since they are the most vulnerable group. Thus, during and the beforehand the adaptation process, local population's needs may be disregarded. Local students' needs might reflect the needs of whole society and meeting those needs of the local students may prevent the prospective complications within the society. Since students reflect their parents' values, thogughts and schemas in the classroom, they also represent their parents' schemas, opinions and/ or judgments about refugee students and famileis as well. Thus, local students can be considered as an image of the society.

School counselors correspondingly have a significant role during the adaptation process of refugee students. School counselors work for refugee students' mental health to facilitate the adaptation process, and school counselors' needs and experiences are critical in facilitating the adaptation process of refugee students.

There are approximately 870 thousand school-age children in Turkey and 500 thousand of them could register to the schools (UNICEF, 2016). In order to facilitate the process, there are many studies and programs focusing on the adaptation process and needs of refugee students to schools in Turkey (UNICEF, 2016; Ministry of Education, 2017). Despite the fact that a large number of refugee children are participating to formal education, there is not much information about local students' needs since they meet new children who cannot speak their language and who is

coming from other cultures. It is also important to focus on the school counselors who set the ground for schools including refugee students and the adaptation process.

School- based programs for refugee students' adaptation have some common drawbacks. Rousseau and Guzder (2008) explained these challenges under three main title. First, refugee population is not a homogenous group in terms of their culture, traditions, migratory routes and traumas. Thus, one standardized adaptation program for refugee- receiving schools may not meet the needs of every refugee student. In addition, when refugee children start their education in a different country, the cultural gap between refugee students and their families are arising. Thus, needs and issues of refugee- receiving schools should be examined before revising or developing a new model for the schools.

#### **1.4.Research Questions**

In this present study, a qualitative analysis was used as the research methodology since qualitative research concerned with the process and its aim is to understand the ongoing situation rather than proving or testing the hypothesis (Bogdan & Biklen, 2007). This study aimed to answer following research questions via a qualitative research design:

1.What is the main psycho-social needs and issues of refugee- receiving schools from the school counselors' perspective?

While seeking answer to this question the experiences of local and refugee students will be given special attention. Due to the fact that school counselors are responsible to meet these needs, their experiences were also sought. Therefore, the sub- questions of the study were that;

a. What do the school counselors experience who are working at refugee- receiving schools during the adaptation process?

b. What are the needs of school counselors during the adaptation process?

c. What do local students experience during the adaptation process from the school counselors point of view?

d. What are the needs of local students during the adaptation process from the school counselors' point of view?

e. What do refugee students experience during adaptation process from the school counselors' point of view?

f. What are the needs of refugee students during the adaptation process from the school counselors' point of view?

### **1.5. Definition of Terms**

*A refugee* refers to someone who leave his or her country of origin because of war or violence. A refugee may expose to violence and have a fear for reasons of race, political opinion or membership, religion and nationality. In most situations, the refugee cannot return to their home country because of war and ethnic, tribal and religious violence (UNHCR, 2010).

*Migrant* refers to someone changes his or her place of living. Migrant is an umbrella term and uses for anyone including animals which change their place of living seasonally ("Compass: Manual for Human Rights Education with Young people", 2017).

*Immigrant* is a person who has come to a different country in order to live there permanently ("Cambridge Advanced Learner's Dictionary", 2003).

*Asylum- seeker* describes a person who applied for a refugee protection and waiting for his or her status. The asylum seeker can be described as a refugee after he or she is justified by an authority as a refugee (UNESCO, n.d.). Asylum seeker definition

varies from one country to another. In 2013, Turkey endorsed first asylum law called the Law on Foreigners and International Protection.

*Temporary protection* refers to a law related to activities and actions of foreigners at borders, border gates or within the Turkey. When immediate protection for foreigners should be provided by Turkey where they cannot return to their country or forced to leave, this law specifies the structures, duties and responsibilities of the Directorate General of Migration Management (“Law on Foreigners and International Protection”, 2014).

*Person Benefiting from Temporary Protection* refers to foreigners who were granted temporary protection (“Temporary Protection Regulation”, 2013).

*Migration* includes the movement one place to another. One person’s or a group of people’s acting of changing the place can as referred as migration without a restriction of length, composition or/ and a cause.

*Immigration* can be defined as the action of changing the living place permanently for a foreign country. It is a voluntary act by people who want to work and/ or live in a foreign country.

*Resettlement* is the process of (re)integration or relocation of people into a different country or environment, usually a third country. From the viewpoint of refugee context, it is the relocation of refugees from one country to another which was admitted to have them.

*Adaptation* refers to changes that take place in individuals or groups in response to environmental demands. Adaptation may take place immediately or it can occur over the longer term (Berry, 1997, p. 13).

*Acculturation* comprehends those phenomena, which “occurs when people from different cultures come into a first- hand contact. This contact may require changes in the cultural patterns of either or both groups” (Redfield, Linton & Herskovits, 1936, p.149).

*Marginalization* occur “when there is little possibility of cultural maintenance because of the compulsive cultural loss and little interest in having communication with other because of the exclusion or discrimination” (Berry, 1997, p. 9).

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1.Introduction**

Globally, 19.2 million people obtained refugee status currently and half of them are children (UNHRC, 2014; UNICEF, 2014). There are 21.3 million people who forcibly left their country of origin and 3.2 million of them came to Turkey in the hope of finding a safe place to settle (UNICEF, 2017). Within this period, Turkey become the host country that has the largest number of refugee people in the world including not just Syrians but also Iraqis, Afghans, Iranians and Somalians (ECHO, 2017).

After the Cold War, the nature of conflict has changed and there are two pivotal dimensions about the contemporary conflicts and its fatal consequences (Dryden-Peterson, 2014). First, contemporary conflicts have outcomes that are more devastating especially for children (Save the Children, 2013). Those conflicts put children under the risk of becoming refugee. Secondly, current forms of conflicts have a long duration. Even the refugees' intention is to return their home country as soon as possible, the average duration of exile for refugees is 17 years (International Displacement Monitoring Center, 2014). Many conflicts that recently terminated lasted for decades such as in Afghanistan (33 years), the Democratic Republic of the Congo (19 years) and Somalia (23 years) (Center for Systemic Peace, 2013). Because of these conflicts, people are forced to change

their place of living and they are given different status such as refugee, migrant, immigrant and asylum- seeker.

Definition of refugee, migrant and immigrant concepts are used interchangeably. However, each concept refers to a different situation. Refugee by definition is someone who left his or her country because of the circumstances that affect them seriously and/ or is under danger of death, and require international protection (UNHCR, 2016). United Nations used the definition of 1951 Geneva Convention relating to the status of refugees in its 1967 Protocol, which is;

Refugee is a person who, owing to well- founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who not having a nationality and being outside the country of his former habitual residence, is unable or, owing to such fear, is unwilling to return to it (Convention and Protocol, 1951/ 1996).

Asylum- seeker is a person who is waiting for a refugee status at the newly arrived country. Migrant, which is usually used as UNESCO defines an umbrella term for immigrant and refugee as it is followed;

“The term 'migrant' in article 1.1 (a) should be understood as covering all cases where the decision to migrate is taken freely by the individual concerned, for reasons of 'personal convenience' and without intervention of an external compelling factor.

Migration includes the movement of people and even animals between countries. On the other hand, immigrant is someone who leave his/ her country to live in a different country permanently (“Cambridge Advanced Learner’s Dictionary”, 2003). As it can be seen from the definitions, there are similarities and differences between the given concepts. Refugees, migrants and immigrants have to handle with the stress of adapting to a new country. This adaptation includes new language and culture for those groups. Furthermore, all of them may encounter prejudices and discrimination issues because of their race, religion and/ or ethnicity. However, migrants and immigrants who choose to settle down to

another country are mostly highly educated and they have their financial savings and family members and/ or friends who may help them during the adaptation process. They choose their new home voluntarily, different from the refugees. Refugees forcibly leave their home because of violent circumstances and may stay at refugee camps temporarily (McBrien, 2005). As a consequence, individuals seek for a refugee status after leaving the country forcibly, not on their own will.

However, people who came to Turkey from outside of the EU countries such as Syria, Iran, Iraq, Lebanon cannot be considered as ‘refugee’ or ‘asylum- seeker’ due to the legal restrictions of Turkey. In this study, Syrian people who came to Turkey in order to escape from the war was called as ‘refugees’.

Immigration occurs because of economic and political challenges such as war and economic crisis. There might be seen different problematic outcomes of immigration. During immigration process, people face with many stressors such as unemployment issue, social status deprivation, cultural differences and language barrier. Depending on the individuals’ resiliency level and social support system, psychological disorders may develop because of immigration (Tuzlu & Bademli, 2014).

Turkey is both an immigrant- receiving and an emigrant country. Because of its geographical location, Turkey become a vital country in terms of immigrants. In addition to the geographical reasons, social factors are effective during the immigration process of Syrian refugees to Turkey such as cultural similarity, language similarity (i.e. Mardin, Şanlıurfa), religion and having relatives at different cities in Turkey (Apak, 2014; Karasu, 2016). Since these various reasons, most of the Syrian refugees suggest their relatives or friends in Syria to immigrate to Turkey (Apak, 2014).

Turkey signed the Geneva Convention in 1951. However, this convention imposed some restrictions about ‘time’ and ‘geographical limitation’. In 1967, Turkey removed the ‘time’ restriction but preserved the ‘geographical limitation’.



Thus, they can give the ‘refugee’ status only for the people who come from European countries to Turkey. Thus, people came from Syria considered as ‘asylum- seeker’ and could not benefit from the rights of ‘refugee’ status.

Syrian citizens started to come to Turkey in 2011. At the beginning, Turkey took short- run measures for Syrian refugees and called them as ‘guests’ since the situation was seen as a temporary condition (“Syrian Guests in Turkey”, 2014). Turkey carried out an ‘open door’ policy for Syrian refugees and accepted all the people came from Syria. According to UNHCR (2014), woman and children composed 75% of the Syrian population in Turkey. This number could be much higher (Kaya, 2015).

All in all, there are many definitions for the people who leave their country in order to live in another country, forcibly or not. Every country has their own legal restrictions and different implementations about the rights of people who leave their countries to live, including Turkey.

### **2.1.1. Children During Immigration Process**

War and conflict situations undoubtedly influence everyone at any age group. However, children are the ones who are affected most. At first, children, especially pre-school children are dependent to their families and they need their families to meet their basic needs. Children need their parents developmentally because parents’ emotional availability affects children’s development (Barbara, 2006).

Secondly, besides children’s social and psychological development, war and conflict situations influence children’s educational life as well. When children immigrate to a new country because of war and conflict situations, they are trying to adapt to a new environment, school and a daily life. When children started to live in refugee camps, they may not have an access to their right of education. They might stay at refugee camps for years without getting a psychological help

and adapt to new conditions, which can be a difficult task for a child (Barbara, 2006).

Psychological effects of war on children should be examined in a multi-component way, not just through understanding trauma and resiliency factors. Especially children's psychological health should be evaluated by taking social ecology of the children into consideration. This social ecology includes parents' physical and emotional space for the children, school, culture, political views, school and society structure (Betancourt & Khan, 2008).

Immigration do not affect the children by itself. However, changes on caring practices of parents and daily routines. Sleep disturbances, changes on eating habits, crying and attachment problems may be seen because of war and conflict situations (Greenstone & Leviton, 2010). Psychological effects of war on children can change based on developmental stages. Nursing quality is very important for newborn children since they are dependent of the primary care-givers for their needs. They develop their attachment styles during this period and they feel relieved by their attachment figures (Bowlby, 1969). During war and conflict situations, adults fail to satisfy their children's needs. As a consequence of this situation, newborn children affected by this situation since they cannot receive support from their parents.

Primary care givers have also vital roles for healthy development of pre-school children like newborn children. This age group can express themselves verbally with stories. Thus, it is easy to understand what they are experiencing as a result of war and immigration processes. Pre-school children may experience fear of darkness, nightmares, and burst of anger after war and conflict situation (Erdur-Baker & Serim- Yılmaz, 2014). They may consider war and conflict situations as their own guilt. Thus, it is important to talk and help to express themselves by drawing pictures, telling stories and role-plays (Greenstone & Leviton, 2010).

As children enter into school age, their understanding of the concepts and the world develop further and they may progress at different rates. School-aged

children are aware of immigration process. Thus, they can be easily affected by war and conflict situations. Post-traumatic stress disorder (PTSD) symptoms can be seen at school- aged children. In addition, they may have nightmares, sleep disturbances, burst of anger as well including the decreasing school success, concentration problems and learning disorders (Erdur- Baker& Serim- Yilmaz, 2014).

When it comes to adolescents, they are at the phase of the high- risk group during war and immigration processes. People are at the phase of pursuing and developing their own personality during adolescent years. Thus, they cannot find the appropriate support from the environment to help them socially and emotionally during war and conflict situations (Greenstone & Leviton, 2010). It can be said that adolescents become high-risk group because they may demonstrate aggression, anti-social and risky behaviors because of war and immigration processes. In addition, desperation and depression may show itself during this period (Erdur- Baker & Serim- Yilmaz, 2014). The common reactions of children after traumatic events were given at the Table 1.

**Table 1**

*Common Reactions of Children after Traumatic Life Events*

Pre- school Children	School Age Children	Adolescents
Fear of darkness	Nightmares	Aggression
Nightmares	Sleep disturbances	Anti- social and risky behaviors
Burst of anger	Burst of anger	Desperation
Conflict situations	Decreasing school success	Depression
Consider war and conflict situations as their own guilt	Concentration problems	
	Learning Disorders	

(Erdur- Baker & Serim- Yilmaz, 2014)

War and conflict situations affect all age groups in different ways and can be considered as a crisis in a one's life. These violent crises bring the immigration process along with itself since most of the people are forced to leave their country of origin because of bombings, armed conflicts and contagious diseases. In this part, effects of war and immigration was explained briefly since refugees are facing with new environment, culture, customs and values. Adaptation process, which includes the period after the immigration, will be explained in the following part.

## **2.2.Adaptation Process of Refugees**

Every student brings his or her own culture and personal history into the classroom environment. The way that they form their family, siblings and relationship with their friends outside of the school pave the way for their communication with their teachers and peers. On the other hand, refugee children may bring various experiences related to their immigration into the classroom and their experiences can be different from local students' experiences. In Turkey, even every refugee children's histories and experiences may become distinct from each other. Their reason for migration might be the same but their migration paths, reason for settling down to a specific city and experiences during this settlement are unique (Dryden- Peterson, 2014).

Everybody has some difficulties when they change their place of living. Adapting to a new environment requires specific skills depending on the culture and the history of the environment that they get into (Berry, 1997). In this part of the literature review, adaptation and acculturation process will be clarified afterwards adaptation of refugees in Turkey will be presented.

### **2.2.1.Acculturation and Adaptation**

Refugees' transition process start when they arrive at their new environment with their new social networks, culture, customs and institutions. This process requires

a challenging adaptation process and it only takes place with the acculturation process (Kopala, Esquivel & Baptiste, 1994).

Redfield et al. (1936) is given below defines acculturation:

Acculturation comprehends those phenomena which result when groups of individuals having different culture come into continuous first- hand contact, with subsequent changes in the original cultural patterns of either or both groups. (p. 149)

As it was indicated in the definition, acculturation refers to the changes in people from both sides who encounter each other. Acculturation process is not a one-sided structure that can be practiced by only the new comers. However, it is two-way phenomena affect local people as well. According to Berry (1997), acculturation contains more change of the one group than the other does. Acculturation indicates psychological and behavioral changes of the individual who join the acculturation process. However, it cannot be argued that all people have the same experience from acculturation process since all individuals participate the process to different extents (Seker et al., 2015; Ward & Kennedy, 1999). Since some people change their country to live with their own will, acculturations process may be easier for them such as being accepted by the local people, speaking the language, learning the culture of the newly arrived country. On the other hand, this process might be tough for the people who forced to leave their country such as refugees and asylum- seekers and arrive in a new country without getting any information about the culture, language and customs of this new country.

In societies, which have plural cultures, power differences occur between different cultures. When this is the case, minorities or the cultures, which have less power than the others will probably, try to be a part of the mainstream culture (Berry, 1997). In addition to this, acculturation process can have differences according to three factors; “voluntariness, mobility and permanence” (p. 8). Immigrants can experience voluntary participation of the acculturation

process. Mobility option includes people like refugees who migrated to a new society and culture. Acculturation process might be temporary for international students or guest workers. However, people who have migrated and/ or settle down to a new country permanently like refugees or immigrants, this process is called permanence acculturation (Berry, 1997).

Acculturation demands a clear explanation of origin and local cultures. Thus, person can understand where s/he comes from and constructs new cultural structures by comparing culture of the origin. This process helps the sociocultural adaptation of the person. Thanks to establishing new societal and cultural structures, person can learn how to handle the daily life issues in a new context (Berry, 1997).

Gordon (1964) asserts that acculturation means changes in people when they interact with someone from another culture such as changes in social values, behaviors and thoughts. Therefore, it can be said that acculturation starts with leaving the homeland but it contains several phases and requires firsthand contact. Furthermore, Kopala et al. (1994) asserts that acculturation requires changes mainly in three areas in ones' life; physical changes, social changes and cultural changes. Physical changes refer to environmental elements such as climate and housing. Social changes include the social networks that an immigrant will encounter and need to develop new interpersonal communication styles. Cultural changes refer to necessity of getting to know new customs, values and norms of newly arrived country.

Acculturation has two structures: psychological and cultural. Acculturation is considered as a long- term period, which may take years and/ or generations. Therefore, if the contact between individuals can be understood, cultural change process can be examined as well. This process requires examination of societal contexts and description of the individuals (Berry, 1997).

The one common ground that all people who experience the acculturation process share is the process of adaptation (Berry & Sam, 1996). Regardless of the factors

or the differences people have, all people need to experience the adaptation process to complete the acculturation process. However, level of difficulty can vary between different groups such as refugees, immigrants or asylum- seekers.

Berry (1997) defined adaptation in the widest sense as changes that occurs in individuals or groups based on environmental requisites. Depending on this definition, it can be indicated that adaptation can be accomplished after the acculturation process. Adaptation is one component of acculturation and can be extended over a long or short-term period. Adaptation is complex and non- linear process. However, short- period for the adaptation and acculturation process might lead to negative outcomes for the person (Berry, 1997). Therefore, acculturation of the individual should take a longer time for a healthy adaptation to the new culture.

According to Fielden (2008), adaptation of refugee people requires mainly three different criteria. First criterion is about the laws. Refugee people should have the same rights with the local people. Secondly, refugee people should be provided a job to sustain their lives and meet the expenses in their new country. This is an economic criterion for refugee people. Third criterion is the social one, which is to help refugee people to establish a bond with local people and their social and cultural structure. These are all about serving local resources that help refugee people to adapt.

Adaptation and acculturation processes are the pre-conditions for the integration of refugee people into society. Local people should respect the cultural diversity that refugee people bring to their country. Local and refugee people should have a sensitivity to cultural diversity in order to carry through this process. After the positive interaction between local and refugee groups, identification and attachment process may start (Berry, 1997).

It is a crucial skill for refugees to shift from one culture to another. In addition, they need to develop competence for two cultures in order to function properly in both cultures (Sam & Oppedal, 2002). Norms and demands of home and host

countries may change, especially children need to know the difference between those two cultures and overcome them successfully.

Acculturation for school- age children is sharply connected to the education and school experiences of newly arrived students (Nieri, 2012). Since the schools are the key components of learning culture and language and also having a first contact with local people, acculturation process can be considered as a part of the educational process.

### **2.2.2.Syrian Refugees in Turkey during Adaptation Process**

Turkey started to receive refugee people from Syria in 2011. At the first place, the war was considered as a temporary situation and it was thought to end soon (Kaymak & Bimay, 2016). Therefore, temporary solutions were tried to be found for people from Syria. The governmental institutions did not carry out systematic works for refugee people. Language barrier issue was not solved and people from Syria continued to come to Turkey for the settlement process in the meantime.

Turkey gave place to adaptation process for the first time with the law number 6458 that introduced in 2013. In the meantime, Department of Harmonization and Communications was founded to pave the way for adaptation process of people under temporary protection and worked with the universities, NGOs and governmental institutions for the adaptation process (Law on Foreigners and International Protection, 2013).

Local people's response to Syrian refugees vary. Some of local people consider Syrian refugees as the center of the problems such as increasing of rental prices, the number of beggars and the number of unemployed people (Karasu, 2016). Most of the local people (77% in Demir and Soyupek's study) in Turkey think that Syrian refugees cause economic loss, take the jobs of local people away and lead security issues. Low percentage of local people (4.8% in Demir and Soyupek's study) consider refugee people as a cultural wealth and economic assistance (Demir & Soyupek, 2015).



Tarman and Gürel (2016) stated that local people do not want to rent the houses to refugee people. Participants indicated refugees' clothes and culture as different from the norm. They are aware of the problems that refugee people encounter during their social life in Turkey such as language barrier. In addition, they do not want to be neighbor with refugee people. Participants assert that even if they accept refugees, their families would reject and may not want to communicate with them. The most important statement of this research is that local people welcomed refugees at the first place because they supported the refugee standpoint of Turkey. However, they asserted that the number is too high for them to accept refugees anymore. As the number of refugees increased to very high levels, warmth and accepting attitudes are replaced with complaints.

As Karasu (2016) indicated in his study, which was conducted in Şanlıurfa, refugee people mostly experience language barrier (81, 6% in this study) and have difficulties about social and cultural adaptation accordingly. As Karasu (2016) indicated, when Syrian refugees try to communicate with local people, they see that local people perceive refugees, as they will ask for or want something from them.

Consequently, studies regarding adaptation process reveals the problems of both local and refugee people. However, the needs of local people were not pointed out in any study. Therefore, successful integration of both parties seems do not achieved yet.

### **2.3.Education of Refugees**

*For most children going to school is as simple as walking around the block.  
But for others it is the end of a long and dangerous journey  
through deserts, war zones and hostile borders.  
Strangers No More (2010)*

Schools have to teach students from various populations not only from different ethnic groups but also from different countries and continents because of global

mobility, migration and immigration movements. Thus, education start to have more complex structures from homogeneous- nationalistic frame to the frame includes ethnic and cultural diversity. Disruption of education by the conflict and migration can be considered as a norm rather than the exception for refugee children. Most of the refugee children start their educational experiences outside of their country of origin (Dryden- Peterson, 2014). In the world, asylum- seeker and refugee children do not have citizenship of the country that they settled down, yet they have a right to access education. Therefore, countries try to make arrangements for refugee and asylum- seeker children to make them have their rights all over the world (Pinson & Arnot, 2010).

The United Nations High Commissioners for Refugees stated that education in emergencies is vital not just, because it is a human right but also because it helps refugee children's healing process (UNHCR, 2000). Many research found that education is significant for social and emotional healing of refugee children (McBrien, 2005; Sinclair, 2001). School is the center of refugee children's social environment. Thus, school and education process located in a crucial point in the adaptation and acculturation period (McBrien, 2005).

Education in the case of emergencies such as conflicts can help students in various ways. Sinclair (2007) summarized some critical points about the importance of education in emergencies. First, education provides a sense of normality, restore hope for children and encourages psychological healing from traumatic experiences. Social activities can create safe space for children. Furthermore, education can provide protection for the groups- at- risk such as woman and children with disabilities.

The current education system has developed and established three main structure in order to provide continuity of culture: family, religion and school (Saldana, 2013). Morals, values and other tenets of the society can be transferred to children by using these agents. Thus, these agents can be considered as a glue that holds society together. Schools are the most significant structure in maintenance of teaching values of the society. The main aim of schooling is the

transmission of the culture (Saldana, 2013). Therefore, schools can be seen as the agents of change in the society (McLaren, 2006).

Education prepares children for the social and cultural norms of the society. In addition, schools give the opportunity to students teach them how they can achieve self- actualization by helping their personality development, bringing knowledge and skills (Gencer, 2017). Gardner (1995) asserts that adaptation to newly arrived country involves development of cultural competence. Since the new country may have different values, norms and cultures, it is vital to learn the cultural and societal part of the country in addition to basic needs such as shelter and food. Children as the most vulnerable and high- risk group among refugees (Özer et al., 2016) are excluded from the society, face with discrimination and become ‘lost generation’ without an essential education. Since children cannot get a proper education at refugee camps or at the newly arrived- countries and they cannot be a part of the educated part of the society, they are considered as ‘lost generation’.

Schools are not just the place children learn how to read and write. They assist to sustain the culture of the society and ensure socializing within the culture by teaching the social norms and values to the students. Thus, schools can also be seen as a socializing agent in the society by preparing the students to society by introducing the traditions, norms, values of the society such as celebrating national days, religious days and following the school rules (Saldana, 2013). In terms of refugee issue, schools are becoming to have more vital role to learn and adapt the culture. Therefore, most of the refugee families encouraging their children to attend the school hope them to learn the language and the culture that can help them maintain a healthier life in newly arrived country.

It is harder for especially refugee children to reconcile with two cultures, the one is their origin and the other one belongs to the host country. Since most refugee children grow up in a socio- economically disadvantaged family, they usually do not have any family support for this adaptation process (Gualdi- Russo et al.,

2014). In addition, refugee children should learn different expectations of different cultures and how to respond those expectations properly (Sam, 2006).

Kopala et al. (1994) indicated that schools might also be the source of stress for refugee children since it is the place that they encounter the local culture directly. As a result of lack of acceptance and belongingness, stress of learning a new language and stress perceived when there is a difference between the refugee children's culture and dominant school culture, refugee children felt discriminated and negatively perceived by the society (Kopala et al., 1994).

However, as stated by Water and LeBlanc (2005), refugee education is an international responsibility and schools have a key role in the creation of a society whose members should feel that they belong to a community, schools should define "we" including refugees as well. As Sam (2006) described, schools teach norms and values of the local society to refugee children. However, if these local and origin culture are perceived as opposing to each other, culture conflict may occur. When this is the case, refugee children may be forced to make a choice between two cultures. While refugee children try to adapt a new culture in school, refugee parents continue with their own culture (Kajee, 2011). Rejecting their parent's culture can bring emotional burden to children; On the other hand, rejecting the local culture may lead to alienation and/ or exclusion (McCarthy, 1998). Therefore, schools should carry out adaptation process deliberately.

According to Ward and Kennedy (1999), cross- cultural adaptation has two facets; psychological and behavioral. Behavioral adaptation is about cultural and social skill learning while psychological one is about psychological well- being and coping skills. Thus, one needs to learn appropriate cultural skills to harmonize with the society. Ward and Kennedy (1999) stated that this competence depends on the amount of interaction with host people, language ability and acculturation strategies.

Pinson and Arnot (2010) stated three components of safe and hospitable school settings;

- “Valuing cultural diversity and the active promotion of cultural diversity as an educational goal
- Constructing new indicators of integration
- Adopting a caring/ compassionate ethos and a maximal approach to the role proscribed for the school or local authority (p. 257).”

Peterson et al. (2017) gave the best examples of the refugee education programs’ characteristics. They assert that programs can work better when they have holistic understanding, mention the difference between asylum- seeker and refugee, and lastly when they are whole- school response. Holistic responses include whole- school approaches where students and teachers can benefit from professional learning and developmental activities. Thus, teachers can broaden both their own and students’ cultural histories and understanding of education.

Refugee adaptation programs applied without teacher training and/ or teacher support component. In that case, teachers asked to apply a program that they do not believe in. Most of the adaptation programs like in Turkey demand teachers to work with refugee children without taking training on human rights or the culture of refugee people. This situation prevents teachers who have prejudices to refugees in their private life to work with refugee children objectively (McBrien, 2005).

Teachers apply the necessary programs without understanding the difficulties and experiences of refugee children. Therefore, they usually cannot understand the meaning of the behaviors of refugee children and families, which are culturally inappropriate. Those cultural misunderstandings cause more discrimination and prejudice to refugee children. On the one hand, refugee children try to overcome the difficulties of language and cultural changes; on the other hand, they find themselves in a struggle where they need to handle with negative behaviors from their teachers and peers (McBrien, 2005). Since teachers have their own thoughts and opinions about refugee people, they start to reflect those opinions inside the classroom. Thus, refugee students may have difficult times because of the facing

the discriminative behaviors from the teachers rather than adapting a new culture and education system.

Schools are the places where refugee children can get in contact with local students. Thus, refugee education is very significant in terms of local people as well. As Gibson and Rojas (2006) stated, schools are the places of mandatory contact between different groups that might not have come together on their own accord (p.69). On the other hand, it is a place where refugee children can be stigmatized and discriminated as well. Since refugee children have different culture and language, local people perceive them as strangers and want to exclude them without knowing them appropriately (Seker et. al., 2015).

Herein, schooling is vital for decreasing prejudice. Local people can get to know about minority groups by schooling and this situation prevent the social marginalization of minorities. Therefore, it helps to create social cohesion (Plenty & Johnson, 2017). As Gibson and Rojas (2006) described, multicultural diversity should be considered as an asset for the society. Refugee crisis may lead a challenge for local people and they may ask themselves “Who are the real citizens?” When this is the case, multiculturalism perceived as a barrier rather than enrichment. Therefore, schools should help local children and families look into the whole picture, broaden their horizon and perceive refugee crisis as an enrichment for the society. Perceiving cultural diversity as an asset will ease adaptation of refugees as well.

