

# A Study on Turkish and Syrian Educational Experiences of Syrian Refugee Students and Parents Residing in Turkey

Savaş Karagöz<sup>1</sup>Yalçın Dilekli<sup>2</sup>

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In this study, Turkey and Syria education experiences of Syrian refugee students and parents residing in Turkey were examined. In the research, the data were collected through a qualitative semi-structured interview form, and the interviews were conducted face to face. The interviewees were coded as E1, E2, E3... and K1, K2, K3... and their real names were not used. The data obtained were analysed with the descriptive analysis method and the interview items used in the research were interpreted separately. According to the results of the research, most of the participants regarding the education practices in Turkey stated that they are happy to receive education in Turkey, they thought their time spent in schools is productive and their children are valued in Turkish schools. When their views on their school experiences in Syria are examined, some of the participants stated that school hours are short and there are more out of school learning opportunities. However, most of the participants in the research stated that they are discriminated as Arab or Turkmen in schools, almost all teachers' practice violence and therefore students do not like school. When the school memories in Turkey were examined, half of the participants did not express any opinion, half of the rest stated that they had positive memories, and the other part stated that they were exposed to racial discrimination. Similarly, when their school memories in Syria were examined, very few of the participants expressed positive opinions about school memories, on the other hand nearly half of the participants stated negative opinions about school memories in Syria, such as racism, physical and psychological violence, and traumatic environments. The same participants stated that there is a democratic educational atmosphere in Turkey, guidance service is more effective in education and education is more advanced in terms of technical equipment. Similarly, it was stated that exams are fair in Turkey, they in Syria the situation is verse. When the answers given by the participants to the teacher students relationships in Syria physical violence and intimidation are frequently seen, but