### **2.3.1.Education of Syrian Refugee Children in Turkey**

According to Article 22 of United Nation (UN) Convention on the Rights of the Child, signatory countries should give all the rights to children who have refugee or asylum seeker status and they need to make sure that those children’s needs are met. In addition to this convention, Turkey should ensure that all the children inside the borders of Turkey should benefit from the protection under all conditions according to Article 5395 of Law for the Protection of Children. Furthermore, Turkey made arrangements about the accessibility of education for

refugees with Circular of Training and Education Services for Foreigners numbered 2014/ 21. Through this circular, officially registered Syrian refugee, children can attend the formal education or continue to Temporary Education Centers. As it can be understood from these conventions, all children in Turkey including Syrian refugee and/ or asylum seeker children should have their fundamental rights and those rights should be protected by the government (İstanbul Bilgi University, Child Studies Unit, 2015). Therefore, right to have an access to education became a responsibility of Turkish government as a fundamental right of children.

Ministry of National Education took precautions about refugee children's education. Some articles from the circular that was published about the issue was given below:

- Schools/ intuitions and public education centers will teach Turkish and help them to gain professional skills. In addition, Ministry of National Education will provide all kinds of supportive teaching and training studies' planning and applications in case of need and of the appropriateness of the place.
- School administrations, counseling services, counseling and research centers and commission to improve refugee or asylum- seeker students' retention of their training compatible with school, environment and other students will take necessary precautions. Also, necessary support and help for students who are having trouble to get adapted will be made school available for them by those institutions (MEB Genelge, 2010).

Dryden- Peterson (2011) indicated in her research with key informants around the world that there are three primary school systems for refugee education. The separate schools, refugee- only schools in camps or in Temporary Education Centers in Turkey is the first option. Secondly, there are national school where refugee children can also attend. Third, there are informal schools in urban areas initiated by refugee communities where only refugee children can enroll. Although there are many regulations about refugee education in Turkey, according to İstanbul Bilgi University Child Studies Unit (2015) and UNESCO

(2015), there are still many Syrian refugee children who cannot have their right to education, 41% of the Syrian children cannot be included the education process in Turkey (SETA, 2017).

When Turkey first started to receive refugees from Syria in 2011, the situation in Syria was considered as a temporary state and authorities expected Syrian citizens to go back to their countries in a short while. The existing government in Turkey took short- run measures for Syrian children's education. The existing government in Turkey started to take measures in 2012 about the education of refugees with the cooperation of Ministry of Education. After realizing that war will continue and Syrian citizens cannot go back to their home country, Turkey started to make extended arrangement about Syrian refugees. According to information at March 2017, there are 459.521 refugee children who enroll in a formal school or temporary education centers in Turkey (Mülteciler ve Sığınmacılarla Yardımlaşma, Dayanışma ve Destekleme Derneği, 2017).

There are currently 3.9 million Syrian people who settled down in Turkey (ECHO, 2018) and %45.8 (1.79 million) of them are children aged between 0-17 years (UNHCR, 2018). Since the number of the school- aged children is high, national and international governmental and non- governmental organizations are giving funding and working in the field to assess the needs and promote the educational process of refugee children. European Union contributed 34 million euro for the education of school- aged refugee children except ongoing governmental and non- governmental projects. According to the European Commission Fact Sheet (2018), 19 out of 45 humanitarian projects reached an agreement with Turkish organizations for the basic needs of Syrian refugees.

Karasu (2016) indicated that 79, 2% of 307 refugee families do not let their school- age children to go to school. In accordance with Karasu (2016), AFAD (2013) found that, 83% of the children who stay temporary refugee centers can go to school but only 14% of the children who stay at the city center with their families can go to school (AFAD, 2013).



Apak (2014) found that one out of five Syrian refugees are concerned about their children raising in Turkey. Biggest concern of more than half of these participants is because their children cannot benefit from the right of education and cannot attend the school like their peers. Culbertson and Constant (2015) stated that only 7 percent of the Syrian students were in the formal education at Turkish schools. Since there are schools just Syrian students can attend, remaining 93 percent of Syrian students continue their education at separated Syrian schools. These numbers show the fact that it is becoming harder for local people to adapt Syrian refugees in the education process.

Sakız (2016) indicated that school administrations in Turkey think that refugee children should have separated schools and they have negative attitudes towards having refugee children in their school. Furthermore, inadequate school facilities and low level of societal acceptance affect refugee students' education.

Mercan Uzun and Bütün (2016) conducted a research with pre- school teachers who are working with Syrian students. Three important results emerged from this study. First issue that was stated by teachers is language barrier. Teachers indicated that since they cannot communicate with students, they do not want them in their classrooms. Teachers stated that parents do not know the language as well. Thus, they cannot get in contact with parents in the case of need.

Second issue stated by teachers is the attitudes towards Syrian students. Teachers asserted that local students do not want to be friends with Syrian students because families affect children's thoughts and behaviors. In addition, one of the reasons that local students and families do not want to communicate with them is that Syrian refugees live with two or three families together and children cannot learn self- care abilities appropriately. Third issue is the refugee students' need of psychological support. Teachers stated that refugee students had traumatic and difficult life experiences that they even cannot imagine. Therefore, they indicated that they cannot expect those children to continue their life as if nothing happened. Furthermore, some teachers stated that children escaped from a war

but get into another one. Thus, teachers feel themselves as inadequate for refugee children.

Balkar et. al. (2016) conducted a study with Syrian teachers who are working at Temporary Education Centers. Syrian teachers described their main problem as inadequate materials and negative attitudes towards Syrian students and families. Unlike teachers who are working with refugee students in formal education, Syrian teachers expressed that Syrian families are very concerned about their children's social and educational adaptation process and they are open to cooperation and ready to help teachers. In addition to this, Syrian teachers proposed that school staff should get a training about cultural awareness and sensitivity. Thus, they can meet the students' needs. In the same study, Syrian students point out the lack of school counselors in their schools. They asserted that school counselors should collaborate with Syrian teachers in order to understand and help Syrian students.

Şeker and Sirkeci (2015) stated that refugee children encounter with many conflicts such as cultural differences and adaptation problems to a new social environment. In addition to this, teachers indicated that even eating habits of refugee children are different. Those differences lead them to be excluded from local students' social environment. Furthermore, Şeker and Sirkeci (2015) asserted that refugee children are not a homogeneous group. They are coming from different SES level, places of origin, cultural environment and heritage. Thus, it is impossible to consider the refugee children as a monolithic equal entity without considering the differences. Finally, they also stated language barrier issue and pointed the bullying and alienation because of the language barrier.

Kaya and Kırac (2016) stated in their vulnerability assessment report, which was conducted in İstanbul that Syrian refugees have difficulties in accessing to education and health care services as a consequence of policy problems. They mentioned that most of the children are working in factories, selling things and/or begging on the streets. Syrian families consider their children as a source of

income. Thus, Syrian children cannot attend to schools. Ambiguity about the resettlement process of refugees (legal permanent status, humanitarian assistance) and the language issue were evaluated at the report as underlying barriers to access education.

İstanbul Bilgi University Child Studies Unit (2015) indicated that Syrian children should overcome the language barrier issue at the first place. Then Syrian children can communicate and build healthy relationships with their local peers. In addition, it was stated that psycho- social and socio- economic support should be given to Syrian families and children in order to provide opportunity to accessing the schools.

Another needs assessment study conducted by Center for Middle Eastern Strategic Studies (2015) concluded that Syrian families and children show traumatic reactions and psycho- social counseling interventions should be provided to ease the adaptation process of refugee people. In addition, it was stated that barriers to access to the school make handling with war trauma difficult for refugee children.

Borman (2014) conducted an educational needs assessment in order to find educational opportunities and support for refugee children in Turkey. It was found that Syrian children, especially girls cannot attend to schools regularly because of the poor quality of Syrian schools, limited teacher capacity, economic vulnerability and financial needs. It was stated that 80% of the Syrian families would like to send their children to Turkish schools if the access for education and schools would be possible for Syrian children. Besides psychological, social and educational needs, language was emerged as an overarching. Participants claimed that language barrier is the main reason why Syrian children do not attend to Turkish schools and teachers cannot help Syrian children and families to overcome social and psychological problems.

Overall, Turkey considered the situation of Syrian people as a temporary at the first place. Thus, intervention studies and programs were delayed and the

resources from local and foreign NGOs, UN and governmental sources were not used effectively. Consequently, educational policies for refugee children could not be put into practice. Inconsistent educational practices had negative influences on the adaptation process of both refugee and local people. This situation promotes the prejudice of local students, families and teachers towards refugee children. Correspondingly, refugee children's education in Turkey started to have more obstacles and become more complex than before.

All the studies about Syrian refugees conducted in Turkey have one problem in common; language barrier. Besides the language barrier issue, studies mainly focus on the inconsistent governmental policies, insufficient teacher trainings and inconsistent educational practices. In addition to these, all the studies represent the refugee students' and families' problems without mentioning and examining the refugee- receiving schools undividedly.

### **2.3.2.School- Based Adaptation Programs for Refugee Students to Host-Schools**

As it is stated above, schools are the key components especially for refugee children to learn host society's values, customs, traditions and daily life issues (Gencer, 2017; Saldana, 2013; Sam, 2016). Within this context, schools can be considered as a bridge between refugee and local children. Schools in countries hosting in a diversified amount of refugee people implement various adaptation programs for refugee children in order to meet the needs of local and refugee children (Bolloten & Spafford, 1998; Hodes, 2000). These programs may use different approaches for the adaptation process such as spirituality, tradition, artistic expression, medical base and school base. However, they all try to pave the way for adaptation of refugee students and underline the importance of psychological consequences of trauma and loss (Rousseau & Guzder, 2008).

School- based programs for refugee students' adaptation have some common drawbacks. Rousseau and Guzder (2008) explained these challenges under three main title. First, refugee population is not a homogenous group in terms of their

culture, traditions, migratory routes and traumas. Thus, one standardized adaptation program for refugee- receiving schools may not meet the needs of every refugee student. In addition, when refugee children start their education in a different country, the cultural gap between refugee students and their families are arising. Since refugee students begin to adapt and learn the local culture with the help of the school and adaptation programs, refugee families may fall behind in terms of the adaptation process (Miller & Billings, 1994). Furthermore, limited number of adaptation programs consider ecological principles in order to help students from culturally different backgrounds since parents may have different understanding about the role of the school, definition of child development and participation of parents (Okagaki & Sternberg, 1993; Warner, 1999).

Pharos school- based prevention program for refugee children has promising classroom implementations. This program aims to encourage refugee children for socializing with local peers. Thus, the program asserts that schools have a healing capacity and creates a bridge between local and refugee students (Rousseau & Guzder, 2008). Pharos program has activities for both elementary and high schools and contains both verbal and non- verbal techniques such as presentation of the family, drawings and stories. Furthermore, this program can be implemented by the classroom teachers while performing their teaching (Ingleby & Watters, 2002).

Another type of school based- adaptation programs targets the professional development of teachers. Thus, trainings for teachers are developing especially at the elementary level where teachers are more direct and influential for students (Miller & Billings, 1994). A program, which was developed in London, can be given as an example of teacher- trainings. Teachers who are working with refugee students created a peer support group including case discussions, supervision and counseling for the cultural competency, anger and empathy issues may be raised in the classroom (Bolloten & Spafford, 1998). Research indicated that teacher-training programs can be considered as an eye- opener for teachers who starts work different cultures (Rousseau et al., 2005).

A program was developed in Montreal for preschoolers aimed to create a bridge between home and school for refugee students. This program also includes both verbal and non-verbal techniques such as sand play, storytelling and drawings. After the qualitative analysis of the pilot project, it was realized that this program has limited multicultural components. Thus, themes related everyday life, which can reflect the culture such as language, family, school, were added to the program (Rousseau & Heusch, 2000).

Furthermore, school- based program for high schools based on Boal's (1993) theater forum and Fox's (1981) playback theater was developed. This program aims to help refugee students to develop their identities and give a chance to share their experiences with their local peers. Creating an open dialogue with others, replaying alternative scenarios by changing the meaning and building the relationship between refugee and local students are the main components of this program (Rousseau et al., 2004). Qualitative analysis of the program shows that this program helps refugee students to create a safe place, approve multiplicity and transform difficulties in their lives (Rousseau & Guzder, 2008).

There are several school- based adaptation programs for refugee children in order to put an emphasis on psychological traumas of refugee students and help them to socialize with their local peers. These programs aim three core areas. First, their goal is to adjust schools to the refugee students' needs and develop teacher-training programs. Secondly, they aim to build a relationship between schools and home for refugee students. Furthermore, some programs target to develop classroom and/ or after- school programs for students. However, those school-based programs should include ecologic models for the adaptation process in order to implement systemic understanding while putting an emphasis overall-school environment (Rousseau & Guzder, 2008).

#### **2.4.Role of the School Counselor**

American School Counselor Association (ASCA) identifies ethical standards for school counselors. According to these standards, school counselors' primary

liability is to encourage all students' maximum development and support their social system such as families, guardians, other stakeholders and outside agencies. School counselors are required to assess students' coping skills and amount of external available support for students. Thus, counselors may make referral, give recommendations for classroom teachers and arrange individual or group counseling work for students (ASCA, 2016).

In addition, ASCA emphasizes the collaboration issue under the explanations of every ethical standard. Therefore, it can be said that school counselors are the critical individuals for the interaction among students, families, stakeholders (staff, administration, teachers) and other agency and resources outside the school (NGOs, governmental institutions). This situation places school counselors at the center of the school environment and gives responsibility to bridge the gap between each stakeholder.

Refugee children are considered as at risk population because of mental health problems in a consequence of stress- related factors (Kopala et al., 1994). Refugee children leave their homes, friends, and their families most of the time in a traumatic way. They mostly do not have information of their available support systems because of immigration. Besides the unfamiliarity of their new life, they have to cope with stress reactions as well. Thus, children may become violent or aggressive or could show behavioral disorders as a result of these stressful events.

Refugee children need more support from role models and focused guidance and counseling services in order to pave the way for further and higher education (Peterson et al., 2017). Kopala et al. (1994) asserts that counseling services may have difficulties in application of the required programs and serve the available support systems to refugee families and students. These are (a) culturally biased assessment procedures, (b) the language of counseling interview, (c) a reliance on family support and (d) cultural and ethnic difference between the school counselors and the students (p. 352).

## 2.5. Understanding Ecological Model with Peace Education Lenses

*Educating the mind without educating the heart  
is no education at all.*  
Aristotle

In this section, Bronfenbrenner's ecological model will be examined in order to understand children's development during war and conflict situations. Ecological model can shed light on children's psychological development since this model encompasses the person as a whole with his or her strengths, weaknesses, family life, social environments, culture and values.

Bronfenbrenner (1979) defines the model as it is followed:

The ecology of human development is the scientific study of the progressive, mutual accommodation, throughout the life course, between an active, growing human being and the changing properties of the immediate settings in which the developing person lives, as this process is affected by the relations between these settings, and by the larger contexts in which the settings are embedded.

The ecological model is not just about the person's life components for the time being. It also includes the experiences of the person, mainly the systems of relationships. Bronfenbrenner (2005) explains this situation as it follows:

The characteristics of the person at a given time in his or her life are a joint function of the characteristics of the person and of the environment over the course of that person's life up to that time (Bronfenbrenner, 2005, p.108).

Bronfenbrenner's ecological model has four systems basically; microsystem, mesosystem, exosystem and macrosystem. There is additional fifth system as chronosystem at other sources (Hetherington & Clingempeel, 1992; Steinberg, 1988). In this study, chronosystem will be considered as one of the systems of ecological model.

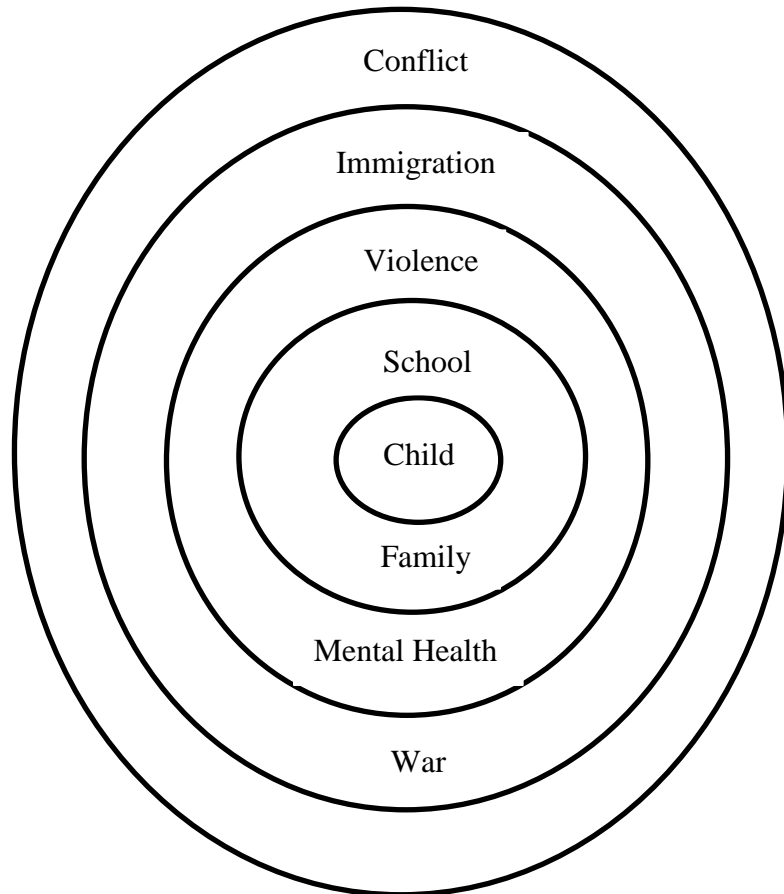
First system is micro system, which represent the person's relationship with his or her primary care- giver and the family. Mesosystem includes the interaction of



the person's primary environmental components (Bronfenbrenner, 1979). Family meetings with the school counselor and teachers can be an example of mesosystem because the family, which the child contacted primarily, started to contact with the teachers and the school counselors, which the child contacted primarily as well. Thus, interaction of the two or more environments of the child can be examined as mesosystem (Betancourt & Khan, 2008).

Exosystem is an extended form of mesosystem. This system includes the interactions that may seem irrelevant to child's environment such as governmental structures, social institutions, economic and cultural constructions. This system influence the person directly. Unlike the exosystem, macrosystem includes the interactions and structures that may not influence the person directly such as cultural values, traditions and customs of the society, political and historical contextures (Bronfenbrenner, 1979). Bronfenbrenner (1979) asserts that microsystem should be evaluated in order to work with children effectively. Family's attitudes towards their children is influenced by society's values and cultures. Thus, examining the macrosystem help to understand better children's family life and their behaviors (Devakumar et al., 2014).

Chronosystem, which was added later to Bronfenbrenner's work, encompasses the whole systems. This system considers all the interactions and events of one's life as a whole and examine each event and relationship. For example, divorce may have influence on the child's interaction with his/ her mother in a microsystem. This interaction may be influenced by the relationship between parents, in other words by the mesosystem. Divorce associated with society's culture, values and traditions which covered by exosystem. These traditions have an impact on family and the child implicitly. Historical development of the attitude towards divorce issue and divorced people inside the particular society can be considered within the macrosystem (Devakumar et al., 2014).



*Figure 1. Ecological Model of Children during Immigration Process*

In the Figure 1, illustration of Bronfenbrenner's Ecological Model with the context of refugee children during immigration process was given. As it was stated at the first chapter, children are affected by their primary care givers during war and immigration process. Although, children may not examine the things going around them. Family's reactions, especially primary care giver's reaction have an influence on children. Changes on primary care giver's emotions, behaviors and stress level have an influence on children during war and immigration process (Freud & Burlingham, 1943). After their research on children affected by World War 2, Anna Freud and Dorothy Burlingham (1943) stated that:

So far as we can notice, there were no signs of traumatic shock to be observed in these children. If these bombing incidents occur when small children are in the care either of their own mothers or a familiar mother

substitute, they do not seem to be particularly affected by them. Their experience remains an accident, in line with other accidents of childhood. (p. 21)

As it can be seen from the statements of Freud and Burlingham (1943), children are not affected by the war and conflict situations directly. Mothers' or primary care givers' reactions to those violent events are the primary reasons of the impacts on children's psychological situation in the microsystem. This may have an influence on mothers and children in many ways. Mothers' mental health during the process, meeting nutritional needs and finding both psychologically and physically a safe place to stay are effective for children's well- being. In addition, there is another influential factor is the immigration way the family used to reach a new country. They may lose their primary- caregivers and/ or relatives during immigration process depending on the immigration way (Devakumar et al., 2014).

Furthermore, perceptions of and reactions to war and conflict situations are related with the culture. Thus, children's reactions to war and immigration depends on the societal structures in a way. Perceptions of death and conflicts in that culture can be included into adaptation process. According to Bronfenbrenner (2005), chronosystem evaluates the war and immigration processes as a whole and examines the process in combination of the culture, structure of the war, degree of the influence of the process on the family and primary care giver in order to understand situation of an individual experiencing war and immigration.

Schools have a vital role in children's daily lives after war and immigration process since schools have the direct influence on children and situated in the mesosystem (Bronfenbrenner, 1979). There are many studies about adaptation and acculturation of school- aged refugee children (Birman et al., 2008; Ellis et al., 2013; Fazel et al., 2009; Kalantari et al., 2012; Möhlen et al., 2005, Schottelkorb et al., 2012). Tyrer and Fazel (2014) found 2,237 relevant paper published about adaptation and acculturation process of refugee children. They reviewed 36 full papers reported school and community- based interventions

targeted refugee children's mental health and psycho- social development. Interestingly, none of them mentioned local children's needs and experiences about this adaptation process.

Besides education, refugee children may have multiple needs and have to deal with various issues such as local people's point of view about them and problems regarding their living environment, in order to promote social inclusion for refugee children. Children are coming from various ethnic groups and have different background but they have various needs, which should be considered in order to promote social inclusion. As it is stated by Pinson and Arnot (2010);

We were aware that this was not just an educational issue and that we need to look at this pupil group in a very holistic way (p.256).

Therefore, both local and refugee students' needs should be examined for the adaptation process of refugee children. Ereş (2016) indicated that teachers who are working with refugee children reported the local students' adaptation to the new situation under the adaptation problem of students at her study. This information was given within the table at the paper but there is not any sign of local students' needs and/ or experiences at the rest of the paper. In other words, teachers reported the experiences of local students during adaptation process of refugee students. However, the issue was failed to be noticed the rest of the study.

Dogutas (2016) carried out an action research with 14 Syrian students who set a barrier between themselves, peers and teachers. The researcher started to teach them Turkish and then he observed that Syrian students who learn Turkish started to communicate with peers and teachers vigorously. It can be concluded that Syrian students may not show behavioral disturbances not because they have psychological disorders but because they do not know the language, teaching language and enhancing communication between local and Syrian students decreased behavioral problems.

Özer, Komşuoğlu and Ateşok (2016) conducted interviews with teachers and school administrators about the refugee education. Although participants stated that they are sensitive about the refugee issue and they do not have any prejudices, they showed discriminative behaviors and statements. Thus, Özer et al. (2016) stated that school staff should develop awareness about their own attitudes and behaviors; and especially teachers should get training about communication and education in multicultural classrooms.

Above studies provides a rationale for how a refugee cannot be evaluated without consideration of whole components of their environmental context. The development and behavior of individuals can be fully understood by seeing their family (parents or wider family), school, the community and the culture in which they are growing. Looking at separate parts of children's needs, part of the picture will be missing. When the aim is to change and/ or to heal a particular part of the society or a person, the whole environment of the society and the person should be included for the intervention process. Until this part, it was mentioned the surrounding factors of the person in as much as individual factors such as age, culture, perception.

In addition, it was touched upon family, peers and other school components because interpersonal relationships of students have an effect on their identity development. Societal factors were also mentioned such as culture, values, health care services and access to school which affect the adaptation process. Correspondingly, possible outcomes of the culture conflict were addressed.

The recognition that larger environment like policies, events and conditions are effective in one's personal development have major importance on classroom and school settings (Bronfenbrenner, 2005). Providing context for the assessment and intervention process is also important in assisting practitioners to engage more effectively with children and see the world through children's eyes. The possibility of a social change by education is a common belief that almost all educators share (Bajaj, 2015). One of these approaches which can ensure social change is peace education. There are so many different peace studies and peace

education programs in order to provide social change. As it is indicated in UNICEF report (1999), the aims include various subjects such as awareness of cultural heritage (Lebanon, 1993), conflict analysis (Sri Lanka), assertiveness (Egypt, 1995), solidarity (Burundi, 1994), gender equality (Egypt, 1995) (Fountain, 1999). As it is indicated in the Mainstreaming Peace Education: Methodologies, Approaches and Visions, A Practitioner's Manual (2014), peace education is a holistic process as well and plays a critical role society's capacity for adaptation.

Peace education is not just about the taking away the violence aside, but peace education aims to form new frames for the social change such as human rights and social justice. Education issued as a tool in order to get rid of the violence. As Harris (2013) stated where there are conflicts, there are peace educators (p. 10).

Peace education is not a thing that can be transferred like in mathematics or science, or not a set of activities and abstract ideas (Zembylas & Bekerman, 2013). Before coming to peace education, peace should be defined but there is no agreement on definition of peace. The idea of peace has three simple principles:

1. The term peace shall be used for social goals at least verbally agreed by many if not necessarily by most.
2. These social goals may be complex and difficult but not impossible to attain.
3. The state of peace is absence of violence shall be retained as valid (Galtung, 1969, p.167).

Peace should be considered as a culture of healing. This healing includes the culturally- bond process (Hamber, 2003). Thus, we cannot separate education and peace process from the society's culture. Education is the key point of transmission of peace and spreading it. Most of the children start to school concerning their own security and survival. Many parents, intentionally or

unconsciously teach their children how dangerous the world we are living in. Thus, children learn culture of violence from their primary learning source, families before the school (Searle & Ward, 1990).

Peace education has a lot to offer for adaptation process of refugees to newly arrived countries. Harris and Morrison (2003) define peace education in philosophical and processing way as a time- course, which contains to assist individuals with skills, attitudes and knowledge to create a trustworthy environment. These principles overlap with the skills teachers need when working with refugee students. Peace studies or peace education at different countries focus on different subtopics of peace education. However, they have one main point in these studies; understanding the ‘other’ and gain their perspectives. Thereby, peace education has one ultimate goal: ‘lead to the legitimization of the other side’s point of view’ (Salomon, 2004, p. 123).

Principles of peace education can be used to resolve ongoing internal conflict; it also may help to prevent the creation of new social conflicts in the process of integration. Peace education as a philosophy and pedagogical approach is a pivotal source in addition to traditional education strategies used in social work (Kyuchukov & New, 2016). Knowledge and skills of peace, tolerance, justice, equality, and recognition can be transferred to teachers and students with an appropriate training (Zembylas & Bekerman, 2013).

Ian Harris (2002) stated ten goals for effective peace education:

- To appreciate the richness of the concept of peace
- To address fears
- To provide information about security systems
- To understand violent behavior
- To develop intercultural understanding
- To provide for a future orientation
- To teach peace as a process
- To promote a concept of peace accompanied by social justice

- To stimulate respect for life
- To end violence (p. 20)

These ten goals summarize the process of peace education and peace education depends on the process mostly. It is about personal development. As it is stated at the goals, peace educators should help to address fears, develop intercultural understanding and social justice for students but only after the educator develops multicultural understanding and face with their own fears. Thus, it can be said that a peace educator should have done the steps for his or her personal development and peace education might become a “way of living” more than just “an education should be given to students”.

Peace studies and peace education have an important distinction in itself. Peace studies focus on the causes of conflict and wars. Thus, they tend to find a solution for conflicts. In contrast, peace education aims to educate people to live in peace and help them use appropriate skills. Within the context of peace education, students learn how to use peaceful strategies to avoid violence, to manage conflicts around them, and the most important thing is that they learn to seek for a desire of peace (Harris, 2002). As a consequence, it can be said that peace education contains action process of peace, whereas peace studies pave the way for peace education.

School- based interventions are more likely to be accepted by families depending on the relationship built with school administration and staff. Non- stigmatizing and safe activities provided by school may be an effective solution for children since students and their families can have an easy access to these programs within the school (Tyrer & Fazel, 2014). Thus, examination of the school settings and developing programs based on the issues at school can be helpful for meeting society’s needs by contributing to the social growth of children to better deal with conflict and violence and by changing the structure of the society.



Schools are the representation of the “other” (Rousseau & Guzder, 2008) and by taking the advantage of this, there are many programs conducted at school setting for refugees’ adaptation process (Rousseau & Guzder, 2008).

Teachers who are applying peace education programs should discover the role of identity and culture in the society at the first place. After studying the principles and internalizing them, teachers should start to criticize those concepts by giving examples from all over the world. In addition, teachers should teach analysis of the culture and the identity, rather than the information about the “other”. Thus, students can think and behave in a collaborative way rather than the discrimination of the “other” (Zemblyas & Bekerman, 2013).

## **2.6. Summary of the Literature Review**

The whole world, including Turkey is handling with the refugee crisis. There are 3.9 million Syrian refugees who resettled in Turkey (ECHO, 2018). The more refugees are resettled to the new countries, the more studies mainly focusing on adaptation issue of refugee people are being conducted to overcome this crises (Acosta, Larsen & Grieco, 2014; Beiser, 2009; Birman & Tran, 2015; Brown, 2015; Dryden-Peterson, 2015; Glick & Bates, 2010; Tienda & Hawkins, 2011). On the other hand, adaptation and integration to a newly arrived country is not an one- sided phenomenon that just includes refugee people. Local people are also a part of this process. Host countries started to share their limited resources and change their daily routines. Social conflicts may arise between local and refugee people because of the prejudices, different lifestyles, sharing restricted resources such as employment, housing and education.

War and conflict situations have an impact of every human being but children are the ones who are affected more beyond question. Since adults need to take care of the children’s primary needs including physical and emotional needs, they are not independent and mostly traumatized adults meet their needs during war and conflict situations. In addition, since children cannot get a proper education during the war and conflict situations, they may not get a job and they tend to become a ‘lost

generation' since they cannot learn the culture and the language of their own and also newly arrived country (Barbara, 2006).

Schools are the key components of the society which can help the develop cultural competence (Gardner, 1995). Therefore, schools are the vital part of acculturation and adaptation process of refugee children (Peterson, Meehan & Durrant, 2017). Since students do not only learn read and write at schools, teachers are also responsible for teaching the values, customs and traditions of the society. Therefore, schools can be considered as socializing agents of the society (Saldana, 2013).

School counselors have a key role for this adaptation process of students, especially refugee students. Since school counselors are responsible for having a knowledge of every component of the school including local and refugee families, students, administration, other professional and institutions around the school. Thus, school counselors are the milestones of the school who need to be liable for collaborating with all the stakeholders in need and help the refugee and local students during the adaptation process effectively.

There are approximately 870 thousand school-age children in Turkey and 500 thousand of them could register to the schools (UNICEF, 2016). There are many programs and studies in Turkey in order to ease the adaptation process of refugee students in Turkey (UNICEF, 2016; Ministry of Education, 2017). These studies mainly focus on the needs and issues of refugee students and families. In addition, there are studies conducted with Turkish teachers and examined the needs and issues of the Turkish teachers who are working at refugee- receiving schools (Apak, 2014; Mercan Uzun & Bütün, 2016, Sakız, 2016, Şeker & Sirkeci, 2015). On the other hand, there is not any study examining the refugee- receiving school as a whole and focuses on the needs and issues of refugee- receiving schools including local and refugee students and families, teachers and administration.

School- based programs for refugee students' adaptation have some common drawbacks. According to Rousseau and Guzder (2008) assert that refugee people should not be considered as a homogenous group. Thus, one standardized adaptation

program may not be sufficient to meet the needs of refugee students. Also, since the refugee students start their education in a different country, the cultural gap between refugee families and refugee students are increasing. Therefore, programs and curriculums for adaptation pf refugee students should be developed after examining the needs and issues of refugee- receiving school as a whole.

## **CHAPTER 3**

### **METHOD**

#### **3.1. Design and Procedure of the Study**

This study was designed as a qualitative phenomenological study with the aims to profile refugee- receiving schools' needs and problems from the school counselors' point of view. This study also has a purpose to examine the adaptation process of refugee students based on school counselor's perspectives and understanding school counselors' experiences, thoughts and feelings with them. Additionally, school counselors' observations on local students' needs and experiences during refugee adaptation process were explored.

Qualitative research design was preferred for the study because as Bogdan and Biklen (2007) assert that contrary to quantitative research that focuses on outcomes, qualitative research is concerned with the process and relies on the inductive approach to the data analysis. In other words, qualitative research does not aim to test or prove a hypothesis rather the theory or perceptions emerge during the process. The last one is meaning. Qualitative researchers also try to understand how people make meaning of the context they are in which is called participant perspectives.

Moreover, qualitative research is interested in power relations and their distribution in societies. How and why certain participants are selected, who funds the research, and for whom the research is conducted matter as much as the research itself. Democratic emphases of the qualitative approach enable researchers to understand the complexities of social conflicts (Bogdan & Biklen, 2007).

Phenomenological approach aims to understand the events and experiences, thoughts and feelings of participants. This approach highlights the meaning of participants' life experiences and validates their construction. Thus, it is vital to understand how people perceive, feel and describe some certain experiences. It can be said that reality can be examined through the perceived form by phenomenological approach (Bogdan & Biklen, 2007). Phenomenological research tries to describe the situation rather than clarify the situation. Furthermore, researcher starts free from the preconceptions about the phenomena (Husserl, 1970). Since this research aims to profile the needs and issues of the refugee- receiving schools from the school counselors' perspective, phenomenological research was used to understand the adaptation process.

Interviews conducted during the study helped to understand the meaning of the main themes for the subject and assist the researcher to collect in- depth data about the phenomenon. Through the interviews, researchers can get the holistic picture of what participants feel, think and behave about the certain subject. In order to understand the participants' feelings, thoughts and experiences while frame the subject and help the participants to focus on the issues and the needs of the refugee- receiving schools, semi- structured interview protocole was used by the researcher.

In the light of the information stated above, the qualitative research design was used since the aim of this study is to draw the perspective of refugee- receiving schools' needs and problems and also to understand the needs and experiences of school counselors and students from the school counselors' point of view. Semi structured interviews were utilized in order to understand the school counselors' experiences and needs in a holistic framework to assist the examine the process in depth. Data was collected from different schools from different refugee- receiving areas in Turkey in order to compare the needs and experiences of the school counselors and students according to their regions. The flow of the study is presented in Figure 2 above.

Review of the literature
Development of research questions & Designing of the study
Development of data collection tools (interview protocol)
Validity and reliability of the instruments
Development of final versions of data collection tool (interview protocol)
Data collection & Trustworthiness
Analysis of data & Trustworthiness
Reporting the data

*Figure 2. Design of the study*

As it is indicated at Figure 2, literature about the adaptation process of refugee and local students and refugee- receiving schools' experiences from the school counselors' point of view was reviewed in order to explore how the topic is presented in the field and to decide the research questions. After reviewing the literature and development of the research questions, a structured interview protocol was developed for school counselors. For the sake of ensuring validity and reliability of the instruments, experts were consulted for their feedback on the instruments.

At the beginning of the interviews, participants were informed about the purpose, flow of the interviews and confidentiality. Informed consent was obtained from all of the participants. In addition, as Bogdan and Biklen (1998) proposed, interviews started with common experiences of the participants as a school counselor as a warm- up process. During the interviews, prompts (reminders) and probes (further inspection) were used to understand the nature of the phenomena in depth. Interviews carried on ranged from approximately 45 minutes to one hour. The timeline for the data collection process was a period starting from the end of October 2017 to the middle of December 2017.

### **3.2. Participants**

One of the vital part of the conducting a research is to decide on from whom the data will be collected. There are two basic types to implement the sampling process; namely probability and nonprobability sampling (Merriam, 1998). Nonprobability or in other words, purposeful sampling is employed by qualitative researchers. As Patton (1990) describes, purposeful sampling based on the selection of sites, informants or events from which the most can be learned depending upon the aim of the study. Also, Maxwell (2013) indicates the many advantages of using purposeful sampling. First, it helps the researcher to create representativeness of the phenomenon. Additionally, participants should be chosen in line with the theoretical requirements. Thus, heterogeneity can be achieved for the research process.

As Merriam (1998) stated there are different strategies of purposeful sampling. Among these sampling techniques, criterion sample technique of purposeful sampling helps the researcher to analyze the data in depth. Since cases or participants exhibit some certain criteria, this helps in depth evaluation of the data and handle the data appropriately.

In the present study, criterion-sampling technique was used for the selection of the school and school counselors. Using this sampling technique enables the researcher handle the data and examine the phenomenon in- depth. There are Syrian refugees in almost every city in Turkey. On the other hand, cities differ in terms of the refugee population density. Also, refugee population at school varies from region to region at the same city. Therefore, cities with most Syrian refugees selected according to the Ministry of Interior Directorate General of Migration Report (2017). Considering this report and the aim of the study, seven cities and 15 school counselors were selected for the interview (see Table 2).

**Table 2***Sampling Parameters*

<i>Criteria</i>	<i>Parameters</i>	<i>Data Sources</i>
City	Gaziantep, Hatay, Şanlıurfa, İstanbul, Diyarbakır, İzmir, Mardin	School Counselors
Schools	Mostly refugee receiving schools in selected cities	

After the selection of the cities receiving refugees most according to the information published by Ministry of Interior Directorate General of Migration Management, schools that refugee children mostly attend were selected for the study. Since different schools at different regions may have various needs in accordance with the phenomenon, it is aimed to select the schools from different regions in Turkey, not just the southeastern part of Turkey. Since the presents study aims to reveal the needs of refugee- receiving schools and the school counselors working at the schools that have most refugee population in accordance with the main aim of the study, this selection process increases the probability to reach and represent of a different point of views at different regions. However, most schools are at the economically disadvantaged parts of the cities. As the refugees live at the economically disadvantaged parts, refugee children can go to schools in that areas. Therefore, school counselors from schools with low SES were interviewed unintentionally. School counselors at selected schools selected were interviewed in depth to explore the students' needs and experiences during the adaptation process of refugee students besides their needs and experiences.



**Table 3***Characteristics of the Participants*

<i><b>Participants</b></i>	<i><b>City</b></i>	<i><b>Gender</b></i>	<i><b>Age</b></i>	<i><b>Highest Level of Education</b></i>
P1	Mardin	Female	28	Bachelor
P2	Şanlıurfa	Female	24	Bachelor
P3	Gaziantep	Female	28	Bachelor
P4	İstanbul	Female	26	Bachelor
P5	İstanbul	Male	26	Bachelor
P6	İstanbul	Female	27	Bachelor
P7	İstanbul	Female	26	Bachelor
P8	İstanbul	Female	25	Bachelor
P9	İstanbul	Female	25	Bachelor
P10	Şanlıurfa	Female	23	Bachelor
P11	Diyarbakır	Female	25	Bachelor
P12	İzmir	Female	29	Bachelor
P13	İzmir	Female	34	Masters
P14	Hatay	Male	32	Bachelor
P15	Hatay	Female	35	Masters

Detailed information about the participants was given at Table 3. There are five participants from İstanbul, two participants from Şanlıurfa, two participants from İzmir, two participants from Hatay, two participants from Diyarbakır, one participant from Mardin and also one participant from Gaziantep. Since İstanbul has the highest number of refugee people (half million) in Turkey according to the Republic of Turkey Ministry of Interior Directorate General of Migration Management (2017), more participants from İstanbul than other cities were selected for the interviews in order to examine the adaptation process in depth.

**Table 4***Demographic Profile of Participants*

<i>Category Name</i>	<i>Groups</i>	<i>Number of Participants</i>
Age	23-26	9
	27-30	4
	31-34	2
Gender	Female	13
	Male	2
Highest Level of Education		
	Bachelors' Degree	12
	Masters' Degree	3
Years' of Experience		
	1-3	7
	4-7	6
	7 and above 7 years	2

The demographic profile of participants was stated in the Table 4. Out of 15 participants, 13 of them were females and two of them were males. In addition, 12 of them have a bachelor degree from Guidance and Psychological Counseling Program from different universities. Only three of them have their masters' degree in the same field. Age of the participants varies from 23 to 34 years. In addition, school counselors' years of experience range from 7 years to 2 years. However, as it is stated in the Table 2, most of the school counselors (n=13) are newly graduated school counselors who are young and have limited experience in the field.

### **3.3. Data Collection Instrument**

In the present study, semi structured interviews with the school counselors were used to understand refugee students', local students', and also their own needs and experiences about the adaptation process in-depth from the school counselors' point of view. As Morgan (1997) states, an interview is a purposeful process in order to get the in-depth idea of the phenomenon. The information about the historical and background context about the phenomenon provides supplementary data in qualitative research (Marshall & Rossman, 2006).

There are mainly three types of interviews: structured, semi- structured and unstructured. Structured interviews based on a questionnaire developed before the interview process. Those questionnaires should be applied in the same order and the same way for all of the participants. Thus, it does not give so much flexibility to the researcher. As Crown (2013) stated, semi- structured interviews have three features in common. First, it enables the interactional exchange between the participants. In addition, it has flexible and fluid structure. Lastly, meanings emerge because of an interaction between the participant and the researcher. Therefore, semi- structured interviews were used in this research.

Interview protocol was designed by referring six areas: (1) Demographic information of the participants, (2) Determining the Situation of School Counselors, (3) Needs and Experiences of Refugee Students, (4) Needs and Experiences of Local Students, (5) Needs and Experiences of School Counselors, and (6) Suggestions for the Adaptation process. Interview protocol is provided in Appendix A.

### **3.4. Data Analysis**

Since this study aims to get a detailed information about the refugee- receiving schools' needs and problems, content analysis was used to explore themes and patterns that emerged from the data. There were no pre-established themes and codes for the process. The main aim of qualitative content analysis is to understand the data with unforeseen details and provide rich clarification of social reality (Yıldırım &

Şimşek, 2016). This type of analysis requires delicate interpretation of the data. Thus, researcher need to know about the subject and what was talked about at the data when using this type of analysis (Richards, 2005).

The qualitative content analysis looks out for unique details of the data rather than the statistical significance of the particular words or concepts. Since this process includes creating themes or codes based on the raw data, inductive reasoning is involved in the analysis of the data. Therefore, themes and codes are used as units for analysis of social reality instead of linguistic units (Zhang & Wildemyth, 2009).

Hsieh and Shannon (2005) describe three types of qualitative content analysis; conventional qualitative content analysis, directed content analysis and summative content analysis. At directed content analysis approach, coding starts with the relevant theory. In addition, researcher allows for other relevant themes and codes in compliance with the data. This method let the theory to widen and legitimize (Zhang & Wildemyth, 2009).

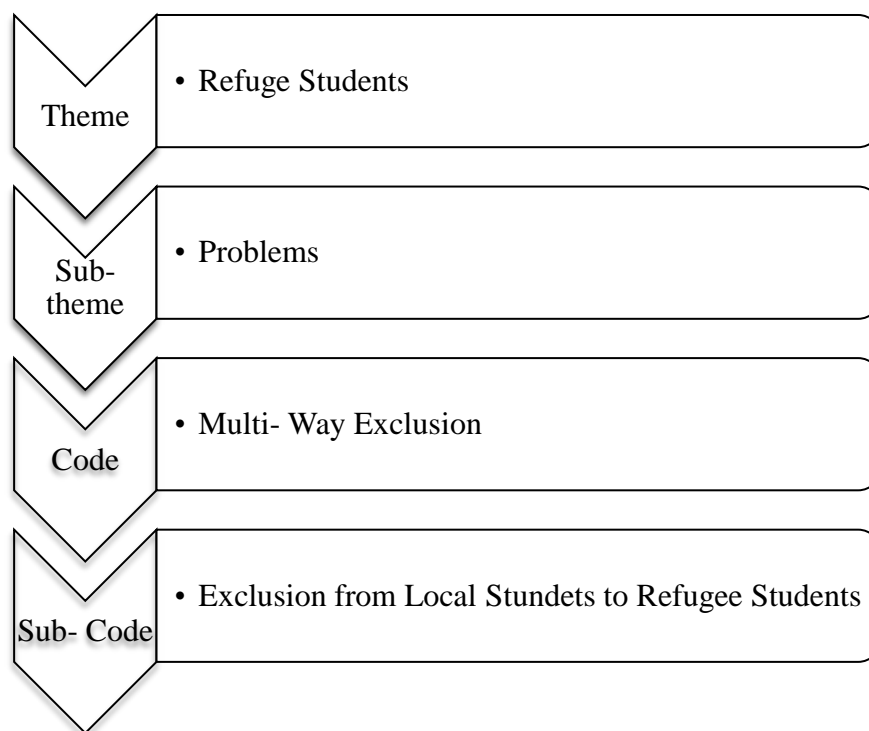
Directed content analysis steps were followed by analyzing the transcribed data. As Mayring (2014) stated pure verbatim protocol was used for the transcription of the data. This protocol includes word transcription of the interviews so that confidential results for the analysis can be obtained. The inductive content analysis was chosen in this research in order to make reliable results.

While the complete list of themes and codes were given in the result section, a sample of coded quotation was provided below;

*For example, local students play football, Syrian students do not play it generally. Actually, local students do not let Syrian students play. They say that they are playing the football in a different way. I do not know how different it is but the students are telling me in that way. P5*

(Mesela futbol maçı yapıyorlar, genelde Suriyeliler oynamaz. Diğerlerini almazlar, oynatmıyorlar. Onların farklı oynadıklarını söylüyorlar. Nasıl bir farklılık bilemiyorum ancak çocuklar böyle söylüyor. P5)

The coding example of the data was given below;



*Figure 3. Sample Analysis of the Data*

Transcribed forms were defined considering major themes (Refugee Students, Local Students, and School Counselors' Experience) and related codes depending upon those themes regarding the obtained data from the participants. Analysis results were given in the result section in detail. Furthermore, comments on the reported data were extended at the discussion part.

### **3.5. Trustworthiness and Transferability**

Triangulation procedure involves multiple data sources in order to provide a deeper understanding of the data and to handle the data from different perspectives. Denzin (1978) and Patton (1999) sorted four types of triangulation; methods triangulation, triangulation of sources, analyst triangulation and theory/ perspective triangulation. In this research, analyst triangulation was used for ensuring the validity of the data. Analyst triangulation method involves multiple analysts to evaluate and comment on findings. This type of triangulation helps the researcher to find the blind

spots at the interpretation part and check the selective perception. This method is used in order to understand different ways of analyzing the data rather than reaching a consensus (Creswell, 1998).

In this research, triangulation process was done by four academics of Faculty of Education. Transcribed and raw data were shared with the members in the first place. Their own themes and codes were compared with the researcher's findings afterward. Suggested comments and opinions about the themes, sub-themes, and codes of the data were taken into consideration. Periodical help from the experts obtained during the data analysis process in order to ensure trustworthiness. Furthermore, brief explanations of the themes and codes with the quotations from participants' responses were given in the result section so as to verify transferability.

### **3.6. Reflections of the Researcher**

In this part, researcher's motivation for this study will be explained. Also, experiences of the researcher while contacting participants and during interviews was focused. Refugee issue is a global issue. Thus, the researcher cannot be indifferent to this global issue as anyone else. That is why she attended several projects, trainings and studies about refugees and peace education. Researcher worked with disadvantaged students in many national and international project conducted in İstanbul. Thus, she had a chance to see the field and the experiences of disadvantaged groups. The researcher took many trainings about human rights, conflict resolution, communication skills and peace education from different NGOs such as UNICEF and Habitat for Youth. She developed a program for peace Education and conducted this project at two different schools in İstanbul as a bachelors' degree internship. Therefore, she had a chance to see the transformative effect of the peace education for students. Besides all, while pursuing her master degree considering the current social situation of local societies and refugees, she decided to work on refugees in her thesis. Consequently, since the researcher developed an interest in refugees and peace education as these notions became a global issue, she decided to profile refugee- receiving schools. Thus, the researcher help to develop effective school- based intervention programs.

Since cities were selected according to the criterion sampling, researcher tried to snowball technique to reach the school counselors for the interview. On the other hand, the aim of this study is to understand the needs and issues of refugee- receiving schools. Thus, researcher tried to find the school counselors who are working at the high number refugee- receiving schools. In other words, school counselors who have just 10 refugee students in a 1500 populated schools did not included for this study. It was aimed to interview with school counselors who have at least 10% percent refugee students of the whole school population.

On the other hand, since refugee issue is a political problem in Turkey, some of the school counselors that researcher reached did not want to conduct the interview. Especially school counselors from Hatay and Şanlıurfa mentioned this political issue. Since these cities have the highest number of refugees in their cities, most of the financial aids were given to those cities and schools. Therefore, authorized people from national and international NGOs and governmental institutions go those cities and school regularly to check the situation. Thus, some school counselors were worried that the researcher might be from those NGOs and governmental institutions and conduct those interviews to control them. Since the confidence issue cannot be met for school counselors, they did not want to participate the study.

Due to the legal restrictions of refugee- receiving schools in Turkey, researcher cannot go to the refugee- receiving schools for the interviews. Thus, most of the interviews were conducted over skype. Because of this limitation, researcher did not have a chance to take field notes and observe the real school environment. While interviewing with school counselors, the researcher felt the despair and sadness of the school counselors. Especially the school counselors who are conducting projects and studies about their refugee students to make their adaptation process easier were burst into tears during the interview. Therefore, this experience made the researcher share their emotional state.

## **CHAPTER 4**

### **RESULTS**

The present study had two aims to be studied. First aim of the study is to examine refugee-receiving schools in terms of their psychosocial needs and issues. In addition, this study intended to identify refugee and local students' needs and experiences during adaptation process of refugee students from the school counselors' point of view. The analysis of school counselors' interview transcriptions demonstrated as three main themes. This chapter presents the results in three sections regarding the aim of the study: (1) Needs and issues of refugee students, (2) Needs and issues of local students, and (3) Personal and professional experiences of school counselors (Figure 4).

In each section, the codes and quotations will be presented for a comprehensible and in-depth picture of interviews. As it can be seen at Figure 4, sub- themes called as problems, needs and facilitative factors are the common sub- themes for three main themes emerged.

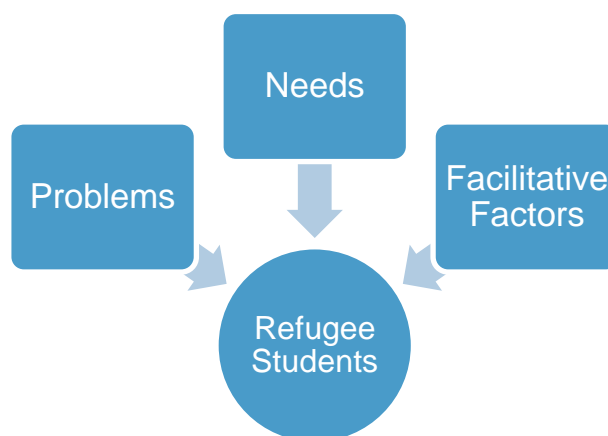


Refugee Students	Local Students	Personal and Professional Experiences of School Counselors
<ul style="list-style-type: none"> <li>• Problems <ul style="list-style-type: none"> <li>• Multi-way Exclusion</li> <li>• Personal Adjustment</li> <li>• Familial Factors</li> <li>• Policy Issues</li> <li>• Socio- Cultural Problems</li> <li>• Psycho- Social Problems</li> <li>• Behavioral Problems</li> </ul> </li> <li>• Needs <ul style="list-style-type: none"> <li>• Cultural Adaptation Needs</li> <li>• Psycho- Social Needs</li> </ul> </li> <li>• Facilitative Factors <ul style="list-style-type: none"> <li>• Financial Support</li> <li>• Teacher Characteristics</li> <li>• Socio- Cultural Issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Problems <ul style="list-style-type: none"> <li>• Behavioral Problems</li> <li>• Familial Problems</li> <li>• Academic Problems</li> </ul> </li> <li>• Needs <ul style="list-style-type: none"> <li>• Orientation Needs</li> </ul> </li> <li>• Facilitative Factors <ul style="list-style-type: none"> <li>• Socio- Cultural Factors</li> <li>• Teachers' Characteristics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Problems <ul style="list-style-type: none"> <li>• Expectations</li> <li>• School Facilities</li> <li>• Language Barrier</li> <li>• Training</li> <li>• Ambiguity about the Adaptation Process</li> </ul> </li> <li>• Needs <ul style="list-style-type: none"> <li>• In- service Trainings</li> <li>• Motivation</li> <li>• Needs for Language Barrier</li> </ul> </li> <li>• Facilitative Factors <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Socio- Cultural Factors</li> </ul> </li> </ul>

Figure 4. Needs and Issues of Refugee- Receiving Schools

## 4.1. Refugee Students

Under refugee students theme, three sub- themes emerged from the analysis of interviews as ‘Problems’, ‘Needs’ and ‘Facilitative Factors’ (Figure 4: Sub- themes of Refugee Students Theme). Sub- themes of the related theme will be discussed respectively.



*Figure 5. Sub- themes of Refugee Students Theme*

### 4.1.1. Problems

As it is indicated in Figure 4, seven codes emerged under the problems of refugee students are as follows; (a) Multi- way Exclusion, (b) Personal Adjustment Issues, (c) Familial Issues, (d) Policy Issues, (e) Cultural Issues, (f) Psycho- Social Issues and (g) Behavioral Issues. Multi- way exclusion category includes ‘among refugees’, ‘teacher- student’, ‘local- refugee’, and ‘among families’. Personal adjustment problems consist of ‘war and trauma’, and ‘idea of turning back’. Familial problems are ‘SES level’, ‘child labor’, and ‘broken families’. Policy issues are ‘ineffective solutions’, ‘inconsistent applications’, and ‘inadequate equipment’. Socio- cultural problems were ‘language’ and ‘cultural conflict’. Psycho- social problems are ‘belonging’ and ‘alienation’. Behavioral problems are ‘becoming gangs’ and ‘bullying and violence’.

**Table 5***Problems of Refugee Students during Adaptation Process*

<b>Problems</b>	Multi- Way Exclusion	Exclusion Among Refugee Students and Families Exclusion from Teachers to Refugee Students Exclusion from Local Students to Refugee Students Exclusion from Local Families
	Personal Adjustment Problems	War and Trauma Idea of Turning Back
	Familial Problems	SES Level Child Labor Broken Families
	Policy Problems	Ineffective Solutions Inconsistent Applications Inadequate Equipment
	Cultural Problems	Language Cultural Conflict
	Psycho- Social Problems	Belonging Alienation
	Behavioral Problems	Becoming Gangs Bullying and Violence

#### **4.1.1.1. Multi-way Exclusion**

Exclusion is the main problem that Syrian students face in adaptation process from the school counselors' view. Thirteen counselors out of 15 mentioned about the exclusion issue at their schools. It was seen that exclusion was happening in different ways after analyzing the interviews. Since the participants mentioned the discriminative behaviors from different components such as families, students and teachers, this part was called as "multi-way exclusion" to explain the dismissive behaviors of all parties towards refugee students and families.

There are four types of exclusion was observed and multi- way exclusion refers to; "exclusion among refugee students and families", "exclusion from teachers to refugees", "exclusion from local students to refugee students" and "exclusion from local families".

The first type called "exclusion among refugee students and families" explains the exclusive behavior that refugee students and families apply to each other. The second one called "exclusion from teachers to refugees" describes the eliminative behaviors of teachers that mostly seen in the classroom towards refugee students. The third type called "exclusion from local students to refugee students" represent the dismissive behaviors and acts of local students to refugee students. Lastly, "exclusion from local families" refers to discriminative behaviors of local families towards refugee students and families.

##### **4.1.1.1.1. Exclusion Among Refugee Student and Families**

Three participants asserted that refugees exclude each other based on their SES:

*For instance, some families assert that they [Syrian families] came from prominent wealthy families. They claim that other families play second fiddle. That is why they have some conflicts and fight among themselves. P5*

(Mesela bazı veliler Suriyelilerin iyi ailelerinden geldiklerini söylüyorlar. Diğerlerinin bütün seviyelerde onlardan daha düşük olduklarını söylüyorlar. Bu nedenle kendi aralarında da sürtüşmeler oluyor. P5)

In addition to this instance, other participants claimed that refugee students are creating groups at break times to fight among each other. Thus, the information obtained from the interviews shows that refugee students and families exclude other refugee students and/ or their families depending on their SES. For example, people who came from wealthy families want to show and explain that they are different than other refugee families and students. Wealthy refugee families assert that they are better than other refugee families because they are educated and they have stable financial income. It might be said that while coming to a new country, they have not left daily conflict behind.

#### **4.1.1.1.2. Exclusion from Teachers to Refugee**

Three participants mentioned the teachers' exclusive behaviors towards refugee students:

*Sometimes they come to counseling service to find compassion that they cannot find in the classroom. P2*

(Sınıfta bulamadığı şefkati bulmak için rehberlik servisine geliyorlar bazen. P2)

*There are teachers who don't want a refugee student in their classroom. In addition to this, there are teachers who think that it is so wrong for them [Syrian refugees] to be in here, Turkey. P5*

(Hiç istemeyen öğretmenler var. Onların bu ülkede olmasının çok yanlış olduğunu düşünen öğretmenler de var. P5)

Participant 2 mentioned how characteristics of teachers affect refugee students' feelings about the classroom environment. When refugee students feel exclusion from their teachers, school counselors stated that they are going to school counselors' room to play, especially to feel accepted by the teacher.

Participant five stated that teachers' personal views about refugee situation in Turkey affect their behaviors and attitudes towards refugee students. P5 assert that teachers are reacting refugee students and families because they think that refugee people took their relatives' or families' job, teachers do not want to be neighbor with refugee people. Thus, they may not have an open mind to refugee students in classroom environment.

In addition, P5 asserted that majority of teachers feel uncomfortable to have refugee students and ask for separate classrooms for them. Thus, this school counselor asserted that most of the teachers are feeling uncomfortable to have refugees in their classroom and they state it very clearly like asking for separate classrooms for refugee students. As Participant 8 mentioned below, teachers exclude refugee students due to low expectations from refugee students:

*I observed that teachers and parents perceive foreign students as special education students. P8*

(Öğretmenler genel olarak yabancı uyruklu öğrencileri özel eğitim öğrencileri gibi gördüklerini gözlemledim. Veliler de öyle. P8)

As can be seen from the quotations above, teachers' characteristics and feelings about refugee policy affect their behaviors towards refugee students. All participants assert that the teacher is the key person at the school who help the adaptation process. Five school counselors indicated that since the classroom teachers at their schools are experienced teachers and have a sympathy for refugee situation in Turkey, they make an effort to behave in a neutral way and

not to discriminate them. Since students love one to one interaction with teachers in each school day, marginalization from teachers affects their whole experiences regarding classroom and school environment.

#### **4.1.1.1.3. Exclusion from Local Students to Refugee Students**

Except for two participants, other 13 school counselors mentioned the exclusion-taking place by local students to refugee students:

*They may exclude Syrian students as if they are bad, even when they see them at the park. P2*

(Çocuklar parkta gördüğünde bile Suriyeli diyerek dışlayabiliyor. Siz kötüsünüz şeklinde. P2)

*For example, local students play football, Syrian students do not play it generally. Actually, local students do not let Syrian students play. They say that they are playing the football in a different way. I do not know how different it is but the students are telling me so. P5*

(Mesela futbol maçı yapıyorlar, genelde Suriyeliler oynamaz. Diğerlerini almazlar, oynatmıyorlar. Onların farklı oynadıklarını söylüyorlar. Nasıl bir farklılık bilemiyorum tabii çocuklar böyle söylüyor. P5)

*They think that other Turkish students do not like them. We had a project that we prepared and thus we conducted a questionnaire last year. Most of the students answered the question 'Do you think that you are loved?' as 'No, our Turkish friends don't like us'. P4*

(Diğer Türk öğrencilerin onları sevmediklerini düşünüyorlar. Mesela biz bu konuda onlara geçen yıl bir anket uyguladık projemiz vardı hazırladığımız. Anketlerden yola çıkarak orada 'Sevildiğinizi düşünüyor musunuz?' sorusuna çoğu öğrenci 'Hayır, Türk arkadaşlarımız bizi sevmiyor' şeklinde cevap verdi. P4)

As Participant 3 mentioned below, exclusion issue is related to the language barrier between local and refugee students:

*Syrian students always tell me that local students are mocking them. When something happens in the classroom, local students say that when*

*something goes wrong, it is Syrian's fault. They are trying to exclude Syrian students. P3*

(Hocam bizle dalga geçiyorlar diyor sürekli Suriyeliler. Birşey oldu mu Hocam bunlar Suriyeli, haksız. Onlara bir yüklenme var sınıf öğrencileri tarafından. Dışlamaya çalışıyorlar. P3)

As Participant 4 and 2 discussed, school counselors also mentioned about the effect of environmental factors on the exclusion issue:

*Local students have a label as 'Syrians' in their mind. Our teachers pay a lot of attention not to use it. On the other hand, Turkish students and parents use this label, 'Syrian [Suriyeli]'. I think families' perspective has an influence on this subject. P4*

(Diğer öğrencilerde Suriyeli diye bir etiket var. Öğretmen arkadaşlarımız bunu kullanmamaya çok dikkat ediyorlar. Fakat Türk öğrencilerde ve Türk velilerde de Suriyeli, böyle bir etiketleme var. Ailelerin bakış açısı çok etkiliyor bence. P4)

*Peer bullying is experienced in excessive amounts.. [Local] Students may learn that Syrians are dirty and evil from other peers when they are playing outside. P2*

(Akran zorbalığı çok fazla. Bu biraz da acımasız oluyor... Dışarıda çocuk oynarken mesela başka arkadaşından öğreniyor Suriyeliler pis, onlar kötü gibi. P2)

As it can be seen from the quotations from different participants, exclusion from local students to refugee students have different reasons such as language barrier, environmental and familial factors. Establishing positive peer relations can be key aspect of integration. Being accepted by peers and having positive relations might provide social support and promote self- worth. In addition to this, language barrier between local and refugee students trigger most of the problems show up at the school.



#### 4.1.1.1.4. Exclusion from Local Families

This code explains the exclusive behaviors from local families to refugee students. It was mentioned by more than 30% (5 participants) who received complaints and troubles from parents about refugee students. P4 remarked that:

*Parents are actually reactive to Syrians. They always come and say things as if they are hitting and beating my child, can it be stopped. For example, a school bag was given to help Syrian families who enrolled their children in the school. Turkish parents saw this and they all asked why they were given help. P4*

(Veliler aslında Suriyelilere tepkili. O benim çocuğuma vuruyor, o benim çocuğumu dövüyor bunlar olmasa olur mu gibi. Çocuklarını okula kayıt yaptıran velilere çanta yardımı verildi mesela. Velilerde bunu görüyor hep onlara yardım yapıyor diyorlar mesela. P4)

P3 stated that:

*Three parents of mine came and asked me 'What is our children's fault?'. They (local students) are degressing and the parents are telling me even though you talked to Syrian students, nothing changed. They come and ask me to separate the classes. P3*

(3 tane velim geldi dediler bizim öğrencilerimizin suçu ne. Başarılarında gerileme var, siz konuştunuz yine bir şey olmadı. (Veliler) Sınıflar ayrılсын diye geliyorlar. P3)

*Fights requiring an ambulance take place in our neighborhood among fathers. P5*

(Mahallede çocukların babaları arasında ambulanslı kavgalar oluyor. P5)

As Participant 12 and 13 mentioned, parents' attitudes and judgments have an impact on children's attitudes as well:

*Parents started to complain about the violence issue. They come to my office and say Syrians beat their children and what not. This has never happened before... The most important factor that affects marginalization*

*is the family. Children are like dough. They lean towards what their families talk about at home or what they direct their children towards. P12*

(Veliler şiddetten dolayı Suriyeliler çocuğumu dövmüş, bunu demiş diye şikayete gelmeye başladı. Normalde böyle bir şey yoktu. ... Ötekileştirmeyi etkileyen en önemli faktör aile bence. Çocuklar hamur gibi. Aile neye yönlendirirse, evde ne konuşursa o şekilde yönleniyor çocuklar. P12)

*Especially local families complain about Syrian parents and students. They are always telling me Syrian students beat or hit their children. Actually, their children are doing the same things but they are complaining about Syrian students. P13*

(Özellikle buranın yerlisi olan veliler çok şikayetçi Suriyeli velilerden ve öğrencilerden. Benim çocuğumu dövdü, itti, saçını çekti. Kendi çocukları da yapıyor aslında ama onlar Suriyeli öğrencilerden çok çok şikayetçi. P13)

As it was mentioned above, local families mostly complain about the increased violence issues at the schools mostly and local parents accuse Syrian students and families for this issue.

All school counselors stated that their local families' SES level is low as well like refugee families. Since there are financial aids just for refugee families and students, participants assert that this situation creates negative reactions and a sense of inequality. As a consequence, local families have a tendency to regard refugee students and their families as responsible for current issues and even for inherent problems.

#### **4.1.1.2. Personal Adjustment Problems (War and Trauma, Idea of Turning Back)**

Personal adjustment issues were another subtheme of problem faced by refugee students that mentioned by six participants. After analyzing the interviews, two sub-categories under the personal adjustment issues emerged; 'war and trauma' and 'idea of turning back'. School counselors asserted that refugee students and parents are in a trauma and they always think to turn back to their country.

Sub- category about **war and trauma** was mentioned by 40% (6) of the participants who asserted that refugee students show trauma symptoms:

*What they experienced are heavy burdens. Since it has been 6-7 years, they may have been born and raised here in Turkey, not in Syria. However, they are growing up with these things; everybody is talking about it [war] in their surroundings. They lost their fathers, sisters, and brothers. P2*

(Yaşadıkları zaten çok ağır şeyler. Çocuklar belki de burada doğup büyüdüler çünkü 6-7 yıl oldu. Suriyede değil de burada doğdular fakat bunlarla büyüyorlar, çevrelerinde hep bunlar anlatılıyor. Babası, abisi, kardeşi ölenler var. P2)

*They came here from a war zone. There are bombs, guns and things like these in all their drawings. P5*

(Bir savaşın içinden gelmişler. Çizdikleri resimlerin tamamında bomba, silah, hep böyle şeyler var. P5)

As it is stated at the quotations above, even if the children were not born in Syria, they are still exposed to the traumatic events in Turkey since all their relatives talk about the war and follow the news about it. Besides the war and trauma issue, 20% (3) participants mentioned that refugee students have **the idea of turning back** and wish the war to be ended:

*For instance, I asked them [refugee students] to tell me their biggest dream. They all told me that war would be over and we would go back home. I asked them to draw when I went to the class, everybody drew about the war. There were tanks, rockets or Turkish flags in all their drawings. P4*

(En büyük hayaliniz ne anlatın bana' diye sormuştum mesela. Savaş bitecek ve biz geri döneceğiz dediler. Geçen yine sınıflara girdiğimde herkesten bir resim yapmasını istedim. Herkes savaş resmi yapmış. Resimlerde ya tank vardı ya roket ya da Türk bayrakları. P4)

As P4 stated, even though some refugee students are trying to adapt, they are still receiving information from their relatives in Syria and thinking about them:

*Most of our students' families stayed there, there are students who lost their fathers there [Syria]. One of my students have just came here and told me that she wanted to share her happiness with me. I asked her what happened. She told me that her sister-in-law, at the same time my aunt's daughter ran away, they are on her way to Turkey and she [the student] was so happy. Even though they are trying to adjust, they still have difficulties to overcome. P4*

(Birçoğunun ailesi orada kalmış, babasını orada kaybeden öğrenciler var. Daha az önce bir tane öğrencim geldi mutluluğumu sizinle paylaşmaya geldim öğretmenim dedi. Ne oldu diye sordum. Suriye'de yengem vardı, halamın da kızı oluyor aynı zamanda. Kaçmışlar öğretmenim geliyorlar çok mutluyum dedi. Yani ne kadar adapte olmaya çalışsalar da böyle eksiklikler var. P4)

School counselors who mentioned the idea of turning back as one of the personal adjustment issues stated that this idea makes adaptation harder for refugee students. Participants indicated that since refugee students and families think that they will go back to Syria eventually, they do not want to learn Turkish language and culture. Thus, adaptation process for these students proceed slowly.

#### **4.1.1.3.Familial Problems**

There were also familial factors that affect refugee adaptation process from the view of school counselors. These familial factors consist of three sub-categories: 'SES', 'child labor' and 'broken families'.

All school counselors, without exception, mentioned that refugee families come from low **SES** and extended families with missing family members:

*Their SES is very low and as far as we understand, most of them come from the small villages in Syria. They have very crowded families, lots of children and even lots of wives. Most of them do not have their fathers with them; we do not know where they are. P13*

(Sosyo- ekonomik düzeyleri oldukça düşük, çoğu anladığımız kadarıyla Suriyede de küçük yerleşim yerlerinden köylerden gelen kişiler. Aşırı kalabalık aileler, çok çocuklu hatta çok eşli. Büyük bir kısmının baba başında değil, nerede olduklarını bilmiyoruz. P13)

Sub- category about **child labor** was mentioned by more than 30% (5) of the participants and P4 argued that students are working for their families after the school:

*Most of my Syrian students that graduated last year were selling some things on the street. They have no regular eating habits. I always see them around day and night and eating wraps. We tried to reach their families but we couldn't. Families tend to pursue financial things and forget their children. P4*

(Geçen sene mezun olan çoğu Suriyeli öğrencim birşeyler satıyordu sokaklarda. Beslenme alışkanlıkları yok. Ben hep görüyorum buralarda sabah akşam ellerinde çiğköfte dürüm var, onları yiyorlar. Velilerine ulaşmaya çalıştık ulaşamadık. Aileler maddi şeylerin peşine düşüp çocuklarını unutabiliyor. P4)

Since refugee families have low financial resources, they consider their children as a source of income. Participants stated that language barrier is another factor that may lead to child labor. Since the families do not know the language, they may force their children to work who learn the language at the school or from their local friends easily.

All participants, without an exception once again, indicated that most of the refugee students came to Turkey with their extended families. On the other hand, they also stated that there are so many students who do not have their fathers; none of the participants reported a student without a mother. These data show that **broken families** widespread issue among refugee families.

#### 4.1.1.4. Policy Problems

All participants put forward about the policy issues in the adaptation process of refugee students. Policy issues include three sub- categories: ‘ineffective solutions’, ‘inconsistent applications’ and ‘inadequate equipment’.

More than 30% (5) of the participants discussed the **ineffective solutions** to meet the needs of refugee students about the adaptation process. P12 gave an example about this issue:

*There was a student who needed special education, we could not refer him. Since he was not a Turkish citizen, he could not be given necessary services. We had some problems when needed referring the students to official agencies. P12*

(Özel eğitime ihtiyacı olan bir öğrencimiz vardı onu yönlendiremedik. TC vatandaşı olmadığı için gerekli hizmet verilemedi mesela... Resmi kurumlara yönlendirmede sıkıntı yaşıyoruz. P12)

*Training of the trainers is being carried out negligently. One counselor gets the training and s/he provides the same training throughout İstanbul. Masters give the training to apprentices who come and tell others. There should not be such a system. We need to learn the subjects from the masters themselves. P5*

(Eğitici eğitimi lakayt bir şekilde yürütülüyor şuanda. Biri gidiyor eğitim alıyor, o geliyor tüm İstanbul’a eğitim veriyor, yayılıyor. Ustadan direkt çırağa veriliyor, o diğerlerine anlatıyor. Böyle bir sistem olmamalı. Kesinlikle ustadan, tek kaleminden öğrenmeliyiz. P5)

As it is indicated in the quotations above, participants consider trainings as ineffective. All participants addressed the **inconsistent applications** repeatedly during the interview. They mentioned improper practices regarding delivery and implications of trainings.

Communication and interaction is the heart of the education. Herein, mostly the counselors brought up the language barrier. Language barrier was referred correspondingly:

*Teachers are trying to teach something unprofessionally. Refugee students' schools were closed and it was very wrong to suddenly distribute these students to our schools, for instance. If you intend to send those children [to Turkish schools], they would need to learn Turkish at their schools, then they had to pass to Turkish schools. P1*

(Öğretmenler el yordamıyla çat pat birşeyler öğretmeye çalışıyorlar. Bu öğrencilerin okulları kapandı yarın pat diye bizim okullara dağıtılması çok yanlış bir şeydi mesela. Madem bu öğrencileri vereceksin kendi okullarında Türkçe eğitime ağırlık verilecek, bunlar Türkçeyi öğrenecek, böyle Türkçe eğitim veren okullara geçeceklerdi. P1)

Teaching Turkish is preliminary to prepare refugee students for formal education and in order to achieve this, schools' technical and physical infrastructure should be improved. **Inadequate equipment** was one of the mentioned issues that affects adaptation process. More than 50% (8) of the participants touched this issue and P1 stated that:

*For example, they [Ministry of National Education] sent a [Turkish] teacher to teach Turkish to [Syrian] children. This teacher needs materials to teach the language. Ministry of National Education did not provide the material aid that it promised; i.e. computer, projection, and required books. P1*

(Mesela öğretmeni gönderdiler, çocuklara Türkçe öğretilecek. Dil öğretmek için de öğretmenin materyallere ihtiyacı var. MEB vaad ettiği materyal yardımını yapmadı. Neler bunlar en basitinden bilgisayar projeksiyon mesela. Gerekli kitaplar gelmedi. P1)

School counselors evaluate the practices of Ministry of Education as insufficient and inefficient. They assert that there must be permanent regulations for refugee students' education such as long- lasting Turkish education for refugee students, purposeful quality in-service trainings for school counselors rather than a quick fix.

#### 4.1.1.5.Socio-Cultural Problems

Socio- cultural issues as a problem of refugees in the adaptation process were discussed by 60% (9) of the participants. Under socio- cultural issues, “language” and “cultural conflict” emerged as two main codes.

##### 4.1.1.5.1. Language

Language issue mainly not knowing Turkish enough as a part of the refugee adaptation process was mentioned by more than 30% (5) of the participants coded as socio- cultural issue. Since refugee students do not know the language, they have difficulty in getting used to local students and teachers at this part, participants mentioned the language barrier issue from the refugee perspective:

*We certainly will be linking everything to language but children feel left out. They cannot adapt in anyway. This prevents communication with peers, teachers and they fail in classes. P1*

(Tabii herşeyi dile bağlamış olacağız ama mesela çocuk kendini dışlanmış hissediyor. Bir türlü uyum sağlayamıyor. Diğer çocuklarla olan etkileşimi engelliyor, öğretmenleriyle yeteri kadar diyaloga giremiyor, derslerinde başarısızlık gösteriyor haliyle. P1)

*Teachers usually complain that they cannot communicate with students. They speak Arabic. Teachers have difficulties when they are giving the lecture; children have difficulties communicating with peers, at the same time we have difficulties communicating with parents since they cannot speak Turkish as well. P11*

(Genelde öğretmenler öğrencilerle anlaşılmadıklarından şikayetçi oluyorlar. Özellikle dil konusunda, Arapça konuşuyorlar. Öğretmenler ders anlatmakta zorluk çekiyor, çocuk diğer öğrencilerle anlaşmakta zorluk çekiyor, aynı zamanda veli dil bilmediği için veliyle de iletişime geçmekte zorlanıyoruz. P11)



P9 asserts that not knowing local language creates new ways of communication such as anger:

*The only problem is Turkish. Children express themselves by anger because they cannot speak Turkish, they cannot express themselves and others cannot understand them as well. They sometimes suddenly jump in front of the class and start to yell to draw attention. P9*

(Tek sıkıntı Türkçe. Çocuk Türkçe konuşamadığı, kendisini anlatamadığı ve anlaşılamadığı için kendisini öfkeyle ifade ediyor. Bazen kendisini birden sınıfın ortasına atıp bağırmaya çalışıyor ya da hayvan sesi çıkartıp dikkat çekmeye çalışıyorlar. P9)

As it is mentioned above, language barrier between refugee and local people, affect different aspects of the education and adaptation process such as academic and social marginalization, in-class experiences and teacher- parent communication.

#### **4.1.1.5.2. Cultural Conflict (Value of the School, City& School Culture)**

Cultural conflict issue was disclosed by more than 30% (5) of the participants as a socio- cultural issue. Since refugee people bring their culture with them and the place that they are immigrated have their own culture, there might be cultural conflicts between refugee and local people. At this part, participants discussed the cultural difference between the Turkish and Syrian school system and traditions:

*Most of the Syrian students did not want to sit in a girl-boy combination in the classroom. When we asked a girl to sit with a boy, some children came to school with their parents saying that they did not accept this seating. We also had cultural difficulties. P1*

(Suriyeli öğrencilerin çoğu karma oturmak istemediler. Kız- erkek yan yana verdiğimiz zaman velileriyle gelenler oldu mesela kabul etmiyoruz diye. Kültürel bir sıkıntı da yaşadık. P1)

It can be said that Syrian students get used to more rigid school atmosphere and they may perceive Turkish schools more flexible. P2 said that:

*They had a very strict education system where the teacher dominates and beat. They find it strange that Turkey does not have this kind of education system. They may see the teacher as permissive. We may find some of the things that they do strange, for instance. P2*

(Onlarda çok katı bir eğitim anlayışı varmış öğretmenin hakim olduğu, dövdüğü. Türkiye’de bunun olmaması onların biraz garibine gidiyor, biraz öğretmeni rahat bulabiliyorlar. Onların yaptığı bazı şeyleri biz garipsebiliyoruz mesela. P2)

*They have some difficulties about obeying the rules. They do not know what school means. They ask me why they are coming to school... Most of the students do not know what school is, why they are coming here and what they can do at school. P4*

(Kurallara uymakta zorluk çekiyorlar. Okulun ne anlama geldiğini bilmiyorlar. Niye okula geliyoruz diyorlar.. Birçok öğrenci okul nedir, ne yapılır, neden buraya geliriz bunları bilmiyor. P4)

As it can be seen from the quotations above, cultural differences about the educational system may create problems for the adaptation process of refugee students as well. Different perceptions regarding school rules, environment and the perception reflects on their behavior in a negative way

#### **4.1.1.6.Psycho-Social Problems**

Psychosocial problems of the refugee students were mentioned by more than 70% (11) of the participants. In this part, participants mainly discussed “belongingness” and “alienation” issues of the refugee students.

Four participants mentioned the **belongingness** issue. Having a sense of belonging is an important experience in order to feel accepted as a member of that society or part of that school. It is important in feeling your value and coping with painful experiences. They asserted that refugee students do not feel accepted by their Turkish friends and teachers:

*They want to be accepted [by their friends] and they need to belong... The most important thing is feeling of being accepted, the environment of trust which is created by their teachers. [Syrian] children need to feel that they are accepted by their teachers and peers. P2*

(Bir kere kabul edilmek ve ait olmaya ihtiyaçları var... Belki en önemli şey kabul edilme duygusu, öğretmeni tarafından verilen bir güven ortamı. Öğretmenler ve öğrenciler tarafından kabul edildiğini hissetmesi gerekiyor çocukların. P2)

Different from the exclusion category, belonging issue is about the refugee students' feelings and beliefs about the adaptation process. School counselors stated that refugee students must feel accepted by their new environment. Thus, refugee students may start to overcome the obstacles that they face with during the adaptation process.

Eleven participants which are more than 70% of the participants discussed the **alienation** issue. Unlike the first sub- theme, which was “multi- way exclusion”, refugee students' reserved behavior and wishing to keep the distance from Turkish friends, was emphasized under this category:

*We can say that Syrian students form groups because they think that our students marginalize them. In a misunderstanding situation, even if not meant by the students, children can create an environment of conflict. Children are ready for this. P5*

(Suriyeli öğrencilerin gruplaştığını söyleyebiliriz. Çünkü onlar da bizim öğrencilerimizin onları dışladığını düşünüyor. Herhangi bir yanlış anlamada o kastedilmese de hemen çocuklar çatışma ortamı yaratabiliyor. Çocuklar buna hazırlar. P5)

*It is so hard to solve the problems when you cannot communicate. What they are experiencing is so tough. You are feeling that you are marginalized; you are not in your country. It requires process and time. P4*

(Anlaşamayınca bir şeyleri çözmek gerçekten çok zor. Yaşadıkları zor bir şey. Dışlandığınızı hissediyorsunuz, ülkenizde değilsiniz. Süreç ve zaman istiyor. P4)

*They generally think that they are marginalized. They are meeting with other students that they know from other classes at break time. When you look at the schoolyard, you can see the disintegration. They are generally spending time with their groups. P7*

(Genelde dışlandıklarını düşünüyorlar, teneffüs olduğu zaman diğer sınıftaki tanıdığı öğrencilerin yanına gidiyorlar. Okul bahçesine baktığınızda bir ayrışma görebiliyorsunuz aslında. Onlar genelde kendileri vakit geçiriyorlar zaten. P7)

As it was discussed above, refugee students alienate themselves since they think that local students and teachers marginalize them as well. Participants assert that their alienation and reserved behaviors can be observed obviously.

#### **4.1.1.7.Behavioral Problems**

Behavioral problems of refugee students were discussed by more than 50% (8) of the participants. This issue was divided into two sub- categories after the analyzing of the interviews: ‘becoming gangs’ and ‘bullying and violence’.

More than 30% (5) of the participants asserted that refugee students **became gangs** to fight with Turkish students or gangs created by other Syrian students:

*They were hitting each other; they were creating gangs and beating other students. Refugees were forming gangs and attacking Turkish students, we had refugee students who also had problems with themselves. P4*

(Birbirlerine vuruyorlardı, birbirleriyle çete olup diğer öğrencileri dövüyorlardı. Mülteciler kendi aralarında çete olup Türk öğrencilere de saldırıyorlardı, kendi aralarında sorun yaşayan öğrencilerimiz de vardı. P4)

More than 50% (8) of the participants brought up the **bullying and violence** issues at their school:

*Material damages increased in the classrooms. You can name it; i.e. breaking door handle, clogged up toilets, cigarettes at the stairs.*

*Destructive behaviors can be seen so much. In addition to this, they are so dirty. They broke plates, door handles. We are financially at a loss as a school. P3*

(Sınıflarda maddi zararlar çok arttı. Kapı kolu kırılması mı dersin, tuvaletlerin tıkanması mı dersin, merdivenlerde sigara mı dersin. Zarar vermeleri çok fazla. Ayrıca aşırı kirliler. Plakaları kırdılar, kapı kollarını kırdılar. Zarardayız okul olarak. P3)

*Refugee children are gathering at break time. They are throwing rocks at each other. These incidents started to increase. P14*

(Mülteci çocuklar kendi aralarında teneffüslerde bir araya geliyorlar. Taş atıyorlar birbirlerine [mülteciler, yerel öğrencilere]. Bu olaylar çoğalmaya başladı. P14)

As it can be seen above, most of the school counselors mentioned behavioral problems of refugee students at their schools. These problems can be result of low level of acceptance and tolerance. They may interrupt daily activities in classrooms. In addition, school counselors asserted that these problems promote the bias to refugee students from local students, families and teachers. School counselors stated that language barrier enhance the behavioral problems as well between local and refugee students since they cannot communicate. Language barrier issue reflects itself on behavioral problems as well. Participants stated that since the refugee students cannot express themselves, they start to use anger as a communication tool.

At this part, refugee students' problems from school counselors' point of view were explained. These problems categorized as multi-way exclusion, personal adjustment problems, familial factors, policy problems, socio- cultural problems, psycho- social problems and behavioral problems. As it can be seen, refugee students' problems have multiple facets. At the next part of the result chapter, needs of the refugee students that stated by school counselors will be discussed in detail.

#### 4.1.2. Needs

Six participants discussed the needs of refugee students in the adaptation process. After analyzing the interviews, under the problems of refugee, two codes emerged as (a) Cultural Adaptation Needs and (b) Psycho- Social Needs.

##### 4.1.2.1. Cultural Adaptation Needs

All six participants mentioned the cultural adaptation needs of refugee students and also their families. Under this category, school counselors mentioned two key sub- categories; **training for learning language and city& school culture**. They asserted that refugee children and their families need orientation to school and social life in general. In addition, refugee students need to learn the Turkish language beforehand starting the school. Thus, refugee adaptation conducted in a more beneficial and efficient way for both refugee and local people.

Since family is one of the systems that children are impacted most, teaching Turkish to parents gain importance to empower children. P1 stated that:

*They may open courses for parents. We are speaking Turkish at school but s/he goes home and hears totally Arabic. Parents are coming to school and speaking Arabic, they do not know the language. This affects children implicitly. Since parents cannot speak Turkish, they cannot participate in the social life. Thus, children fall behind socially as well.*  
P1

(Velilere de kurslar açılabilir. Çocuğa biz okulda Türkçe konuşuyoruz ama eve gidiyor tamamen Arapça. Veli geliyor okula Arapça konuşuyor, dil bilmiyor. Bu da çocuğu dolaylı etkileyen bir şey. Anne-baba Türkçe bilmeyince sosyal hayata çok fazla katılamıyor, o katılamayınca çocuk biraz geri kalıyor. P1)

*First, they should raise awareness among Syrian parents. Afterwards, children should see pedagogues regularly. I think our aim is more than*

*just teaching Turkish and going to school. Education has priority when we consider behavior and attitudes. P4*

(Önce Suriyeli veliler bilinçlendirilmeli. Sonra çocuklar düzenli olarak bir pedagogue görüşmeli. Çünkü amaç Türkçe öğretmekten, okula gelmekten önce bence öğretimden önce eğitim geliyor davranış anlamında. P4)

*We need a prep- class. There is a new Turkish teacher for Syrian students. If there had been a Turkish teacher at the beginning, this problem could not have been that serious. P12*

(Bir hazırlık sınıfı olabilirdi. Suriyeli öğrenciler için bize yeni Türkçe öğretmeni geldi. Bu en başta olsaydı belki problemler bu kadar büyümeyecekti. P12)

In addition to teaching language, their orientation to social life is one aspect of cultural adaptation. P2 stated that:

*This is a problem in the society. There should be trainings for them concerning traffic rules, daily life issues, school rules, attitudes towards woman just as the training given to parents as a government policy. P2*

(Bu toplumda bir problem. Devlet politikası olarak ailelere nasıl ki öğretmenler eğitim veriyor, onlara da bu devletin kurallarını hem gündelik hayat hem de okul kurallarımız olduğunu, trafik kurallarını, gündelik yaşam, kadına yaklaşım gibi konularda eğitim vermeleri gerekiyor. P2)

As it is stated at the quotations above, school counselors asserted that parents are the key person for the cultural adaptation process. Thus, trainings and needs of cultural adaptation tools for parents come to the forefront. In addition, school counselors indicated that refugee students and families should take trainings about the social rules of the Turkish society, not just language education to become a fully- functioning individuals promote well- being of students.

#### 4.1.2.2. Psycho- Social Needs

Only three participants mentioned the psycho- social needs of the refugee students. Under this category, participants mentioned three sub- categories; **sense of belonging, being accepted** and **healing from trauma**. Participant 2 discussed this issue as it is mentioned above:

*They want to be accepted by their friends and also, they need sense of belonging... The most important things are the feeling of being accepted, the secure environment, which was created by their teachers. Children need to feel that they are accepted by their teachers and peers. P2*

(Bir kere kabul edilmek ve ait olmaya ihtiyaçları var... Belki en önemli şey kabul edilme duygusu, öğretmeni tarafından verilen bir güven ortamı. Öğretmenler ve öğrenciler tarafından kabul edildiğini hissetmesi gerekiyor çocukların. P2)

School counselors asserted that refugee children need therapy for the traumatic healing process. Since most of the refugee children are more likely to be exposed to war and violence acts, school counselors indicated that trauma experienced by refugee students must be addressed and healing from trauma is necessary for healthy adaptation process. Furthermore, belonging and being accepted presented as a primary need for refugee students at the adaptation process.

#### 4.1.3. Facilitative Factors

Facilitative factors that pave the way for easing the refugee adaptation process emerged during the interviews with school counselors. More than 85% (13) of the participants addressed the different protective factors and they are divided into three sub- categories; financial support, teacher characteristics, and socio cultural factors.



**Table 6***Facilitative Factors of Refugee Students during Adaptation Process*

<b>Facilitative Fac.</b>	Financial Support
	Teacher Characteristics
	Socio- Cultural Factors
	Children as a world citizen Culture Elapsed time

**4.1.3.1.Financial Support**

More than 30% (6) of the participants mentioned the financial support given by the parent- teacher association, municipalities and the local parents to refugee students and families. While discussing this subject, participants asserted that these financial supports help refugee students and families to adapt quickly since these acts help to create an environment of solidarity.

Not only meeting their basic physical needs, the sense of “we are not alone” can be considered as a protective factor. Quotation from participant 5 below summarizes the situation:

*We are very hospitable society. There are not any financial problems. The community helps refugees regardless state aid. Refugee children have everything from clothes to stationery equipment. [Local] Children are supportive as well. P5*

(Çok misafirperver bir toplumuz. Maddi açıdan herhangi bir sorun yaşanmıyor. Devletin yardımını hiç gözetmeksizin halk çok fazla yardım ediyor. Giyiminden kuşamından kırtasiyesine kadar hiçbir eksikleri yok çocukların. [Yerel] Çocuklar da onlara destek veriyor. P5)

**4.1.3.2.Teacher Characteristics**

Four participants discussed teacher characteristic issue as a facilitative factor in the process of refugee adaptation. As Participant 9 mentioned below, especially

classroom teachers' manners towards refugee students have a direct influence on local students' way of thinking about refugee students. Their positive attitude toward refugee students become a role model for the rest of the class.

*I have never seen a teacher acting a prejudiced towards refugees. They do not discriminate between students as locals and refugees... We have not come across any problems since classroom teachers are trying to integrate them and create a class' awareness starting from the very first day of the school. P9*

(Öğretmenlerin hiç olumsuz gözle baktıklarını görmedim. O yerel o mülteci diye bir ayrıma gitmiyorlar... Sınıf öğretmenleri ilk başladıkları günden itibaren uyumlarını sağladıkları için sınıf olmanın bilincini oluşturdıkları için yansıyan sorunlar olmadı. P9)

Participant two also mentioned the teacher characteristics as a protective factor at their school:

*Refugee students love their teachers. They think that their teachers love them as well, the survey also reveals that. Our teachers do not discriminate them. Teachers here are conscious about this issue. P2*

(Öğretmenlerini çok seviyor mülteci öğrenciler. Öğretmenlerinin kendilerini sevdiklerini de düşünüyorlar, o ankette öyleydi mesela. Çünkü öğretmenlerimiz onları ayırmıyor. Buradakiler o konuda çok bilinçli. P2)

These school counselors who mentioned the teacher characteristics as a protective factor asserted that bullying and violence issues were low at their schools. They also indicated that initial positive in- class response from teachers provide great support to the counseling service. At the problem part of refugee students, exclusion problem by teachers was mentioned. Therefore, it can be said that teachers can be considered as both protective and nonprotective factors.

#### 4.1.3.3.Socio- Cultural Factors

This sub- category was mentioned by more than %85 (13) of the participants. After analyzing the interviews, four key factors emerged under this sub- category; children as a world citizen, culture, elapsed time and gender.

All 13 participants out of 15 mentioned the **children as a world citizen** sub- category as a facilitative factor. Under this sub- category, school counselors asserted that since local children are so young as well, they are open to communicating with others. They mentioned that local children are eager to play with refugee students. Thus, school counselors reported that being a child is an important underlying reason of their welcoming attitudes towards refugee students.

*They [local students] are trying to communicate frankly. Children are always inclined to communicate with each other whatever may come. They are more communicative when comparing to adults. They do not experience so many difficulties. P10*

(İletişim kurmaya çalışıyorlar açıkçası. Ne olursa olsun küçük çocuklar başkalarıyla iletişim kurmaya daha açıktırlar. Büyüklere göre ayırt etmeden anlaşmak isterler. Çok da büyük bir sıkıntı yaşamıyorlar. P10)

*They don't have any difficulties with other students [refugee students]. They do not exclude them in terms of where they came from or why they came. Since they are a young age group, they don't mind why they are different. P11*

(Diğer öğrencilerle [mülteci öğrencilerle] hiçbir sıkıntıları yok. Bunlar nereden geldi, niye geldi diye çocuklar onları hiç dışlamıyor. Küçük yaş grubu olduğu için çok da önemsemiyorlar neden farklılar neden böyleler demiyorlar. P11)

Two participants from Şanlıurfa mentioned **culture** as a facilitative factor for refugee students. Since there are Arabic speaking local people in Şanlıurfa and since the culture of Şanlıurfa as a city and Syria is similar, school counselors asserted that these factors created a protective environment for refugee students

and also their families. School counselors discussed that there is at least one local student who can speak Arabic in every classroom. They may feel as if they are in their home country. Thus, school counselors emphasized that this similar socio- cultural environment helps adaptation of refugee people.

*The number of Arabic people has always been so high in Urfa in the first place. There is at least one student who can speak Arabic in every class. This helps them (refugee students) to adapt the school environment better. P2*

(Zaten Urfa’da Arap sayısı çok fazla. Burada sınıfta illa ki Arapça bilen bir kişi oluyor. Bu onların okula daha çok uyum göstermesini sağlıyor. P2)

Six participants mentioned the **elapsed time** factor in the refugee adaptation process. Participants from Şanlıurfa, İzmir, and Hatay asserted that it has been almost 6 years since refugee people came to Turkey and most of the students born were and raised in Turkey, they started to school in an almost adapted manner into Turkish culture. Hence, the elapsed time helped making some way for adapting to new environment. In accordance with this, P2 said that:

*This problem is not new, six or seven years have passed over this problem. I can say that misery is over. These people are coming to school having experienced the adaptation process beforehand. They are here for six years. At least this what we experience in Urfa. P2*

(Bu problem yeni değil, üzerinden 6-7 yıl geçmiş bir problem. Çok acılar kalmadı onu söyleyebilirim. Zaten o insanlar bize uyum sürecini yaşamış bir şekilde geliyorlar. Altı senedir buradalar. En azından Urfa’da bu şekilde. P2)

As a last protective factor, **gender** was discussed by five participants. They asserted that female Syrian students adjust easier than male Syrian students do. They mentioned that female Syrian students are more “easygoing and respectful” than male Syrian students. Besides their warm and friendly characteristics, their positive and enthusiastic attitudes toward school is another

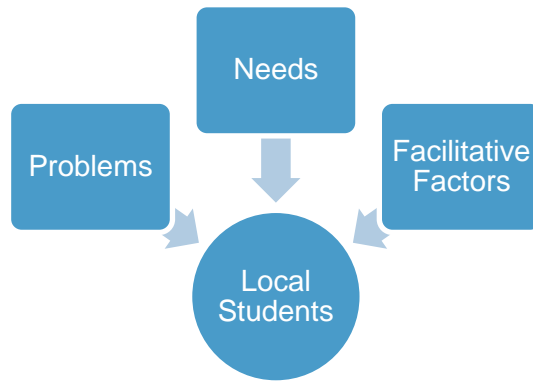
aspect of this protective factor. This factor might be explained by social role assumed by many females.

*Our Syrian female students are better adjusted. They love the school. Female students are more calm and respectful compared to male students. Female students do not have any problems. They are coming here to my room every day. P4*

(Suriyeli kız öğrencilerimiz daha uyumlu. Okulu da çok seviyorlar. Kız öğrenciler, erkek öğrencilere göre daha sakinler, saygılılar. Hiçbir problem yok kız öğrencilerde. Her gün buraya gelirler benim yanıma. P4)

#### 4.2. Local Students

This part of the results consists of the group of interview questions' answers under the title of local students was asked at the interview. In addition to this, if participants mentioned local students' issues at the other parts of the interview, those answers were coded under this theme as well. After analyzing the interviews, as can be seen in Figure 5, results about local students' theme are presented with three subthemes; 'Problems', 'Needs' and 'Facilitative Factors'.



*Figure 6. Local Students at the Adaptation Process from the School Counselors' Perspective*

#### 4.2.1. Problems

Under this title, problems of local students during adaptation process was mentioned including behavioral, familial and academic problems. Ten participants addressed different problems of local students. This sub-theme divided into three sub-categories as behavioral problems, familial problems and academic failure considering the interviews.

**Table 7**

*Problems of Local Students during Adaptation Process*

Problems	Behavioral Problems	Bullying and Violence
	Familial Problems	Polygamist Marriages
	Academic Failure	Academic Failure

##### 4.2.1.1. Behavioral Problems

More than 50% (8) of the participants mentioned behavioral problems at their schools and violence was at the center of these problems;

*Violence has increased at the utmost level. Of course, we used to have violence at our school and region earlier. However, this issue has increased by fifty percent. I realized that our students use violence when they were hurt. With the refugees and immigrants, it turned out in this way; they are using violence not just, because they got hurt, they are using it for no reason at all. Children have started to use violence as a communication tool. P2*

(Şiddet olabildiğince arttı. Tabii bizde şiddet vardı, bulunduğum bölge ve okulda. Fakat yüzde elli arttı bu durum. Şunu farkettim mesela bizdeki öğrencilerde var olan şiddet bir öğrenci canı yandığında diğerinin canını yakıyordu. Mülteci ve göçmenlerden sonra şiddetin boyutu şuna döndü; canım yandığı için değil durup dururken şiddet uygulama. İletişim olarak çocuklar bunu kullanmaya başladı. P2)

*Problems of violence between the students had already existed but after the Syrian refugees, the problem of violence has increased considerably due to the effect of war. Students are playing violent games even in their break times. P12*

(Zaten problemler, çocuklar arasında şiddet problemleri vardı ama Suriyeli göçmenlerden sonra savaşın da etkisiyle şiddet olabildiğince arttı. Öğrenciler şu an oyun oynarken bile şiddet içerikli oyunlar oynuyorlar. P12)

As it can be seen from the quotations above, school counselors asserted that after refugees came to school and interact with local students' violent behaviors increased. They indicated that local children started to use violent behaviors as a communication tool as well. They said that local students' behavior start to resemble with refugee students' behavior especially about not obeying school and classroom rules. School counselors gave examples of throwing litter, and breaking the classroom order. Thus, it can be said that disturbing and violent behaviors have increased within local students.

#### **4.2.1.2.Familial Problems**

Only three participants discussed about an increase in polygamist marriages, which is a familial problem, and create a pressure on local woman and local children:

*Having a Syrian co- wife has become an extensive practice with the arrival of Syrian families. This is a very huge problem. P2*

(Kuma olayları çok fazla arttı Suriyeli ailelerin gelmesiyle birlikte. Çok büyük bir problem. P2)

As it is indicated at the quotation, especially participants from Şanlıurfa mentioned co-wife issues at their region. Since many woman came to Turkey

without their husbands or families, they are perceived as possible co-wife and many woman are forced to marry for economic reasons. This pressure makes them open to be exploited. Since local woman might be prejudiced and reactive to Syrian woman after co-wife issues, participants stated that local children are influenced from their mothers and can be prejudiced to refugee children. Thus, co-wife issue has an effect on local children implicitly.

#### **4.2.1.3.Academic Problems**

More than 65% (10) participants mentioned academic problems of the local students at their schools;

*As the teachers told me that success of students has decreased. Since teachers are trying to integrate them [refugee students] and help them about the language at the same time, while doing this they are neglecting other [local] students. This may cause the reduction of the success rate. P1*

(Hocaların dediği ders başarısı da düştü. Hoca çünkü hem onları entegre edeyim hem de az birşey de olsa dil açısından yardım edeyim derken diğer öğrencileri ihmal etmiş oluyor. Bu ders başarısında düşüşe neden oluyor. P1)

Current resources do not meet the need of both parties. One teacher in a classroom may not be able to address every student's level. As P2 stated, teachers have difficulties in following their curriculum plans.

*Local students are in their countries but others are the dominant ones in the classroom, Arabic is spoken more than Turkish is. I think this situation hinders the education process totally. Teachers' curriculum is definite and what they should do during the classes is also definite but they cannot reach that stage. P2*

(Kendi ülkesinde ama sınıfında başkaları daha hakim, daha çok Arapça konuşuluyor. Bu eğitimi tamamen bitiren bir şey bence. Öğretmenin müfredatı belli, yapması gereken belli ama o aşamaya gelemiyor. P2)



*A classroom teacher is supposed to teach third grade subjects normally but they have started to turn back to first graders' curriculum. This affected their [local students'] order and rapport in the classroom. This affected our students. P12*

(Normalde 3. Sınıf öğretmeni normal konularını işleyecekken 1. Sınıfa dönmeye başladı. Bu onların düzenini ve sınıf içindeki uyumunu etkiledi. Bizim öğrencilerimizi etkiledi. P12)

Almost all participants who mentioned the academic problems of local students discussed the same points during the interviews. Since teachers need to deal with refugee students' problems at the classroom, they cannot keep up with the curriculum most of the time. Therefore, teachers cannot follow their curriculum and students fall behind their peers.

This issue was mentioned under the 'multi-way exclusion' title as well because parents complaining about decreasing school success. Thus, it can be said that academic success of local students cause multiple outcomes for school components. Local families start to complain about local students' school success and families blame refugee children about this situation. This prejudice affect local students and they start to show biased acts towards refugee children. This creates a chain reaction and affect teachers, families and students.

#### **4.2.2.Needs**

Under the needs of local students, just one code emerged as 'Orientation Process'. This category includes 'activities' and 'cultural recognition and understanding' codes.

##### **4.2.2.1.Orientation Process**

Although 10 counselors mentioned about the problems of local students, only 4 participants discussed the needs of local students have and what can be done

for the orientation process of local and refugee students. All four participants mentioned about the **activities** that local and refugee students can attend together for the adaptation process. Participants suggested that local and refugee children should start the school earlier than the determined date. School administration should organize activities for both local and refugee children. Therefore, they may have time to get to know each other before the school starts and problems may be eliminated to a certain degree.

*There could be activities with local students after the summer break. This may pave the way for adaptation process. P7*

(Yaz tatili sonunda grup etkinlikleri yaptırılabilir yerel öğrencilerle birlikte. Bu uyumu kolaylaştırabilir. P7)

*Local students can be informed about this issue [Syrian students]. This adaptation process can be facilitated by the activities that promote the cultural exchange and cultural recognition. P8*

(Yerel öğrenciler bilgilendirilebilir bu [Suriyeli öğrenciler] konuda. Öğrencilerin kültürünü tanımaya yönelik, karşılıklı kültür alışverişinde çokça etkinlik yaparak bu adaptasyon kolaylaştırılabilir. P8)

Only two participants assert that local students need **cultural recognition and understanding** for the adaptation process of refugee students. School counselors discussed that it could be hard for local students to understand the refugee students' life, culture, and what they have been through. Thus, they indicated that seminars or group counseling programs should be organized for local students in order to explain and help them to understand refugee students' position. School counselors assert that these type of interventions and activities help schools to decrease the behavioral problems and help local students during adaptation process.

### 4.2.3.Facilitative Factors

Under the needs of local students, just one code emerged as ‘Facilitative Factors’. This category includes the ‘Socio- Cultural Factors’ and ‘Teachers’ Characteristics’

#### 4.2.3.1.Socio- Cultural Factors

This sub- category was mentioned by %85 (13) of the participants as it is indicated at the refugee students’ part. After analyzing the interviews, two key factors emerged under this sub- category; culture and children as a world citizen.

As it is indicated at the refugee students part, two participants from Şanlıurfa mentioned that **culture** is a facilitative factor during the adaptation process of refugee students. Accordingly, it is a facilitative factor for local students as well. Since local students can speak Arabic with Syrian students, it is easy for local students to adopt refugee students as well. Thus, it is a facilitative factor for local students as well.

*The number of Arabic people has always been so high in Urfa in the first place. There is at least one student who can speak Arabic in every class. This helps them (refugee students) to adapt the school environment better. P2*

(Zaten Urfa’da Arap sayısı çok fazla. Burada sınıfta illa ki Arapça bilen bir kişi oluyor. Bu onların okula daha çok uyum göstermesini sağlıyor. P2)

Another factor that 13 participants mentioned as a facilitative factor for the adaptation process is the **children as a world citizen**. School counselors indicated that since local students are so young, it is easy to communicate and play with refugee students. Thus, this process make the adaptation process

easier for both refugee and local students. Thus, it is a facilitative factor for local students as well.

*They [local students] are trying to communicate frankly. Children are always inclined to communicate with each other whatever may come. They are more communicative when comparing to adults. They do not experience so many difficulties. P10*

(İletişim kurmaya çalışıyorlar açıkçası. Ne olursa olsun küçük çocuklar başkalarıyla iletişim kurmaya daha açıktırlar. Büyüklere göre ayırt etmeden anlaşmak isterler. Çok da büyük bir sıkıntı yaşamıyorlar. P10)

*They don't have any difficulties with other students [refugee students]. They do not exclude them in terms of where they came from or why they came. Since they are a young age group, they don't mind why they are different. P11*

(Diğer öğrencilerle [mülteci öğrencilerle] hiçbir sıkıntıları yok. Bunlar nereden geldi, niye geldi diye çocuklar onları hiç dışlamıyor. Küçük yaş grubu olduğu için çok da önemsemiyorlar neden farklılar neden böyleler demiyorlar. P11)

#### **4.2.3.2. Teachers' Characteristics**

As it is discussed at the refugee students' facilitative factors, again teacher characteristic is a facilitative factor for local students during the adaptation process. Four participants stated that especially classroom teachers' attitudes and amnes towards refugee students are highly effective for local students as well. Thus, their positive manner for refugee students inside the classroom is a facilitative factor for local students.

*I have never seen a teacher acting a prejudiced towards refugees. They do not discriminate between students as locals and refugees... We have not come across any problems since classroom teachers are trying to integrate them and create a class' awareness starting from the very first day of the school. P9*

(Öğretmenlerin hiç olumsuz gözle baktıklarını görmedim. O yerel o mülteci diye bir ayrıma gitmiyorlar... Sınıf öğretmenleri ilk başladıkları günden itibaren

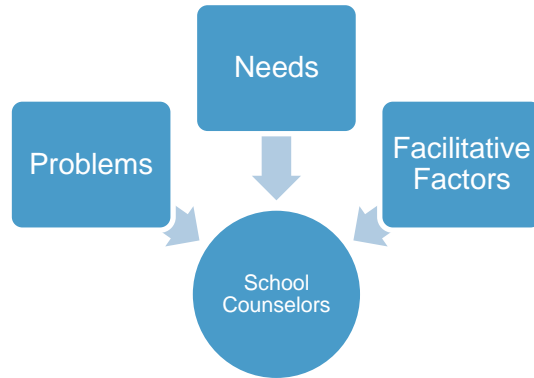
uyumlarını sağladıkları için sınıf olmanın bilincini oluşturdıkları için yansıyan sorunlar olmadı. P9)

*Refugee students love their teachers. They think that their teachers love them as well, the survey also reveals that. Our teachers do not discriminate them. Teachers here are conscious about this issue. P2*

(Öğretmenlerini çok seviyor mülteci öğrenciler. Öğretmenlerinin kendilerini sevdiklerini de düşünüyorlar, o ankette öyleydi mesela. Çünkü öğretmenlerimiz onları ayırmıyor. Buradakiler o konuda çok bilinçli. P2)

#### 4.3.School Counselors' Personal Experiences

After analyzing the interviews, results about school counselors' personal experiences theme are presented with 2 subthemes; "Problems", "Needs" and "Facilitative Factors" (see Figure 6).



*Figure 7. School Counselors' Personal Experiences at the Adaptation Process of Refugee Students*

### 4.3.1.Problems

All 15 participants discussed the problems of school counselors in the adaptation process. After analyzing the interviews, under the problems of school counselors, five codes emerged as (a) Expectations, (b) School Facilities, (c) Language Barrier, (d) Trainings, and (e) Ambiguity about the Adaptation Process.

**Table 8**

*Problems of School Counselors during Adaptation Process*

Problems	
Expectations	
School Facilities	
Language Barrier	With students
	With Parents
Trainings	
Ambiguity about the Adaptation Process	

#### 4.3.1.1.Expectations

This sub-category mentioned by five Participants. These five school counselors assert that at especially families and teachers expect them to stop the problems about refugee adaptation process. Although expectations from families and teachers were high before the adaptation process. Behavioral problems increased the expectations more.

#### 4.3.1.2.School Facilities

This sub-category mentioned by more than 65% (10) participants. School counselors approached school facilities problems from different outcomes. At first, all ten-school counselors indicated that their schools are crowded and student to school counselor ratio is not fulfilling the needs.

There are approximately 1500 students at one school, and eight of the participants are working without any fellow school counselor. Thus, school counselors assert that they cannot attend to every problem that students and teachers have. In addition, they state that some of the problems cannot be noticed and it creates bigger negative outcomes for students' psychological and physiological health.

*I am in a school, which needs three school counselors as a norm, but I am on my own. It is so crowded. I am trying to do my best. P4*

(Ben 3 rehber öğretmen normu olan bir okuldayım ama tek başımayım. Gerçekten çok kalabalık. Elimden geldiğince bir şeyler yapmaya çalışıyorum. P4)

*We have serious problems about our building. When we want to do group works or trainings, we do not have enough space for them. Our room is so small and we are two school counselors at the same room. P13*

(Binayla ilgili ciddi sıkıntılarımız var. Bir seminer, grup çalışması ya da eğitim yapmak istediğimizde bunun için yeterli alanımız yok. Kendi odamız küçük ve iki kişiyiz. P13)

Furthermore, school counselors indicated that they do not have any room for group activities, even for confidential individual meetings with students. Thus, school counselors assert that school facilities were not adequate for a qualified counseling service. Since schools still accept more refugee students, some of the administrative rooms turned into a classroom at some schools.

#### 4.3.2.3.Language Barrier

Fourteen school counselors mentioned the language barrier issue at their school. After analyzing the interview results about language barrier of school counselors, it was found that this problem has two different types; school counselor language problem with refugee students and with refugee families.

*For example, a student may have a serious psychological problem, in that case counselor and the student should be alone. When we have another student to translate the conversation, that student knows that someone else will hear about the problem, s/he may not open himself or herself truly. This is very dangerous actually. For example, this student may commit suicide or have other serious problems; I cannot help him or her. P3*

(Psikolojik ağır bir problemi var mesela öğrencinin, bu durumda rehber öğretmen ve öğrenci yalnız olmalı. Başka öğrenci olduğu zaman öğrenci bana çeviriyor ya başka öğrencinin duyacağını biliyor, öğrenci bana tam açılmıyor. Bu da bir tehlike sonuçta. Mesela öğrenci intihara kalkışacak ya da bir sürü ciddi problemi var ben ona yardımcı olamıyorum. P3)

*I ask things in Arabic by using google translate. It is not working because I am not at the lingual level s/he wants. However, when his or her Syrian friend tries to talk him or her, s/he starts to smile because that friend is one of them. S/He ostracizes himself or herself from the communication with us. P4*

(Arapça google'dan bir şeyler soruyorum. Yok, onun istediği düzeyde değilim. Ama bir Suriyeli arkadaşı gelip ona bir şey sorduğu zaman çocuk gülümsüyor çünkü kendisinden birisi. Bizle iletişime tamamen kendisini kapatıyor. P4)

*I want to help; I want to talk with the child. I cannot speak his/her language, s/he cannot speak mine. This creates a problem from the beginning. When s/he cries, I cannot know why she is crying unless I can find an Arabic interpreter, which is non-ethical. We should talk confidentially normally. I cannot do that. It is both non-ethical and forcing me. P10*



(Ben yardımcı olmak istiyorum mesela çocukla konuşmak istiyorum. Ben onun dilini bilmiyorum, o da benim dilimi bilmiyor. En başından bir kere çok sıkıntı oluyor. Ağladığında ben onun neden ağladığını, bir Arapça tercüman bulmadığım sürece ki bu da etik değil yani normalde baş başa konuşmanız gerekiyor. Bunu sağlayamıyorum. Bu da hem etiğe uygun değil açıkçası hem beni zorluyor. P10)

*One of the teachers told me that one kid lost his father during the war, s/he has mourning. The teacher asked me if I could arrange a meeting with the student. I told her that I could do that. She told me that the child is very quiet in the classroom. I want to speak with the child but I cannot do that. P11*

(Bir öğretmenimiz demişti çocuk yas sürecinde babasını savaşta kaybetmiş. Görüşebilir misin diye sordu, tabii görüşürüm dedim. Sınıfta çok sessizmiş çocuk. Çocukla görüşmek istiyorum, imkan olarak bunu sağlayamıyorum. P11)

*Since there is a language barrier, we cannot solve the problem of violence. Communication is the key in our field. Since we cannot communicate with the students, we cannot touch them; unfortunately, we cannot be effective in solving the problems. P12*

(Ortada dil problemi olduğu için şiddeti çözemiyoruz. Bizim alanımızda en önemli şey iletişimdir. İletişimi kuramadığımız için o öğrencilere dokunamıyoruz, etki yaratamıyoruz maalesef. P12)

As it is indicated at the quotations, school counselors mostly suffer from communication issue with students. Furthermore, counselors mentioned the language barrier with refugee parents as well. Since most of the refugees are the new comers, they cannot speak and/or understand Turkish. Children may learn the language faster than the parents may. In that case, counselors indicated that they might ask refugee students to interpret for their parents occasionally. On the other hand, this situation can create some problems at the same time since school counselors cannot know what the student translates to parents and what parents actually talk about the student.

School counselors told that they mostly ask refugee parents to bring a neighbor or relative who can speak Turkish with them to school to discuss the students'

problems. Again, since school counselors cannot know what others are translating to the parents, healthy communication cannot provide between parents and school counselors. Besides economic, cultural and psychological problems, this language barrier issue make the refugee students' problems left hanging in the air. As a result, school counselors cannot reach refugee students in terms of understanding them and they cannot assure confidentiality at the same time.

#### **4.3.2.3. Trainings**

More than 45% (7) of the participants mentioned inadequate in-service trainings to help adaptation process of refugees. Not having specific education and training to handle this process better, school counselors feel inadequate and helpless. P1 asserted that:

*We may conduct a series of activities to integrate them. Actually, I have no idea about these activities. Of course, there are things that I need to do but I actually do not know what to do. I am in a desperate situation.*  
P1

(Onları entegre etmek için daha farklı etkinlikler yapabiliriz. Bu etkinlik konusunda ne yapabilirim o konuda bir fikrim yok. Bana da düşen birşeyler var tabii ki, benim de birşeyler yapmam gerekiyor. Ama açıkçası ne yapmam gerektiğini de bilmiyorum. Biraz çaresiz kalıyorum. P1)

*There is a problem but I cannot intervene in it. I feel inadequate. Children are also affected by this situation. It affects classroom environment, friendships. I do not know what I can do about it [adaptation process] actually.* P7

(Bir sorun var ama ben buna müdahale edemiyorum. Bu konuda kendimi yetersiz hissediyorum. Diğer çocuklar da etkileniyor bu durumdan. Sınıf ortamını etkiliyor, arkadaşlık ilişkilerini etkiliyor. Neler yapabileceğimi de bilmiyorum açıkçası. P7)

*I feel inadequate because I cannot solve the problem of violence at school. I can only find short-term solutions but I cannot make a permanent change. I cannot stop the alienation. P12*

(Kendimi yetersiz hissediyorum çünkü var olan şiddet problemini çözemiyorum. Anlık çözssem de kalıcı olarak değiştiremiyorum. Okulda ötekileştirmeyi değiştiremiyorum. P12)

*I think I don't have the essential skills. At first, I do not have a trauma training, and secondly it is so hard to communicate because of the language barrier. P13*

(Yeterli donanımda görmüyorum kendimi. Birincisi travma eğitimim yok, ikincisi de dil sorunundan dolayı zaten iletişim kurmak çok zor. P13)

As it is indicated at the quotations above, most of the counselors, do not know even their needs for the adaptation process. Two of the counselors assert that they even do not know that they have refugee students at their school until the school year started. Since they do not have any training, even the information about the refugee students and their adaptation process, school counselors feel inadequate and do not know how to intervene students' problems.

#### **4.3.1.4. Ambiguity about the Adaptation Process**

40% (6) of the participants mentioned the ambiguity of the adaptation process for them.

*If they are going to stay in here, trainings about the adaptation process should be given. If they will not stay, why are they here and why do we train them? For example if the war continued just one year, did we need to train them in that case as well? Alternatively, if these students go back to their country next year, is it meaningful to give them this education? Will everything be wasted; all investments, supports and services? P5*

(Kalacaklarsa şartlara ayak uydurmak için eğitimler verilmeli. Kalmayacaklarsa o zaman neden buradalar ve eğitim veriyoruz. Mesela savaş ve sonrası bir yıl sürseydi eğitim vermemiz gerekli miydi? Ya da şimdi bu çocuklar seneye ülkelerine dönerse eğitim vermemiz ne kadar

anlamalı? Her şey boşa mı gider; bütün yatırımlar, destekler, hizmetler boşa mı gider? P5)

As it is indicated at the quotation above, school counselors perceive the process as ambiguous. Ambiguities of refugees' future in Turkey are mentioned frequently by participants. It is uncertain whether these refugees will be at the same school after a year. In other words, when the trainings are over, there may be no refugee student to apply the training that was arranged for school counselors. Thus, trainings cannot attain their goal.

#### 4.3.2. Needs

All 15 participants stated the needs of school counselors in the adaptation process. After analyzing the interviews, under the needs of school counselors, three codes emerged as (a) In- service Trainings, (b) Motivation, and (c) Solutions for Language Barrier Issue. In- service-training needs were grouped as “type of trainings”, “duration of the trainings” and “characteristics of the trainings”. Need of solution for language barrier was divided into two sub-codes as: “interpreter” and “language learning process for refugee students”.

**Table 9**

*Needs of School Counselors during Adaptation Process*

Needs	In- service Trainings	Type of the trainings
		Duration of the trainings Characteristics of the trainings
	Motivation	
	Needs for Language Barrier	Interpreter Language Learning Process for Refugee Students

#### 4.3.2.1.In-service Trainings

Twelve school counselors out of 15 stated that they need in-service trainings in order to work with refugee students and parents effectively. Other three counselors assert that since they cannot communicate with the Syrian students, any kind of training would not be helpful for them to ease the adaptation process unless language issue is solved.

*I actually do not know how I can work with children exposed to war and trauma like this. If I had a professional competence about this subject, I may have studied it further. I do not even know where to start, how I can move on time to time. It is easy to work with normal Turkish children or traumatized children. However, it requires double effort to work with them [refugees]. Thus, courses may be given at bachelors' degree or in-service trainings may be given to us. The number of Syrian students is really increasing and we need to be trained about how we can communicate and interact with them, how we can learn about their problems deeply. P4*

(Bu şekilde travmaya maruz kalan savaş mağdurlarıyla çalışmayı bilmiyorum ben açıkçası. Bu konuda yeterliliğim olsaydı belki o çizgide ilerlerdim. Nereden başlayacağımı, nasıl ilerleyeceğimi zaman zaman bilmiyorum bile. Normal Türk çocuklarda ya da travmaya maruz kalmış çocuklarla çalışmak kolay. Ama bunlarla iki üç kat beceri gerektiriyor. Bu şekilde lisans programlarına ders konulabilir ya da hizmet içi eğitim verilebilir. Artık gerçekten Suriyeli sayımız artıyor ve bunlarla iletişim, etkileşim, onların yaşadığı sorunlara nasıl inilmeli bu konularda eğitim almalıyız. P4)

*We can get training about their problems and feelings. I don't know what they are feeling, what they need, how we can meet these needs, which problems they are facing at home, I mean I have no idea about their family environment. Parents do not come to school anyway. Even we ask them to come to school when there is a problem, they do not come here. I think in order to help them; it would be useful for me to know what they are experiencing in the family, what they are doing on the street or out of school and home. P7*

(Onların yaşadığı sorunlar, duyguları, neler hissediyorlar, ne gibi eksiklikleri var, bunları nasıl giderebiliriz, evde neler yaşıyorlar, yani onların aile ortamıyla ilgili de hiçbir bilgim yok. Zaten veliler genelde gelmiyorlar. Çağırsak, bir sorun olsa bile gelmiyorlar. Aile içerisinde,

sokakta, dışarıda neler yaşıyorlar bunları bilmek onlara faydalı olabilmek adına bana yardımcı olur diye düşünüyorum. P7)

As it is stated at the quotation above, **type of the trainings** that school counselors offered can vary in view of school counselors. Five school counselors stated that they need in-service trainings about grief, trauma, post-traumatic stress disorder and immigration psychology. Six school counselors put an emphasis on an in-service training about cultural recognition. They stated that they do not know about Syrian culture, how Syrian people came to our country and what they are living at the process of adaptation. Thus, school counselors asserted that they need to get to know Syrian students' culture and way of living in order to help them effectively. Seven school counselors addressed the need of communication skills, empathy and conflict resolution trainings for school counselors.

*Long- term trainings should be arranged. For instance, trainings about culture and language can be given to teachers. Trainings about characteristics of these [refugee] people can be given. Counseling services at schools are shaped according to the needs of the school. We do not know what these children need. There are children who are not away from their fathers and mothers. We do not know if we should also consider all of them from the same perspective, if they are all miserable since they separated from their countries. First, we can talk about the techniques of individual recognition. At first, how can we get to know Syrian students? P5*

(Uzun soluklu eğitimler planlanmalı. Mesela öğretmenlere dil konusunda, kültür konusunda eğitim verilebilir. Bu insanların [mültecilerin] özellikleri konusunda eğitim verilebilir. Okulda rehberlik hizmetleri ihtiyaca binaen ilerler. Bu çocukların ihtiyacı ne bilmiyoruz. Çocukların içerisinde annesinden babasından uzak olmayanlar da var. Hepsine aynı gözle bakmalı mıyız, hepsi yurdundan koptu diye acınacak halde mi bunları bilmiyoruz. Öncelikle bireyi tanıma teknikleri diyebiliriz. Öncelikle Suriyeli öğrencileri nasıl tanıyacağız. P5)

As it is stated at the quotation of P5, nine of the school counselors who mention the **duration of the trainings** stated that they need long- term

trainings. They mentioned that the trainings given by Ministry of Education were inadequate because those trainings lasted a short time, about 5 or 7 days. Since the trainings were short termed, school counselors asserted that trainings do not reach the goal and were not helpful to meet their needs. In addition to this, five school counselors addressed the need for supervision to improve their competence and assure the welfare of clients.

*We also need to undergo a training process but this training should not be the theoretical one like explaining what refugee and immigration is. On the other hand, we should learn practical information like which activities we can do with them in order to enable their adaptation process. For instance, five- week sessions can be arranged with other school counselors. Everybody can share his or her experiences and at the end, we can produce something together. We may do activities on the assumption that we are refugees and discuss how we can empathize with them. This experience may be provided for us. P9*

(Bizim de bir eğitimden geçmemiz gerekiyor ama bu eğitim teorik olarak mülteci budur göç budur değil de pratik olarak biz onlarla ne gibi etkinlikler yapabiliriz, adaptasyonlarını sağlayacak şeyler kapsamında olabilir. Beş haftalık bir oturum mesela diğer psikolojik danışman arkadaşlarla planlanabilmeli. Herkes yaşadığı sorunları birbirleriyle paylaşp bunun sonucunda birşey üretebilir. Bizim mülteci olduğumuzu varsayarak empati kurabileceğimiz etkinlikle nasıl hissederdik gibi. Bunu yaşamamız sağlanabilir. P9)

Furthermore, school counselors mentioned about the **characteristics of the in-service trainings** during the interviews. All 12-school counselors stated that trainings should be given by domain experts, especially the ones who are working with Syrian refugees personally. In addition to this, school counselors asserted that trainings should base on practical knowledge not theoretical ones. They stated that activities and role- playing would be more helpful for them to understand the situation and emphasize with refugee students better. Parallel to P9, P6 also emphasized the effectiveness of the role-playing activities.

*We need role playing activities with the professionals who are working with Syrian refugees personally. I think learning can occur in an environment like that. It is not learning by experience but learning by*

*practicing, practicing beforehand the real-life situations by role-playing. P6*

(Birebir Suriyelilerle çalışan profesyonel kişiler eşliğinde Suriyelilerle çalıştığı zaman, yani diyelim ki siz Suriyeli bir öğrencisiniz, yani canlandırma. O şekilde bir ortamda daha iyi öğrenilebilir. Yaşayarak, yaparak değil de daha o gerçek hayata gelmeden önce canlandırma yoluyla yapılabilir. P6)

Besides role- play activities, P13 mentioned the importance of field experience and their integration to university education:

*I think the information about refugees that is given at bachelors' degree is very theoretical. I know that education at universities is so different but the problems that we are facing in here are so different from what they are describing at the universities. I think that when courses are being prepared, they should be prepared by considering the opinions and information of those working in the field. These courses should not be just about theoretical knowledge. P13*

(Lisans programları için bence mültecilerle ilgili verilen bilgiler çok teorik. Yani biliyorum üniversite tabii ki çok farklı ama burada yaşanan sıkıntılarla anlatılan şeyler birbirinden çok farklı, çözümlenemeyebiliyor. Bence okuldaki dersler hazırlanırken alanda çalışanlardan görüş alınarak, bilgi alınarak hazırlanmalı. Sadece teoride kalmamalı. P13)

School counselors mentioned the need of in- service trainings from different perspectives such as type, duration and characteristics of the trainings. Participants mentioned that they want to get in- service trainings from domain experts and related with the refugee issue. Thus, school counselors stated that they want to have trainings about trauma, immigration and refugees. In addition, they want the trainings to be long- lasting, not shortened ones for five or six days.



#### 4.3.2.2. Motivation

Three school counselors mentioned the need for motivation in order to help refugee students in a proper way. When they face with this situation first, feeling of inadequacy demotivated and disappointed them.

*When school started, first graders had already difficulties in the orientation process. We did not have that many Syrian students last year. I did not know that there were so many new Syrian students. My first graders are already crying so much. When I go into the classroom, the teacher asks for my help. I do not know the language, someone is crying the classroom and then another one starts to cry. I told myself that I could not do it. Especially during the first two weeks of school, I knew that we would have the same problems and I was feeling disappointed every day. I pulled myself together now. This is a very tough process. P10*

(Geldik birinci sınıflar zaten oryantasyon sürecinde zorlanıyorlar. Geçen sene bu kadar Suriyeli öğrencimiz yoktu. Bilmiyordum bu kadar çok geldiklerini. Benim birinci sınıflarım zaten çok ağlıyor. Sınıfa giriyorum öğretmen benden yardım istiyor. Bir giriyorum dil bilmiyorum, oradan biri ağlıyor sonra başkası ağlıyor. Ben herhalde yapamayacağım olmayacak bu iş dedim. Hatta ilk iki hafta okula giderken aynı sıkıntılar olacak diye çöküş yaşamıştım. Şu an toparladım. Zor bir süreç. P10)

School counselors mentioned the difficulties that they have at schools and how it affects their professional life as it can be seen at the quotation of P10.

Besides the trainings that should be given to school counselors about the professional subjects, these three school counselors asserted that they need motivational support as well in order to deal with this difficult and ambiguous situation for themselves.

#### 4.3.2.3. Needs for Language Barrier Issue

All of 15 school counselors mentioned the needs for language barrier issue. After analyzing the interviews, there are two sub- categories emerged related

with this category; **interpreter** and **language learning process for refugee students**.

*Primarily, an official person who can speak Arabic should be assigned to the schools. This is a huge problem. This person should be at school whenever needed. This is our key problem because we need a person who can speak Arabic when we are talking meetings with parents. There should be an official member who can do the translation. P2*

(En başta okullara Arapça bilen bir yetkilinin atanması gerekiyor. Bu çok büyük bir problem. Okulda joker eleman gibi o kişinin bulunması gerekiyor. Bu bizim ana problemimiz. Çünkü velilerle konuşurken biz dil bilen birine ihtiyaç duyuyoruz. Çevirebilecek bir eleman olmalı. P2)

*In my opinion, there should be a Syrian teacher assigned and s/he should take care of the Syrian students because we cannot understand those students, we cannot meet their needs. There may be an assigned school counselor who can speak his or her own language. Since the aim of this process is inclusion, this [Syrian] school counselor can work for this aim, children can open themselves and the school counselor can help them. P3*

(Bence bir tane Suriyeli öğretmen atanmalı ve o ilgilenmeli. Biz anlamıyoruz çünkü o çocukları, ihtiyaçlarına cevap veremiyoruz. Bir tane kendi dillerinde rehber öğretmen atanabilir. Madem kaynaştırma ama rehber öğretmen de ona uygun çalışma yapar, çocuklar daha açık olur, onlar da yardımcı olur. P3)

*It may be helpful for me if there is an adult who can do the translation work, who can help me for the communication. I know that this situation is not healthy as well but at least, this person can help me in order to contact them [refugee students]. P7*

(Arada o iletişimi sağlayabilecek en azından yetişkin birinin çeviri yapabilmesi ki bu da sağlıklı değil aslında ama en azından bunu yapabilmek, onlarla iletişim kurmamı sağlardı. P7)

*There are refugee students at every school, at most of the schools more precisely. If a teacher who can speak the language can be assigned to the schools, if a separate classroom can be arranged for refugee students, if this teacher can help the refugee students about the*

*communication issue, this adaptation process can progress in a more useful way. P11*

(Her okulda, daha doğrusu birçok okulda mülteci öğrenciler var. Dil bilen bir öğretmen gönderilse, onlar için ayrı bir sınıf oluşturulsa, onlarla iletişim konusunda yardımcı olsa daha yararlı olacağını düşünüyorum. P11)

As it is stated at the quotations above, 13 school counselors said that they need an adult who can translate and help to manage the communication between school counselors and refugees. Furthermore, four school counselors asserted that a Syrian school counselor who is assigned by the Ministry of Education could be helpful for refugee children and as for parents. Since the Turkish school counselors mentioned that they do not know the Syrian culture and language, children cannot open themselves clearly to Turkish teachers. As can be understood, need of translator is vital point to overcome many other issues. Therefore, school counselors argued that assigned Syrian school counselors would be very helpful for schools who receive refugee children. Teaching language is primary and seen as a prerequisite to move other educational needs.

*I think that inclusive education should not be started unless they [refugee students] can speak Turkish. This would be the biggest work for the adaptation process. In my opinion, children should start school after getting a Turkish language education at Temporary Education Centers. They need to mingle somehow anyway. P10*

(Bence Türkçeyi konuşabilecek düzeyde olmadan o kaynaştırma eğitiminin başlamaması gerektiğini düşünüyorum. En büyük çalışma bu olmalı. GEM’lerde çocukların Türkçe eğitimi alıp daha sonra [eğitimin] başlaması gerektiğini düşünüyorum. Zaten kaynaşmaları gerekiyor bir şekilde. P10)

*There is nothing that can be done for us [school counselors]. It would be useful if they could come here after getting a language education. P11*

(Bizim için yapılabilecek birşey yok. Onların dil öğrenip gelmesi faydalı olur. P11)

*If there is language education for the child and the family, many problems can be solved. Unless the child can understand my language, trainings about trauma or others subjects will not be helpful since I cannot implement those. P15*

(Aile de çocuk da bizim dilimizi konuşması, bu anlamda çalışmalar yapılırsa eğer birçok şey çözülür. Çocuk dilimi anlamadığı sürece travma konusunda eğitim alsam ya da başka bir eğitim alsam bunu uygulayamayacağım için hiçbir yararı olmayacaktır bu eğitimlerin. P15)

Six participants mentioned **the language learning process for refugee students**. School counselors stated that trainings would be more meaningful if children start to Turkish schools after learning the language. Three participants offered a Turkish prep- class for refugee students at the beginning of the school year. They suggested that children who would be successful at the Turkish prep- school classes could begin the formal education. Furthermore, two participants offered a summer school for refugee students to school at summer to learn Turkish before starting the school year. Beside their academic support, counseling services would be delivered more effectively. Six school counselors asserted that they could apply counseling skills effectively if children and parents could speak and/ or understand Turkish fluently.

#### **4.3.3.Facilitative Factors of School Counselors**

Facilitative factors for school counselors during the adaptation process was mentioned by 12 school counselors. This facilitative factors are divided into two categories for school counselors; motivation and socio- cultural factors.

##### **4.3.3.1.Motivation**

Under this sub- code, motivation of the school counselors to improve themselves and to learn about new subjects about refugees for example their culture, way of living were taken into consideration as a facilitative factor.

Since those school counselors are eager to learn more about refugees' culture and their professional life, it makes the adaptation process of refugee students easier.

*We can get training about their problems and feelings. I don't know what they are feeling, what they need, how we can meet these needs, which problems they are facing at home, I mean I have no idea about their family environment. Parents do not come to school anyway. Even we ask them to come to school when there is a problem, they do not come here. I think in order to help them; it would be useful for me to know what they are experiencing in the family, what they are doing on the street or out of school and home. P7*

(Onların yaşadığı sorunlar, duyguları, neler hissediyorlar, ne gibi eksiklikleri var, bunları nasıl giderebiliriz, evde neler yaşıyorlar, yani onların aile ortamıyla ilgili de hiçbir bilgim yok. Zaten veliler genelde gelmiyorlar. Çağırsak, bir sorun olsa bile gelmiyorlar. Aile içerisinde, sokakta, dışarıda neler yaşıyorlar bunları bilmek onlara faydalı olabilmek adına bana yardımcı olur diye düşünüyorum. P7)

*Long- term trainings should be arranged. For instance, trainings about culture and language can be given to teachers. Trainings about characteristics of these [refugee] people can be given. Counseling services at schools are shaped according to the needs of the school. We do not know what these children need. There are children who are not away from their fathers and mothers. We do not know if we should also consider all of them from the same perspective, if they are all miserable since they separated from their countries. First, we can talk about the techniques of individual recognition. At first, how can we get to know Syrian students? P5*

(Uzun soluklu eğitimler planlanmalı. Mesela öğretmenlere dil konusunda, kültür konusunda eğitim verilebilir. Bu insanların [mültecilerin] özellikleri konusunda eğitim verilebilir. Okulda rehberlik hizmetleri ihtiyaca binaen ilerler. Bu çocukların ihtiyacı ne bilmiyoruz. Çocukların içerisinde annesinden babasından uzak olmayanlar da var. Hepsine aynı gözle bakmalı mıyız, hepsi yurdundan koptu diye acınacak halde mi bunları bilmiyoruz. Öncelikle bireyi tanıma teknikleri diyebiliriz. Öncelikle Suriyeli öğrencileri nasıl tanıyacağız. P5)

#### **4.3.3.2.Socio- Cultural Factors**

Under this sub- code, **culture and language** were taken into consideration as a socio- cultural facilitative factor for school counselors. As it is stated in local and refugee students' results, being familiar with the culture is a facilitative factor for refugee students.

One participant from İzmir indicated that since she can speak Arabic, she could communicate with refugee students. Therefore, she may maintain her counseling services with refugee students and this situation make the adaptation process of refugee students easier.

Furthermore, demographic background of the school counselors were explained as a cultural facilitative factor. Two school counselors one from Şanlıurfa and one from Hatay asserted that since they are familiar with the culture of refugee students, their cultural awareness are high enough to reduce cultural conflicts at the school. For example, those school counselors asserted that since refugee families are not comfortable with one female and one male student to share the same desk, those school counselors do not let them to sit together.

#### **4.4.Summary of the Results**

Refugee studies in Turkey is very popular since the refugee crisis distinguish itself in Turkey and researchers are trying to find permanent solutions for this issue. The present study aimed to analyze refugee-receiving schools in terms of their psychosocial needs and issues so that more effective school-based psychosocial intervention models can be developed.

As a result of the analysis of the interviews with school counselors, three main themes emerged regarding the aim of the study: (1) Needs and issues of

refugee students, (2) Needs and issues of local students, (3) personal and professional experiences of school counselors. Each main theme had three common sub- themes as problems, needs and facilitative factors.

Under the problem sub- theme for refugee students, problems were grouped into seven codes called as multi- way exclusion, personal adjustment problems, familial problems, policy problems, socio- cultural problems, psycho- social problems and behavioral problems. As it can be seen from the titles, problems of refugee students are multifaceted. However, all school counselors assert that even though the problems of refugee students vary, there is one common reason of all the problems; language. All school counselors stated that since they cannot communicate with refugee students, they cannot handle with behavioral, psycho- social, familial, socio- cultural, personal adjustment and exclusion problems.

Under the needs of refugee students, cultural adaptation and psycho- social needs were addressed. Correspondingly, needs for being accepted, healing from trauma and training for learning the culture were emerged after the analysis of the interviews. Protective factors were an interesting point that emerged during the analysis. Financial and cultural issues were mentioned at both problems and protective factors code. Therefore, socio- cultural factors such as gender and culture, teacher characteristics and financial support variables can be considered as both problem and a facilitative factor at the same time.

Behavioral, familial and academic problems were mentioned under the problem of local students, school counselors asserted that after receiving refugee students, there was an increase in problems. School counselors emphasized that problems between refugee and local students mostly raised because of the communication barrier of local and refugee students. School counselors stated cultural recognition and being understood need for local

students since they think that local students do not know refugee students' culture and what refugee students have been through. In addition to this, facilitative factors which was mentioned by school counselors are also facilitative for local students as well such as psycho- social factors and teachers' attitudes.

Expectations from the school counselors, lack of school facilities, language barrier, inadequate trainings and the ambiguity about the adaptation process were brought up under the problems of school counselors. Likewise, for refugee and local students, school counselors claimed that the language barrier is the main issue for the problems between school counselors and refugee students. In- service trainings, motivation of school counselors and language learning process for refugee students were also addressed as a need for the adaptation process.

As it can be seen, there are similarities between the problems of school counselors, local and refugee students are experiencing during the adaptation process. Language barrier issue is the overarching theme for all three components. School counselors assert that when language barrier issue is overcome, majority of problems can be solved to a certain extend and intervened before they become worse.



## **CHAPTER 5**

### **DISCUSSION**

This final chapter included the discussion of the results under three main sections. In the first section, results were discussed and evaluated in the light of findings and related literature. The second section contained the limitations of current study. Finally, the third section covered the implications and suggestions for further studies.

#### **5.1.Discussion of the Findings under the Theoretical Framework**

School counselors stated that many problems occurred at refugee- receiving schools are derived from language and communication problems between refugee and local people. Since they cannot communicate, they do not know what refugee people's real experiences and how local people perceive refugee people. In addition, participants stated that teachers see refugee students and families outside of the school and they have already had their own schemas about refugee people before they come to the school. Thus, they cannot act neutral to refugee students in their classroom.

Furthermore, significant people around them who have an influence on their behaviors, thoughts and ideas about refugee people also affect local students. First, local families have their own perception about refugee people and reflect their own views and ideas to their children. Families are the most powerful systems for the children's development. In addition, teachers' ideas,

perceptions and behaviors towards refugee people are influential for local students. Since most of the students take their teachers as a role model, they may imitate their teachers' attitudes towards refugee students. In addition to these, children are influenced by their social environment, especially by their peer groups. They might learn the information about how they should behave towards refugee people through socializing with their friends. Consequently, local children have foregoing perceptions about refugee children when they have first-hand contact with them.

As Bronfenbrenner (1979) stated that, we cannot separate one person from his or her own environment and cannot analyze this developing individual without considering the relations in his or her settings. Since the development of a person is a process that takes place from younger ages to death, not solely children but also their teachers and families should be taken into consideration. Thus, analyzing the refugee adaptation process in schools from school counselors' standpoints cannot be isolated from their social, economic and psychological environment.

In line with this theory, refugee adaptation process can be examined with Bronfenbrenner's (1979) ecological system model. Ecological model of children during immigration process stated at literature part can be assessed for the refugee adaptation process as well. At the end of the literature review, immigration process of refugee children was reviewed through ecological system lenses. Students' families and teachers are located at the micro system of local and refugee children. It can be said that teachers and families have primary impact on children's perceptions. Mesosystem defines the interaction between the systems that children have primary contact such as interaction between family and teachers.

During the refugee adaptation process, exosystem contains violence issue and mental health of families and teachers, but primarily includes mental health of

primary care- giver. Macrosystem embraces immigration and war circumstances such as immigration routes (crossing the border by walking, plane or bus), immigration stories and properties of the war (duration, impact on civilians). The last system of the model, chronosystem involves conflict situations as a whole. This system examines each component of the immigration process completely and analyze the interactions between each system. This holistic approach helps make effective assessment and evaluation to understand the environment, the context and the circumstances in which the child is growing up. Using variety of information sources is necessary to reach a fuller picture of children's needs during adaptation process.

After the analyzing the results of the interviews with school counselors, three main themes emerged as local students, refugee students and the experiences of school counselors. Under these themes, school counselors mentioned the refugee and also local families' problems, administrative problems, inconsistent applications and policies in Turkey, problems of classroom teachers. As it can be seen from the themes and the results of this study, interviews with just school counselors help this study to shed light on the problems of very different components of the school. This situation shows that the problems of refugee students during the adaptation process includes different components of the refugee- receiving schools. In addition, the programs for the adaptation process cannot be developed by just focusing on one component, for example developing an adaptation program for just refugee students or the teachers. Thus, adaptation programs should be developed for the whole school in order to help refugee and local students during this acculturation process.

In addition, school counselors mentioned the peace education components as a solution for adaptation process unconsciously. As it is stated at the multi- way exclusion part of refugee problems, school counselors stated that refugee students are excluded by local families, students and teachers because they

have prejudice and stereotypes about Syrian refugees. Thus, school counselors mentioned that local students and families need cultural understanding, conflict resolution skills, empathy and orientation for the adaptation process. Furthermore, school counselors indicated that they also need cultural understanding about Syrian culture and refugee students' life in Turkey and conflict resolution skills as it is stated in school counselors' need at the result section. Since school counselors do not have knowledge of Syrian refugees' culture, lifestyle and traditions, they may not make sense of the some behaviours of refugee students and families. These factors such as empathy, cultural understanding, communication skills, conflict resolution skills that stated by school counselors, as a need for adaptation process are the components of peace education programs. These findings show us that peace education program should be an integral part of the school- based adaptation process of refugee students.

## **5.2. Discussion of Refugee Students' Findings**

Analysis of the interviews show that problems that refugees face with mostly stem from language incompetence and lack of communication between locals and refugees. Since local children and families cannot contact with refugees and learn about their life, locals start to act in a prejudice way. Behavioral problems, problem of violence, socio- cultural problems and cultural conflict lied down under lack of communication. As a result of this situation, refugee children have psycho- social problems and they do not feel belong to this country or school.

The findings of this research indicated a consistent output with the literature about refugee families and students in Turkey during adaptation process. The participants asserted that language, correspondingly communication is the main issue that led many problems between Syrian children and teachers. The same results were found at the needs assessment studies conducted in Turkey

(Borman, 2014; Center for Middle Eastern Strategic Studies, 2015; İstanbul Bilgi University Child Unit, 2015; Kaya & Kırac, 2016).

School counselors mentioned policy and personal adjustment problems that have an impact on refugee children and families. These problems are based on unstable applications of governmental policy. Turkey started with taking short-run measures in 2011 hoping that the war would be over soon. When it is understood that more Syrian refugees would come and the war will not be over, Republic of Turkey Ministry of Interior Directorate General of Migration Management was established in 2013. Since some precautions were not taken earlier, impact of these delayed precautions on schools were seen as personal adjustment problems of refugees stated in this research.

Since education system is different in Syria, Syrian families have a different understanding of the role of the school and the school- parent interaction (Okagaki& Sternberg, 1993; Warner, 1999). School counselors indicated that this creates a huge problem for the educational process of Syrian students. When teachers cannot get in touch with parents, they cannot get sufficient information about the student and cannot develop an appropriate way to help him/ her.

Therefore, cultural adaptation and psycho- social needs of the refugee children raised from the interviews. It is obvious that refugee children need to learn culture of Turkey and Turkish. In addition, even if the child did not see the war zone and migration route, refugee children may still be affected from the war situation in their country. It is interesting that this bare fact was mentioned by just three school counselors. Since school counselors do not have any knowledge about the war and conflict situations and its' effects on children and families, they may not mention the psycho- social needs of the refugee students and families. Efficient in- service trainings for school counselor may help them

to examine the adaptation process of refugee students in a more professional and a neutral way.

Another interesting part of the results is that 13 out of 15 school counselors mentioned financial support, teacher characteristics and socio- cultural factors as a protective factor for refugee students. Parallel to these results, educational needs assessment studies conducted in Turkey stated that teacher characteristics are protective for refugee children since these teachers help refugee students to integrate the classroom environment (Center for Middle Eastern Strategic Studies, 2015; Mercan Uzun & Bütün, 2016; Şeker & Sirkeci, 2015). Thus, refugee students adapt better when the teacher has positive attitudes to refugee children. Efficient in- service trainings by given domain experts about war, trauma and multi- cultural education may help teachers to overcome their prejudices and develop neutral and even positive attitudes towards refugee students.

In addition, culture, elapsed time and gender as socio- cultural protective factors have similarities with other studies conducted in southeastern Anatolia region. Culture as a protective factor was mentioned by school counselors from Şanlıurfa, Mardin and Gaziantep. Studies conducted in this region reveals the same results indicating that refugees do not have any difficulties considering cultural factors (Apak, 2014; Karasu, 2016). These studies show that culture helps refugees to adopt their new environment better as it is indicated in the results of the present study.

### **5.3.Discussion of Local Students' Findings**

It is indicated that refugee students are using violence and other behavioral patterns to connect with local students and teachers. School counselors asserted that after observing refugee students, local students also started to reveal same behavioral patterns. The previous studies about refugee adaptation process also

indicate that local students at refugee- receiving schools started to demonstrate violent behaviors more, break the school rules and communicate through using violence (Center for Middle Eastern Strategic Studies, 2015; Mercan Uzun & Bütün, 2016; Şeker & Sirkeci, 2015).

Academic problems of local students are in accordance with the literature. When Syrian refugees started to come Turkey, they did not develop any special curriculum for refugee children and they were distributed to Turkish school without considering their educational background and language competency. As a result of this process, local teachers started to take care of refugee students in their classrooms and may ignore local students. The similar educational studies at refugee- receiving schools demonstrate the decrease in academic success of local students (Borman, 2014; İstanbul Bilgi University Child Studies Unit, 2015; Sakız, 2016).

School counselors stated that local students do not have an idea about refugee students' life, culture and what they been through. Therefore, they suggested activities focusing on cultural recognition and understanding in order to include local students into adaptation process. Even there are many studies about refugee adaptation; position of locals in adaptation process of refugees is under investigated. Only Ereş (2016) stated that teachers also addressed the local students' needs. However, she did not explain the needs of local students at the rest of her research.

Since the refugee crises are mostly about the people who live in the countries that receiving the refugees, consideration of the needs of local people in addition to refugees would help the adaptation process. When local population is ignored, local people may think that all the resources are transferred to the people who came to their country and refugees took their jobs and attend the schools with them. As a result, communities may develop negative thoughts towards the refugees. Thus, this might interfere with the adaptation process. In

addition, transferring most of the sources and financial aids to refugee children and families caused to creates prejudices towards them. Specifying the needs of the communities along with the refugees may make the process easier.

Also, school counselors mentioned the familial problems that local families have after the number of Syrian refugees increased. Since most of the Syrian people came to Turkey without their husbands who need to stay in Syria for working or lose their lives on their way to Turkey, Syrian women need to take care of their children. Most of the Syrian women couldn't get an education in their country because of the traditional issues. Thus, Syrian women who came to Turkey do not have a proper education and also cannot speak the Turkish language. Thus, Syrian women may get marry with Turkish men and/ or can be a second wife to get a shelter, food and meet the physiological needs of their own and also their children. As a consequence, second- wife issues are increasing at the certain parts of the Turkey which may trigger the prejudices towards Syrian refugees.

#### **5.4.Discussion of the School Counselors' Findings**

Language barrier problem was mentioned by 14 out of 15 school counselors. Except one-school counselors who knows Arabic, 14 school counselors have difficulties to communicate with refugee students and families. This problem also indicated in many research about refugee adaptation process into schools in Turkey (Borman, 2014; Ereş, 2016; İstanbul Bilgi University Child Studies Unit, 2015; Sakız, 2016). Actually, this language barrier is one of the sources refugee students' problems such as behavioral, psycho- social, personal adjustment and socio- cultural problems like domino effect. Since school counselors cannot learn the real needs of the refugee students and families, they cannot make proper intervention to meet refugees' needs. Therefore, problems of refugee children start to increase and extent, so does school counselors' and local students' problems.



Problems about school facilities, trainings and the ambiguity about the adaptation process stem from the inconsistent policy applications in Turkey. Since refugee students were distributed into Turkish schools without considering the facilities of the schools, counseling services and rooms were transformed into a classroom. Other studies conducted at schools in Turkey show the same results and indicates insufficient number and size of the classrooms in refugee- receiving schools (Borman, 2014; Mercan Uzun & Bütün, 2016; Sakız, 2016). School counselors asserted that trainings are the eye- opener for them about the refugee issue (Rousseau et al., 2005). However, these trainings are not sufficient in terms their quality in order to work with refugee children.

In addition, school counselors may not know if they have a refugee student in their school until they encounter with him/ her in the school. They are not informed about refugees in their schools. Since governmental policy about refugee education changes rapidly, even administrative may not know how many refugee student they have in their schools. This situation creates a barrier for both teachers and school counselors to make necessary arrangements to respond to requirements of new conditions. These results are the reflection of ambiguity about the refugee policy into schools and classrooms.

Thirteen participants have just started their professional life as a school counselors and their year of experience ranges mostly from one to seven. These participants were at their adaptation process to professional life. Motivational needs arise out of the school counselors who just started to work as a school counselor. If they feel more component about their profession, their motivation may increase.

Beside the motivation issue, there are differences about the subjects that school counselors mentioned during the interview. While non- experienced school

counselors mentioned that they need more in- service trainings for themselves to make the adaptation process easier, experienced school counselors focused more on the extrinsic factors such as refugee students and families. It was an interesting fact that none of the experienced school counselors stated that they need trainings as well. However, they discussed that they do not have any knowledge about trauma and/ or migration situations. Therefore, experienced school counselors just did not want to accept the fact that even they worked for years, they still need to be researchers and keep updated with the changing needs of the school and students. It can be said that being experienced school counselors is an advantage but also a disadvantage at the same time.

It is interesting that only six school counselors stated that they need a cultural recognition of Syrian refugees since they do not know about their life. Also, nine participants indicated that they need a long- term training from domain experts to work with refugee students. These trainings may help them to increase school counselors' motivation as well. Other six school counselors asserted that trainings should be short and not time consuming. In addition, they asserted that they could work with traumatized children when language barrier issue is solved, even if they do not have any special training about this issue.

Furthermore, all of the school counselors suggested use a translator or an interpreter or preparation classes for refugee students to teach Turkish to overcome language barrier. On the other hand, none of the school counselors thinks about learning some Arabic words to contact with refugee students and families to create a safe environment for them. Their only suggestion was to teach refugee children and families Turkish or use of translator.

Under the sub- theme of facilitative factors of the school counselors, socio-cultural factors and the motivation was mentioned. However, in- service trainings can be considered as a facilitative factor as well. Since in- service

trainings help school counselors to overcome their prejudices, informed about migration, trauma and human rights, those trainings help school counselors to ease the adaptation process of refugee students into the schools. Even if most counselors did not focus on this issue, in- service trainings that the school counselors have already attend can be taken into consideration.

This was the first study conducted about the school counselors' needs and problems working with refugee students in Turkey. Since school counselors are the key people to understand the nature of the schools, their perspectives, needs and suggestions may give light for moving to new stages in the case of adaptation.

### **5.5.Limitations of the Study**

The current study had some limitations in relation to its design and application. The first limitation of the study base on the nature of qualitative research. Since few participants were interviewed for the data collection process, results cannot be generalized to larger populations.

In addition, using interviews as a qualitative data collection method includes the interviewer effect threat by its nature. Data collection process is linked to the communication skills of the interviewer. Correspondingly, data collector bias may influence the internal validity of the research. In order to handle with this limitation, semi- structured interview questions were standardized by conferring on domain experts.

Furthermore, another limitation results from the lack of contact between the researcher and the participants. Participants had some concerns about privacy issue even though they informed about the nature of the research and their rights. The participants may have hesitations to talk about the refugee issue that is one of the sensitive and political problem in Turkey.

In addition, all of the school counselors were working at the economically disadvantaged schools. Since the economically disadvantaged districts receive the refugees most in Turkey, refugee students go to the schools in those neighbourhood. Thus, school counselors' experiences who are working at economically advantaged districts cannot be explored.

Additionally, having an interview with just school counselors created a limitation in this study. Since the local and the refugee students' needs and problems were examined from school counselors' perspective, the phenomenon cannot be explored by using first- hand information.

### **5.6.Suggestions and Implications for Further Research**

Refugee adaptation is not a new topic to discover in the field of education. There are numerous worldwide studies about refugee needs and problems during adaptation process (AFAD, 2013; Center for Middle Eastern Strategic Studies, 2015; Culbertson & Constant, 2015; Dryden- Peterson, 2011; İstanbul Bilgi University Child Studies Unit, 2015; Mülteciler ve Sığınmacılarla Yardımlaşma Dayanışma ve Destekleme Derneği, 2017). Although, adaptation process requires ecological perspective, including all stakeholders, examination of the local people's needs and problems stay restricted both number and scope. There is an urgent need to analyze the local people's needs and giving them voice, consider them during the adaptation process of refugee people.

Furthermore, the data should be collected from local and refugee students and their families in order to have knowledge from the first- person. This might enable to present whole picture of adaptation process from the diverse populations' perspectives, which provides more in- depth and wide- ranging information about the process.

## **5.7.Suggestions and Implications for Practice**

This part would be represented considering two components; governmental agencies and school counselors. At first, suggestions and implications for governmental agencies such as Ministry of National Education, Council of Higher Education and Ministry of Interior Directorate General of Migration Management will be mentioned. After, suggestions and implications for school counselors' practice will be explained.

Whole- school programs for school should be developed for the adaptation process of refugees. As it is indicated, it is not a one- sided phenomenon and adaptation process is not just about refugee children and families. Thus, the program, which contains every school component such as teachers, administration, school counselors, local and refugee children and families, should be organized.

In addition to formal education, alternative educational programs can be run by NGOs or related governmental institutions. Recreational arts and sports, tutoring programs may help children who missed some periods of school to adapt new curriculum and school environment. Especially extracurricular activities suggested by school counselors may help local and refugee students to get to know each other and meet the needs of sense of belonging and being heard by local people of refugee children. Arabic speaking school counselors should be assigned for every refugee- receiving schools in order to overcome the language barrier.

Local teachers, students and families are in need to know more about refugee people, for example their culture and way of living. Therefore, the program, which would be developed for the schools during adaptation process, should be a form of peace education, which includes components of multicultural education, human rights and conflict resolution. As it is stated in literature

review, Harris (2002) proposed ten goals of peace education. Addressing fears, understanding violent behaviors, developing intercultural understanding, teaching peace as a process, promoting social justice, stimulating respect and ending violence are the vital points for adaptation of refugee students and creating a peace education program. Therefore, peace education programs developed for refugee- receiving schools can help and ease the adaptation process.

Results of the study shows that in- service trainings for school counselors are inadequate and non-professional. Thus, adequate in- service trainings with domain experts from universities with regard to school counselors' needs should be organized. These trainings should be long- lasting and time- varying according to school counselors' changing needs.

Since refugees spread all over the country and working with refugee students and families is not an exceptional situation, courses about immigration, trauma, war, and trauma- effected children and multicultural education should be arranged at the Faculty of Education of the universities in Turkey. Thereby, teachers and school counselors can be informed how they should behave towards refugee students and families and which agencies they can apply when they have bureaucratic difficulties with refugees. Access to education does not mean and guarantee protection. Quality of education and educational environment ensures protection and creates feeling of safety in children.

Since the needs of students, teachers and families can vary and change rapidly; counselors should be in contact with the school components and fulfill these changing needs. Correspondingly, school counselors may create programs, meetings and activities according to the needs of the school components. Working with traumatized refugee children in crowded schools of Turkey is certainly a tough process for school counselors. Bachelors' degree courses and in- service trainings addressing psycho- social needs of the students might be

inadequate to serve for this population. However, school counselors should be researchers and they need to investigate new solutions in order to meet the specific needs of their school. The development and implementation of comprehensive school counseling programs requires the leadership, research and collaboration skills of highly component school counselors to benefit all students.

Furthermore, school counselors need to follow the signs of PTSD for refugee children. Since they may have PTSD and/ or secondary trauma, school counselors should know and follow the signs in order to appropriate referral of refugee students.

School counselors' role of advocacy rise to prominence for refugee students and their families. Since refugee people may have disadvantaged positions in their new environments, school counselors should inform them about their rights to put barrier away for their education.

In addition, school counselors should adopt ecological approach for the adaptation process of refugees. They should include local students for the adaptation programs in the school. In addition, contact meetings should be arranged for families and teachers to hear their needs and to inform them about the process and invite to participate in the process.

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## APPENDICES

### A.ORIGINAL RESEARCH PROTOCOL TURKISH

#### Görüşme Protokolü

*Değerli katılımcı, ben Dilara Özel. Orta Doğu Teknik Üniversitesi'nde araştırma görevlisi olarak çalışıyorum. Bu çalışmayı yüksek lisans tezim kapsamında Prof. Dr. Özgür Erdur- Baker ile yürütmekteyiz. Bu çalışma sonunda, mültecilerin mevcut olarak yoğunlukta olduğu okullardaki psikolojik danışmanların ihtiyaçlarını saptamayı hedeflemekteyiz. Bu çalışmanın, ileride yapılacak çalışmalara yön vermesini amaçlıyoruz.*

*Bu görüşme altı bölümden oluşmaktadır. Bu bölümlerde sizin okulunuzda yaşadığınız durumlara, yeterliliklerinize, ihtiyaçlarınıza ve önerilerinize odaklanılacaktır. Görüşmemiz yaklaşık 45 dakika sürecektir. Görüşmenin çözümlemesinin daha güvenilir yapılabilmesi için ses kaydı alınacaktır. Görüşme sürecinde verdiğiniz bilgiler kesinlikle üçüncü kişilerle paylaşılmayacaktır. Bu bilgiler, sadece bilimsel amaçlı, kimliğiniz ifşa edilmeden kullanılacaktır. Ses kaydı almamda bir sakınca var mı? Teşekkürler.*

#### 1. Bölüm: Demografik Bilgiler

- Yaşınız..... Cinsiyetiniz.....
- Eğitim durumunuz? Lisans Yüksek Lisans Doktora
- Kaç yıldır okul psikolojik danışmanı olarak çalışıyorsunuz?.....
- Kaç yıldır bulunduğunuz okulda çalışıyorsunuz? .....
- Okulunuzun bulunduğu bölge nedir? İl ..... İlçe ..... Köy/  
Kasaba .....

- Meslek hayatınız boyunca hangi il ve okullarda çalıştınız?.....
- Okulunuzda kaç öğrenci var?.....
- Okulunuzda kaç tane mülteci/ göçmen statüsünde öğrenciniz var?.....
- Okulunuzda kaç psikolojik danışman görev yapıyor?.....
- Mültecilerin sınıflara dağılım durumu nedir? Okul yönetiminin dağılım için belirli stratejisi var mı?
- Mülteci/ mültecilerin uyumu ile ilgili herhangi bir eğitim aldınız mı? Lisans düzeyinde alınan eğitimler- Hizmet içi eğitim- Bireysel olarak alınan eğitimler-

Evet ise; eğitim hangi kurumlardan alındı, eğitimin içeriği nasıldı, genel olarak değinilen konular nelerdi, sizce yararlı oldu mu?

## **2. Bölüm: Durum Tespiti**

- 1- Bir okul psikolojik danışmanı olarak okuldaki rolünüzü nasıl tanımlarsınız? En sık yaptığınız işler nelerdir? (okul yönetimi, öğrencilerin, ailelerin, diğer öğretmenlerin beklentileri)
- 2- Okul psikolojik danışmanı olarak okulunuzda sıklıkla karşılaştığınız, tekrar eden durumlar/sorunlar nelerdir? Açıklar mısınız?
- 3- Sizce bu tür olayların görülme nedeni nedir? Hangi faktörler bu durumu tetikliyor?
- 4- Bu olaylara yönelik uyguladığınız rehberlik çalışmaları nelerdir?

## **Sorunlar ve ihtiyaçlar**

### **3. Bölüm: Mültecilerin Sorun ve İhtiyaçları**

- 5- Okulunuzdaki mülteci/göçmen öğrencilerin durumlarından söz edebilir misiniz? Okulunuzdaki yerel ve mülteci öğrencilerin profili nedir? (hangi yaş grubu, kız/ erkek dağılımı)

Okulunuza mülteci öğrenciler geldiğinden bu yana neler değişti? Rehberlik servisinizin hizmetlerinde farklılaşma oldu mu? – öğrencilerden, ailelerden, yönetimden, diğer öğretmenlerden, ya da çevreden gelen sorunlarda değişiklikler-

- 6- Okulunuzdaki mülteci/göçmen öğrencilerin en sık dile getirdikleri/yardım istedikleri sorunlar nelerdir?
- 7- Uyum sağlama süreçlerinde neler yaşanıyor? Mülteci öğrencilerin uyum sürecinde yaşadığı sorunlar nelerdir?
- 8- Sizce mülteci öğrencilerin temel psikososyal ihtiyaçları nelerdir?
- 9- (Eğer henüz söz edilmediyse..) Okulunuzdaki mülteci/göçmen öğrencilerin yerel öğrencilerle ilişkileri nasıl?

#### **4. Bölüm: Yerel öğrencilerin Sorun ve İhtiyaçları**

- 10- Yerel öğrenciler göçmen öğrencilerin gelmesinden etkilendiler mi? Nasıl?
- 11- Yerel öğrenciler göçmen öğrencilerin sorun ve ihtiyaçlarında farklılaşmalar oldu mu?

Mülteci ve yerel öğrencilerin bu sorun ve ihtiyaçlarına yönelik rehberlik servisi olarak neler yapıyorsunuz? (Mülteci statüsündeki öğrencilere yönelik çalışmalar, yerel öğrencilere yönelik çalışmalar, ailelere yönelik çalışmalar, bu grupların uyumu için yapılan ortak çalışmalar)

- 12- Okulunuzda sizin dışınızda adaptasyon süreciyle ilgili çalışmalar yapılıyor mu (farklı bakanlıklar ve sivil toplum kuruluşları aracılığıyla)? (Mülteci öğrencilere yönelik ne gibi çalışmalar yürütülüyor? Yerel öğrencilerle ne gibi çalışmalar yürütülüyor?)
- 13- Yaptığınız /yapılan çalışmalarda aksayan yönler var mı? Varsa nelerdir? Açıklar mısınız?

## **5. Bölüm: Psikolojik Danışmanların Sorun ve İhtiyaçları**

- 14- Bu süreçte siz psikolojik danışman olarak neler yaşıyorsunuz? Ne gibi sorunlarınız var? İhtiyaçlarınız nelerdir?
- 15- (Eğer söz etmezse..) Kendinizi bu popülasyonla çalışmak için yeterli donanımlı görüyor musunuz?
- 16- Daha yeterli hissetmeniz/ daha kaliteli hizmet sunabilmeniz için nelere ihtiyacınız var? Hangi konularda bilgi almaya ihtiyacınız olduğunu düşünüyorsunuz?

## **6. Bölüm: Öneriler**

- 17- Sizin okulunuz gibi mülteci kabul eden okullarda uyum sürecini ve süreçteki öğrencilerin psikososyal ihtiyaçlarını gidermek için nasıl bir yol izlenmeli?
- 18- Mülteci gerçeği, karşılaştığınız sorunlar ve uygulamadaki yeterliliklerinizi düşünerek neler önermek istersiniz? (MEB'e, Lisans eğitim programlarına ve Okullara)
- 19- Bu konuda ne tür bir eğitim almanın okul psikolojik danışmanı olarak size yardımcı olacağını düşünüyor musunuz? (içeriğinde neler olmalı, kimler tarafından verilmeli, eğitimin süresi ne olmalı vb.

## **B. ENGLISH TRANSLATION OF THE INTERVIEW PROTOCOL**

### **Interview Protocol**

*Dear participant, I am Dilara Özel. I am working at Middle East Technical University as a research assistant. We are carrying out this study with Prof. Dr. Özgür Erdur- Baker within the scope of my master thesis. It is aimed to identify the needs of refugee- receiving schools at the end of this study. We intend this study to pave the way for future studies.*

*This interview protocol consists of six parts. These sections will focus on situations, competencies, needs and suggestions regarding your experiences in refugee- receiving schools. The interview will last approximately 45 minutes. The interview will be recorded in order to analyze the data authentically. The information you give during the interview is completely confidential and it will not be shared with third parties. This information will be used only for scientific purposes without disclosing your identity. Is there any problem about recording the interview? Thank you.*

#### **Part I: Demographic information:**

- Age..... Gender.....
- Education Level? Bachelor    Master                  Doctorate
- How many years have you been working as a school counselor?.....
- How many years have you been working in this school as a school counselor? .....



- How do you define your school district? City.....  
County..... Village/town.....
- In which cities and schools have you worked during your professional life?.....
- How many students are there in your school?.....
- How many refugee/ asylum- seeker students are there in your school?.....
- How many school counselors are there in your school?.....
- What is the distribution of refugee students to classes? Does the school management have a specific strategy for this distribution?
- Did you get any training on refugees and/ or refugee adaptation?  
Trainings at a bachelor level- In- service trainings- Training that you take individually-If yes; from which institutions did you get the training, how was the content of training, what were the topics that were mentioned in general, was it helpful for you?

## **Part II: Evaluation of the Current Situation**

- 1- How do you define your role in school as a school counselor? What are the things you do most often?  
  
(Expectations of school administration, students, families, other teachers)
- 2- What are the recurrent situations / problems that you frequently encounter in your school as a school counselor? Could you explain them?
- 3- What is the reason for the occurrence of such events from your point of view? Which factors trigger this situation?
- 4- Which counseling services do you implement for these events?

## **Problems and Needs**

### **Part III: Refugees**

- 5- Could you tell me about the situation of refugee / immigrant students in your school? What is the profile of local and refugee students at your school? (which age group, female / male distribution)

What has changed since refugee students arrived at your school? Is there any variation in the counseling services that you provide? – Any changes in the problems of students, families, school management, and other teachers.

- 6- What are the most common problems that refugee / immigrant students often mention and/ or ask for help in your school?
- 7- What is happening in the process of adaptation at your school? What are the problems that refugee students experience during the integration-adaptation process?
- 8- What are the primary psychosocial needs of refugee students?
- 9- (if not mentioned yet) How are the refugee / immigrant students' social relationship with local students?

### **Part IV: Local Students**

- 10- How are local students influenced by the arrival of immigrant students?
- 11- Is there any differences between local and refugee students' needs and problems?

What do you do as a school counselor to address the needs and problems of local and refugee students? (Counseling services for refugee students, local students, families and the adaptation process of local and refugee students)

- 12- Except your counseling services, does your school involve in any other activities or services regarding adaptation process of refugee children (through different ministries and non-governmental organizations)? (What kind of work is being carried out for refugee students? What kind of work is being carried out for local students?)
- 13- Are there any obstacles in your work with refugee students? If yes, what are they and could you explain them?

### **Part V: School Counselors**

- 14- What do you experience in this process as a school counselor? What are the problems that you experience? What are your needs during adaptation process?
- 15- (If not mentioned yet) do you consider yourself competent enough to work with refugee students?
- 16- What do you need to be able to offer more qualified / better quality service? What do you think you need to know about?

### **Part VI: Suggestions**

- 17- What should be done to facilitate adaptation process and meet psycho-social needs of local and refugee students during the adaptation process?
- 18- What are your suggestions by considering the reality of refugee issue, the problems you face and your qualifications/competencies in practice? (To MoNE, undergraduate programs and schools)
- 19- What kind of education and/ or training do you think will help you as a school counselor? (What should be in the content, who should be the instructor/trainer, what should be the duration of the education/ training, etc.).

## C.İNSAN ARAŞTIRMALARI ETİK KURUL İZİN FORMU

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



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10 EKİM 2017

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgili: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Özgür ERDUR BAKER ;

Danışmanlığını yaptığınız yüksek lisans öğrencisi Dilara ÖZEL "Okul Psikolojik Danışmanlarının Mülteci Adaptasyonu Sürecinde Yaşadığı Sorunların Barış Eğitimi Perspektifinden İncelenmesi: Bir İhtiyaç Analizi Çalışması" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2017-EGT-161** protokol numarası ile **15.10.2017 – 30.12.2018** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ayhan SOL

Üye

**BULUNAMADI**

Doç. Dr. Yaşar KONDAKÇI

Üye

Yrd. Doç. Dr. Pınar KAYGAN

Üye

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

Doç. Dr. Zana ÇITAK

Üye

Yrd. Doç. Dr. Emre SELÇUK

Üye

## D.TURKISH SUMMARY/ TÜRKCİ ÖZET

## Giriş

Heidelberg Uluslararası Çatışma Araştırmaları Enstitüsü (HIICR) 2016 yılında Irak'ta İslam Devleti'ne karşı olan çatışma, Nijerya'da Boko Haram, Mali'deki iktidarsızlaşma, Ukrayna'daki çatışmalar ve Libya'daki Sivil Savaş dahil olmak üzere dünya üzerinde toplam 402 çatışma durumu gözlemlemiştir (Global Conflict Panorama, 2017). Bu çatışmaların içinde 226 tanesi şiddet içeren çatışmalar olmakla birlikte 176 tanesi şiddet içermeyen çatışmaları içermektedir (İran, Yunanistan, Hindistan ve Uganda'daki sivil başkaldırıları gibi). 2015 yılında dünya çığında 65.3 milyon insan zorla evlerinden ya da anavatanlarından ayrılmak zorunda kaldı (Figures at a Glance, 2015). Bunların 21.3 milyonu mülteci statüsünü almış ve 3.9 milyonu ise Türkiye'ye yerleşmiştir (ECHO, 2018).

Dünya üzerindeki çatışma ve mülteci sayılarından anlaşılabileceği gibi, Türkiye dahil olmak üzere tüm dünya mülteci krizi ile başa çıkmaya çalışmaktadır. Alan yazınında mülteciler, mültecilerin göç ettikleri bölgeye yerleşmesi ve yeni girdikleri çevreye uyumları konusunda birçok kaynak bulunmaktadır (Acosta, Larsen & Grieco, 2014; Beiser, 2009; Birman & Tran, 2015; Brown, 2015; Dryden-Peterson, 2015; Glick & Bates, 2010; Tienda ve Hawkins, 2011). Bu çalışmalar temel olarak mültecilerin uyum süreçlerine odaklanmaktadır. Fakat bu uyum ve adaptasyon süreçleri iki taraflı olarak mülteci ve yerel halk da dahil edilerek incelenmelidir. Ev sahipliği yapan ülkelerin, özellikle çok fazla sayıda mülteci alan ve uyum sürecinden geçen ülkelerde yaşayan bireylerin günlük rutinleri değişmekte ve bu ülkeler sınırlı

kaynaklarını mültecilerle paylaşmak durumunda kalmaktadır. Yerel halkın ortaya çıkan ihtiyaçları ve sorunları karşılanmadan uyum süreci başarılı olamaz. Yerel halk ve mülteciler arasındaki toplumsal çatışmalar iş imkanları, yerleşme ve eğitimdeki kısıtlı kaynakların paylaşılması gerekliliğine ek olarak genellikle önyargılar, farklı yaşam tarzları ve dünya görüşleri nedeniyle ortaya çıkmaktadır.

Savaş ve çatışma durumları kuşkusuz her insanın hayatını etkilemektedir. Barbara (2006) çocukların savaş ve çatışma durumlarından iki temel nedenden dolayı etkilendiklerini savunmaktadır. Öncelikle çocuklar, fiziksel ve duygusal ihtiyaçları dahil olmak üzere temel ihtiyaçlar için birincil bakımlarını veren bireylere ihtiyaç duyarlar. Yetişkinler savaş ve çatışma durumlarında kendi ihtiyaçlarını karşılayamadığından ve korku ve stres halinde olduklarından kendi ihtiyaçlarını karşılayamazlar. Bu nedenle, bakıma ihtiyaç duyan çocukların ihtiyaçlarını da karşılayamaz duruma gelirler. Buna ek olarak, savaş ve çatışma durumları çocukların hayat çizgisini yetişkinlerden daha çok etkilemektedir. Çocuklar eğitimlerine mülteci kamplarında başlayabilir ve kendi anadilleri, kültürleri ve çevreleri hakkında bilgi edinmeden yeni bir ortama uyum sağlamaya çalışmaya başlayabilirler. Bu nedenle, çocukların gerekli psikolojik yardımı almadan uyum sağlamaları oldukça zordur (Barbara, 2006).

Çocuklar fiziksel ihtiyaçlarının yanı sıra bağlanma, aidiyet ve güvende hissetme ihtiyaçları için ailelerine, özellikle birincil bakım veren kişilere ihtiyaç duyarlar. Bu nedenle, yetişkinleri etkileyen stres kaynakları dolaylı olarak çocuklar üzerinde de etkili olmaktadır. Ekonomik krizler, göç ve insan haklarının kısıtlanması gibi durumlar çocukları risk altına alabilir (Çırakoğlu, 2017).

Gardner (1995) yeni ulaşılan ülkelere uyumun sağlanabilmesi için kültürel yeterliliğin geliştirilmesi gerektiğini savunmaktadır. Okullar, bu uyum

sürecinde çocuklar için anahtar noktadadır. Peterson, Meehan, Ali ve Durrant (2017) eğitim ve öğretim sürecinin mülteci çocukların uyum ve kültürlenme süreçlerinde önemli bir yeri olduğunu savunmaktadır. Okullar, çocukların sadece okuma ve yazma öğrendikleri bir yer değildir. Okullar toplumun kültürünü devam ettirmesine yardımcı olur ve aynı zamanda kültürel çerçevede sosyalleşmeyi sağlar. Bu nedenle, okullar toplum içindeki sosyalleşme temsilcileri olarak değerlendirilebilir (Saldana, 2013). Mülteci sorunları açısından okullar, mültecilerin tanımaya başladıkları kültürü öğrenme ve bu kültüre uyum sağlamalarında önemli bir göreve sahiptir. Bu nedenle, çocuklarını okula gönderebilecek maddi güce sahip aileler çocuklarının yeni ulaştıkları ülkede sağlıklı bir yaşam sürdürebilmek için bu ülkenin dilini ve kültürünü öğrenmelerini ummaktadır. Buna ek olarak, Peterson ve arkadaşları (2017) kriz durumlarında eğitimin öğrencilerin uyum süreci açısından önemli bir rolü olduğunu savunmaktadır.

Amerikan Okul Psikolojik Danışmanları Derneği (ASCA)'nin yayınladığı Okul Psikolojik Danışmanları için Etik Standartlar kitapçığına göre, okul psikolojik danışmanları okul içerisindeki ilgili tüm paydaşlarla işbirliği yapmakla yükümlüdür. ASCA'nın belirlediği etik kodların çoğu öğrenciler, aileler, öğretmenler, yöneticiler, diğer uzmanlar ve okul çevresindeki diğer kurumlar ile işbirliğini temel almaktadır. Bu nedenle okul psikolojik danışmanları okulun içindeki ve dışındaki tüm paydaşlarından haberdar olmak ve onlarla işbirliği yapmak durumundadır. Bu durum okul psikolojik danışmanlarını okul ve okul çevresinin temel taşı haline getirmektedir.

Bu nedenle okul psikolojik danışmanları, okulların mülteci öğrencilerin uyum sürecine yardım edebilmesi için temel noktadadır. Okul psikolojik danışmanları öğrenciler, aileler, öğretmenler dahil olmak üzere kısaca okulun içinde ve dışındaki tüm paydaşlarından haberdar olduğu için mülteci öğrencilerin uyum süreçlerinde etkili bir şekilde rol oynayabilirler.

Savaş ve çatışma durumlarının ve buna bağlı olarak göç ve uyum süreçlerinin psikolojik etkileri dinamik bir süreçte incelenmelidir. Bu nedenle, bu süreç sadece psikolojik travma ve yılmazlık faktörleriyle değil aynı zamanda bireylerin sosyal ekolojileriyle de bağlantılıdır. Özellikle fiziksel ve duygusal alan, okul ve ebeveynler dışındaki sosyal yapıları içeren sosyal yapılar çocukların uyum süreçlerinde etkilidirler. Bu çalışmada, çocukların uyum süreçlerindeki tepkilerini anlamak için Bronfenbrenner'ın ekolojik modeli temel alınmıştır. Bu model çocukların hayatındaki her durumu inceleyerek çocukların durumunu bütüncül bir açıdan anlamayı sağlamaktadır. Bu nedenle, Bronfenbrenner'ın modeli uyum sürecini çözümlemeye önemli bir yere sahiptir.

Bu çalışma mülteci alan okulların psikososyal ihtiyaç ve sorunlarının profilini çizerek daha etkili psikososyal müdahale modellerinin geliştirilmesine yardımcı olmayı hedeflemektedir. Alanyazında yer alan çalışmaların birçoğunun mülteci sorun ve ihtiyaçlarının doğasını incelemesi ve bu çalışmaların müdahale modellerini kavramsallaştırarak incelemesi, bu çalışmanın ortaya çıkmasında etkili olmuştur. Bu çalışmanın sonuçlarının Türkiye'deki mülteci alan okullar için kapsayıcı müdahale programları geliştirilmesine kaynak olması amaçlanmaktadır.

Bu çalışma aşağıdaki sorulara cevap aramıştır:

1. Mülteci alan okulların okul psikolojik danışmanları açısından temel ihtiyaç ve sorunları nelerdir?
2. Mülteci alan okullarda çalışan okul psikolojik danışmanları, uyum sürecinde neler yaşamaktadır?
3. Okul psikolojik danışmanlarının uyum sürecindeki ihtiyaçları nelerdir?
4. Yerel öğrenciler, okul psikolojik danışmanlarının bakış açısından uyum sürecinde neler yaşamaktadır?



5. Okul psikolojik danışmanlarının bakış açısından yerel öğrencilerin uyum sürecindeki ihtiyaçları nelerdir?
6. Mülteci öğrenciler, okul psikolojik danışmanlarının bakış açısından uyum sürecinde neler yaşamaktadır?
7. Okul psikolojik danışmanlarının bakış açısından mülteci öğrencilerin uyum sürecindeki ihtiyaçları nelerdir?

## **Yöntem**

Bu çalışma, mülteci alan adaptasyon sürecindeki okulların durumunu okul psikolojik danışmanların bakış açısından anlayabilmek ve inceleyebilmek için nitel fenomenolojik bir çalışma olarak planlanmıştır. Çalışmanın amacı, mülteci alan okulların profilini çizerek mülteci ve yerel öğrencilerin sorun ve ihtiyaçlarını da okul psikolojik danışmanlarının bakış açısından anlayarak ortaya çıkarmaktır. Okul psikolojik danışmanlarından yeterli bilgi alabilmek için yarı yapılandırılmış görüşme tekniği kullanılmıştır. Veriler, Türkiye'nin farklı bölgelerindeki mülteci alan okullarda çalışan okul psikolojik danışmanlarıyla yapılan görüşmeler sonucunda toplanmıştır.

Bu çalışmada okul ve okul psikolojik danışmanlarının seçiminde ölçüt örneklem tekniği kullanılmıştır. Bu örneklem tekniği, çalışmacının verileri daha detaylı bir şekilde toplamasına yardım etmiştir. Türkiye'de hemen hemen her şehirde Suriyeli mülteci bulunmaktadır. Fakat, şehirlerdeki mülteci oranı değişim göstermektedir. Bununla birlikte, aynı şehirdeki mülteci oranı bölgeden bölgeye de farklılık göstermektedir. Bu nedenle, Suriyeli mültecilerin yoğunlukta olduğu şehirler İç İşleri Bakanlığı Göç Raporu (2017) göz önünde bulundurularak yedi okul psikolojik danışmanı seçilmiştir (Tablo1).

**Tablo 1***Örneklem Parametreleri*

<i><b>Kriter</b></i>	<i><b>Parametreler</b></i>	<i><b>Veri Kaynağı</b></i>
Şehir	Gaziantep, Hatay, Şanlıurfa, İstanbul, Diyarbakır, İzmir, Mardin	Okul Psikolojik Danışmanları
Okullar	Belirlenen şehirlerdeki en fazla Suriyeli mülteciye sahip olan okullar	

Şehirler, İç İşleri Bakanlığı Göç İdaresi Genel Müdürlüğünün yayınladığı rapora göre seçildikten sonra, en fazla Suriyeli mülteci bulunduran okullar belirlenmiştir. Farklı bölgelerdeki okulların farklı ihtiyaçları olabileceği durumu göz önünde bulundurularak Türkiye'nin farklı bölgelerinden okullar seçilerek okul psikolojik danışmanları ile görüşmeler yapılmıştır. Okul psikolojik danışmanlarıyla, mülteci alan okulların ihtiyaçlarını anlamak amacıyla yarı yapılandırılmış görüşmeler gerçekleştirilmiştir.

İstanbul'dan beş katılımcı, Şanlıurfa'dan iki katılımcı, İzmir'den iki katılımcı, Hatay'dan iki katılımcı, Diyarbakır'dan iki katılımcı, Mardin'den bir katılımcı ve Gaziantep'ten bir katılımcı olmak üzere toplam 15 kişi ile görüşülmüştür. İç İşleri Bakanlığı Göç İdaresi Genel Müdürlüğünün yayınladığı rapora göre İstanbul en fazla Suriyeli mülteciye sahip olan şehir olduğu için (yarım milyon), İstanbul'daki okulların durumunu daha iyi inceleyebilmek için diğer şehirlere kıyasla İstanbul'dan daha fazla katılımcı seçilmiştir.

15 katılımcının 13'ü kadın, diğer ikisi erkektir. Aynı zamanda, 12 katılımcı farklı üniversitelerin Rehberlik ve Psikolojik Danışmanlık bölümlerinden lisans derecesine sahiptir. Sadece üç katılımcı aynı bölümde yüksek lisans derecesine

sahiptir. Katılımcıların yaşları 23 ile 34 yaş arasında değişmektedir. Buna ek olarak, okul psikolojik danışmanlarının deneyim yılı ise iki ile yedi yıl arasında değişmektedir. Tablo 2’de verildiği gibi, katılımcıların çoğu (n=13) yeni mezun olan okul psikolojik danışmanlarıdır ve alanda kısıtlı deneyime sahiptirler.

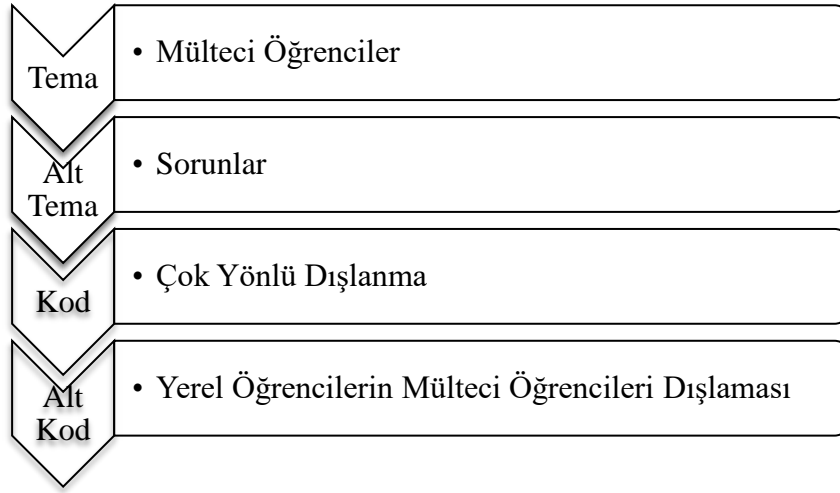
Görüşme soruları altı alana vurgu yapmaktadır: (1) Demografik Bilgiler (2) Okul Psikolojik Danışmanların Mevcut Durumu (3) Mülteci Öğrencilerin İhtiyaç ve Deneyimleri (4) Yerel Öğrencilerin İhtiyaç ve Deneyimleri (5) Okul Psikolojik Danışmanlarının İhtiyaç ve Deneyimleri (6) Uyum Süreci için Öneriler. Görüşme protokolü Ek A’da verilmiştir.

Bu çalışma mülteci alan okulların profilini çizmeyi ve mülteci alan okulların ihtiyaç ve sorunlarını ortaya çıkarmayı amaçladığı için verilerden ortaya çıkan temaları anlayabilmek amacıyla içerik analizi yöntemi kullanılmıştır. Bu süreçte daha önceden oluşturulan hiçbir kod ve tema kullanılmamıştır.

Tüm kod ve temalar bulgular kısmında verilmiş olup, aşağıdaki alıntıda örnek bir kodlama verilmiştir;

Mesela futbol maçı yapıyorlar, genelde Suriyeliler oynamaz. Diğerlerini almazlar, oynatmıyorlar. Onların farklı oynadıklarını söylüyorlar. Nasıl bir farklılık bilemiyorum ancak çocuklar böyle söylüyor. K5

Kodlama örneği aşağıda verilmiştir;



*Figür 1. Örnek Veri Analizi*

Ayrıca bu çalışmada Orta Doğu Teknik Üniversitesi Eğitim Fakültesindeki dört akademisyen tarafından gerçekleştirilen üçgenleştirme yöntemi kullanılmıştır. Transkript edilmiş veriler öncelikle akademisyenlerle paylaşılmıştır. Her akademisyen verileri inceledikten sonra kendi kod ve temalarını çıkartmış, çıkartılan bu kod ve temalar araştırmacının belirlediği kod ve temalar ile karşılaştırılmıştır. Tema, alt- tema, kod ve alt- kodlar hakkında verilen görüş ve öneriler dikkate alınarak veri analizi yapılmıştır. Şeffaflığı sağlamak için katılımcıların verilerinden alınan kısa alıntılar, kod ve temaların açıklamalarında kullanılmıştır.

## **Bulgular**

Türkiye’de mülteci krizi kendini gösterdiğinden bu yana mülteci çalışmaları oldukça popülerleşti ve araştırmacılar ortaya çıkan sorunlara kalıcı çözümler üretmek için çalışmaya başladılar. Bu çalışma, mülteci alan okulların psikososyal ihtiyaç ve sorunlarını analiz etmeyi ve böylece okul temelli etkili psikososyal müdahalelerin geliştirilmesini amaçlamıştır.

Okul psikolojik danışmanlarıyla yapılan görüşmelerin veri analizleri sonucunda araştırmacının amaçlarını kapsayan üç temel tema ortaya çıkmıştır: (1) Mülteci Öğrenciler (2) Yerel Öğrenciler ve (3) Okul Psikolojik Danışmanlarının Bireysel ve Profesyonel Deneyimleri. Her tema, sorunlar, ihtiyaçlar ve kolaylaştırıcı faktörler olmak üzere üç alt temaya sahiptir.

Mülteci öğrencilerin sorunlar alt temasının altında yedi kod bulunmaktadır. Bunlar; çok yönlü dışlanma, bireysel uyum sorunları, ailesel sorunlar, politika sorunları, sosyo- kültürel sorunlar, psiko- sosyal sorunlar ve davranışsal sorunlar. Başlıklardan da anlaşılacağı gibi mülteci öğrencilerin sorunları çok yönlüdür. Diğer taraftan her okul psikolojik danışmanı mülteci öğrencilerin sorunlarının farklılık gösterdiğini savunsa da tek bir temel sorundan bahsetmişlerdir. Bu sorun da dil sorunudur. Tüm okul psikolojik danışmanları, mülteci öğrencilerle iletişim kuramadıklarını belirtmişlerdir. Bu nedenle ortaya çıkan davranışsal, psiko- sosyal, ailevi, sosyo- kültürel, uyum ve dışlanma sorunları ile başa çıkamadıklarını ifade etmişlerdir.

Mülteci öğrenciler teması altında kültürel uyum ve psiko- sosyal ihtiyaçlara yer verilmiştir. Buna bağlı olarak kabul edilme, travma ve kültürü öğrenme ihtiyaçları, veri analizleri sonucunda ortaya çıkmıştır. Kolaylaştırıcı faktörleri içeren alt- tema ise veri analizlerinde ortaya çıkan bir diğer noktadır. Finansal ve kültürel durumlar hem sorunlar hem de kolaylaştırıcı faktör alt- temaları altında bahsedilmiştir. Okul psikolojik danışmanlarıyla yapılan görüşmeler sonucunda cinsiyet, kültür, finansal destek, öğretmen özellikleri gibi sosyo- kültürel faktörlerin hem sorun hem de kolaylaştırıcı faktör olarak değerlendirildiği görülmüştür.

Davranışsal, ailevi ve akademik sorunlar, yerel öğrencilerin sorunlar alt- temasının altında değinilen başlıklardandır. Okul psikolojik danışmanları, mülteci öğrencilerin okula gelmesiyle birlikte okul içerisinde yaşanan

sorunların arttığını belirtmişlerdir. Aynı zamanda, yerel ve mülteci öğrenciler arasında ortaya çıkan çoğu sorunun, dil sorunu ve buna bağlı olarak öğrencilerin iletişim kuramamasından kaynaklandığını belirtmişlerdir. Okul psikolojik danışmanları, yerel öğrencilerin mültecilerin kültürünü ve onların neler yaşadıklarını bilmedikleri için kültürel farkına varma ve farklı kültürdeki bireyleri anlama konularında eğitime ihtiyaçları olduğunu savunmuşlardır.

Okul psikolojik danışmanlarından beklentiler, kaynakların kısıtlı olması, dil sorunu, eğitimlerin yetersizliği ve mültecilerin eğitimi konusundaki karışıklıklar okul psikolojik danışmanlarını içeren temanın sorunlar alt temasında değinilen başlıklardandır. Okul psikolojik danışmanları, yerel ve mülteci öğrencilerin sorunlarında değindikleri gibi, kendi profesyonel yaşantılarında da dil sorununun mülteci öğrenciler ile iletişim kurmada etkili olduğunu söylemişlerdir. Hizmet içi eğitimler, motivasyon ve mülteci öğrencilerin dil öğrenme süreci ise uyum sürecinde okul psikolojik danışmanlarının ihtiyaçları alt teması altında kodlanmıştır.

Yukarıda bahsedildiği gibi yerel öğrenciler, mülteci öğrenciler ve okul psikolojik danışmanlarının sorunları benzerlik göstermektedir. Dil bariyeri sorunu, belirlenen üç temanın kapsayıcı temasıdır. Okul psikolojik danışmanları dil bariyeri sorununun üstesinden gelindiğinde birçok sorunun kendiliğinden çözülebileceğini belirtmişlerdir.

## **Tartışma ve Sonuç**

Okul psikolojik danışmanları, mülteci alan okullarda yaşanan birçok sorunun yerel ve mülteci öğrenciler arasında oluşan dil ve iletişim sorunlarından kaynaklandığını belirtmişlerdir. Yerel ve mülteci öğrenciler iletişim kuramadıkları için, yerel öğrenciler mültecilerin neler yaşadığını bilememekte ve mülteci öğrenciler de yerel öğrencilerin kendilerini nasıl algıladıklarını anlayamamaktadır. Buna ek olarak katılımcılar, öğretmenlerin mülteci

öğrencileri ve aileleri okul dışında gördüklerini, bu nedenle okula gelmeden mülteci öğrenciler hakkında şemalar oluştuğunu belirtmişlerdir. Bu nedenle öğretmenler sınıf içerisindeki mülteci öğrencilere karşı tarafsız davranmamaktadır.

Tüm bunlara ek olarak yerel öğrenciler, hayatlarında önemli bir yere sahip ve davranışlarını etkileyen yetişkinlerin mülteciler hakkındaki düşünce ve fikirlerinden etkilenmektedir. Öncelikle, yerel ailelerin mülteci bireyler hakkında birtakım algıları vardır ve kendi görüş ve fikirlerini çocuklarına yansıtmaktadırlar. Aile, çocuğun gelişimindeki en güçlü sistemdir. Ayrıca öğretmenlerin mülteci öğrenciler hakkındaki düşünceleri, algıları ve davranışları yerel öğrenciler için oldukça etkileyicidir. Öğrenciler, öğretmenlerini rol model olarak gördükleri için öğretmenlerini taklit ederler. Tüm bunlara ek olarak öğrenciler kendi sosyal çevrelerinden, özellikle akran gruplarından oldukça etkilenirler. Mülteci öğrencilere nasıl davranmaları gerektiğini arkadaşlarıyla sosyalleştikleri ortamlarda (park, okul bahçesi gibi) öğrenebilirler. Sonuç olarak yerel öğrenciler, mülteci öğrenciler ile birebir iletişime geçtiklerinde birtakım algılara sahip olabilirler.

Bronfenbrenner (1979)'ın belirttiği gibi, bireyi kendi çevresinden ayırıp, bu gelişen bireyi çevresindeki ilişkilerden soyutlayarak inceleyemeyiz. Bir bireyin gelişimi doğumdan ölüme kadar olan süreci kapsadığı için sadece çocuklar değil aynı zamanda öğretmenler ve aileler de gelişimsel açıdan incelenmelidir. Bu nedenle okullarıdaki mülteci uyum süreci okul psikolojik danışmanlarının bakış açısıyla incelenirken okulların sosyal, ekonomik ve psikolojik çevreleri göz önünde bulundurulmalıdır.

Tüm bunlara bağlı olarak, mülteci uyum süreci, Bronfenbrenner (1979)'ın ekolojik sistem modeli ile incelenmelidir. Öğrencilerin aileleri ve öğretmenleri mikrosistemde incelenebilir. Bu nedenle ailelerin ve öğretmenlerin, öğrencilerin algılarında büyük etkisi olduğu vurgulanabilir. Mezosistem ise

öğrencilerin birincil etkileşimlerinin olduğu sistemlerin birbirleriyle olan iletişimlerini içermektedir. Mezosisteme örnek olarak ailelerin ve öğretmenlerin etkileşimleri verilebilir.

Mülteci uyum sürecinde ise egzosistem şiddet sorunlarını ve öğretmenlerin ve ailelerin akıl sağlığını içermektedir. Makrosistem ise göç yolları (sınırı yürüyerek, uçakla ya da otobüsle geçmek), göç hikayelerini ve savaşın özellerini (süresi, sivillere etkisi gibi) içeren göç ve savaş durumlarını kapsamaktadır. Modelin son sistemi olan kronosistem çatışma durumlarını bir bütün olarak ele almaktadır. Bu sistem, göç sürecindeki her bileşeni teker teker incelemekte ve her sistemin birbiriyle etkileşimini analiz etmektedir. Bu bütüncül yaklaşım, çocukların yaşadığı çevreyi, durumları ve kaynakları ölçme ve değerlendirme sürecini etkili hale getirmektedir. Çeşitli bilgi kaynaklarını kullanmak, uyum sürecinde çocukların ihtiyaçlarını anlamak için bütüncül bir resim çizmede önemlidir.

Bu çalışmanın tasarım ve uygulama konusunda bazı sınırlamaları vardır. Öncelikle bu çalışma, nitel araştırma yöntemlerinin doğasında olan bazı sınırlılıklara sahiptir. Onbeş okul psikolojik danışmanı ile görüşme yapıldığı için sonuçlar geniş popülasyonlar için genellenemez.

Buna ek olarak, nitel veri toplama yöntemi olarak görüşmelerin kullanılması, araştırmacının görüşmeler sırasında katılımcıları etkileme riskini doğurmaktadır. Veri toplama süreci, araştırmacının iletişim becerileri ile bağlantılıdır. Buna bağlı olarak, araştırmacının önyargıları içsel geçerliliği etkileyebilir. Bu durumu azaltmak için yarı yapılandırılmış görüşme soruları alan uzmanları tarafından gözden geçirilmiştir.

Bunlara ek olarak çalışmanın bir diğer kısıtlayıcı etmeni ise araştırmacı ve katılımcılar arasındaki etkileşimin az olmasıdır. Katılımcılar araştırmanın doğası ve hakları konusunda bilgilendirilmiş olsalar da gizlilik konusundaki



şüphelerini dile getirmişlerdir. Mülteci sorunu Türkiye’de hassas ve politik bir sorun olduğu için katılımcılar bu konudaki görüşlerini belirtmekte tereddüt etmiş olabilirler.

Ayrıca, sadece okul psikolojik danışmanlarıyla görüşme yapmak bu çalışmanın temel sınırlılıklarından biridir. Yerel ve mülteci öğrencilerin ihtiyaç ve sorunları okul psikolojik danışmanlarının bakış açısı göz önünde bulundurularak incelendiği için olaylar birincil kaynaktan bilgi alınamadan incelenmiştir.

Mültecilerin uyumu konusu eğitim alanında keşfedilecek yeni bir konu değildir. Dünya çağında mültecilerin uyum sürecindeki sorun ve ihtiyaçlarını içeren birçok çalışma bulunmaktadır (AFAD, 2013; Center for Middle Eastern Strategic Studies, 2015; Culbertson & Constant, 2015; Dryden- Peterson, 2011; İstanbul Bilgi University Child Studies Unit, 2015; Mülteciler ve Sığınmacılarla yardımlaşma Dayanışma ve Destekleme Derneği, 2017). Fakat uyum süreci tüm paydaşları içeren ekolojik bir bakış açısını gerektirirken yerel öğrencilerin ihtiyaç ve sorunlarını inceleyen çalışmalar sınırlıdır. Yerel öğrencilerin ihtiyaçlarını inceleyen, onları da mültecilerin uyum sürecinde değerlendiren çalışmalara ihtiyaç vardır.

Tüm bunlara ek olarak mülteci çalışmalarında veriler, birincil kaynaktan bilgi alınabilmesi için yerel ve mülteci öğrenci ve ailelerden toplanmalıdır. Böylece uyum sürecindeki çeşitli bireylerin bakış açıları bütüncül ve detaylı olarak incelenebilir.

Bu çalışmada öneriler, iki bileşene yönelik olarak yazılmıştır; devlet kuruluşları ve okul psikolojik danışmanları. Öncelikle, Milli Eğitim Bakanlığı, Yüksek Öğretim Kurulu ve İç İşleri Bakanlığı Göç İdaresi Genel Müdürlüğü gibi devlet kurumları için olan öneriler verilecektir. Daha sonra ise okul psikolojik danışmanları için olan öneriler ve doğurgular verilmiştir.

Mültecilerin okullardaki uyum süreci için bütüncül okul programları geliştirilmelidir. Yukarıda bahsedildiği gibi, mültecilerin uyum süreci tek taraflı bir olgu değildir ve uyum süreci yalnızca mülteci çocuklar ve aileler ile sınırlı değildir. Bu nedenle, öğretmenleri, yönetimi, okul psikolojik danışmanlarını, yerel ve mülteci öğrenci ve ailelerini kapsayan programlar oluşturulmalıdır.

Örgün eğitime ek olarak, sivil toplum kuruluşları ve/ veya devlet kurumları tarafından desteklenen alternatif programlar oluşturulmalıdır. Sanat ve spor etkinlikleri ve destek programları okula başlaması gereken dönemde başlayamayan öğrencilerin yeni müfredata ve okul çevresine uyumunu sağlamada etkili olabilir. Özellikle okul psikolojik danışmanları tarafından önerilen ders programı dışındaki etkinlikler yerel ve mülteci öğrencilerin birbirlerini tanımalarında ve mülteci öğrencilerin aidiyet ihtiyaçlarını gidermelerinde etkili olabilir. Arapça konuşabilen okul psikolojik danışmanları dil bariyeri sorununu gidermek için mülteci alan okullara atanabilir.

Yerel öğretmenler, öğrenciler ve aileler mülteci bireylerin kültürü ve yaşam şekilleri gibi konularda bilgilendirmeye ihtiyaç duymaktadır. Bu nedenle, uyum sürecindeki okullar için geliştirilecek program çokkültürlü eğitim, insan hakları ve çatışma çözümü gibi konuları içine alan bir barış eğitimi programı olmalıdır. Harris (2002) barış eğitiminin on temel hedefini sıralamıştır. Bunlar; korkulara odaklanma, şiddet içeren davranışları anlama, kültürlerarası anlayışı geliştirme, barışı bir süreç olarak öğretme, sosyal adaleti teşvik etme, saygıyı kamçılama ve şiddete son verme. Bu nedenle, mülteci alan okullarda uyumu kolaylaştırmak için barış eğitimi programları geliştirilmelidir.

Veri analizi sonuçları okul psikolojik danışmanları için yapılan hizmet içi eğitimlerin yetersiz olduğunu ve profesyonel olmadığını göstermiştir. Bu nedenle, okul psikolojik danışmanlarının ihtiyaçlarına uygun olarak alandaki

uzmanların katılımıyla gerçekleştirilen hizmet içi eğitimler düzenlenmelidir. Bu eğitimler uzun soluklu olmalı ve okul psikolojik danışmanlarının değişen ihtiyaçlarına cevap verebilmelidir.

Mülteciler Türkiye'nin her bölgesine dağılmış olduğu ve mülteci öğrencilerle çalışmak istisnai bir durum olmadığı için Türkiye'deki eğitim fakültelerine göç, travma, travma yaşayan çocuklar ve kültürlerarası eğitim konularında dersler açılmalıdır. Böylece öğretmenler ve psikolojik danışmanlar çalıştıkları okullarda mülteci öğrenci ve aileler ile karşılaştıklarında onlara nasıl davranmaları gerektiği, bürokratik sorun yaşadıklarında nerelere başvurmaları gerektiği konularında bilgi sahibi olabilirler.

Öğrencilerin, öğretmenlerin ve ailelerin ihtiyaçları çok hızlı bir şekilde değişebildiği için okul psikolojik danışmanları okulun tüm bileşenleri ile iletişim halinde olmalı ve bu değişen ihtiyaçlara cevap verebilmelidir. Buna bağlı olarak okul psikolojik danışmanları okul bileşenlerinin ihtiyaçlarına yönelik programlar, toplantılar ve etkinlikler düzenlemelidir. Türkiye'deki kalabalık okullarda travmatize olmuş çocuklar ile çalışmak kuşkusuz ki okul psikolojik danışmanları için zor bir durum yaratmaktadır. Lisans eğitimi boyunca verilen dersler ve hizmet içi eğitimler, travmatize olmuş çocuklar ile çalışma ve onların psiko- sosyal ihtiyaçlarına değinme konularında yetersiz kalmaktadır. Fakat okul psikolojik danışmanları birer araştırmacı olmalı ve okullarındaki özgül sorunlar için yeni çözümler geliştirmelidirler. Kapsayıcı okul danışmanlık programlarının geliştirilmesi ve uygulanması liderlik, araştırma ve iş birliği gerektirmektedir.

Ayrıca, okul psikolojik danışmanları gerekli yönlendirmeleri yapabilmek için mülteci öğrencilerde travma sonrası stres bozukluğu belirtilerini takip etmelidir. Bunlara ek olarak, okul psikolojik danışmanlarının mülteci öğrencilerin ve ailelerin hak savunuculuğunu yapmaları beklenmektedir. Mülteci bireyler yeni çevrelerinde dezavantajlı duruma sahip oldukları için

okul psikolojik danışmanları onları hakları konusunda bilgilendirmeli ve öğrencilerin eğitimleri önünde olan bariyerleri kaldırmalarında yardımcı olmalıdır.

Tüm bunlara ek olarak okul psikolojik danışmanları, mültecilerin uyum sürecinde ekolojik yaklaşımı benimsemelidir. Yerel öğrenciler de mülteci öğrencilerin okula uyum çalışmalarına dahil edilmelidir. Ayrıca, öğretmenler ve ailelerin etkileşim kurabileceği toplantılar düzenlenmeli, ailelerin sorunları dinlenmeli ve onların da uyum sürecine katılımı sağlanmalıdır.

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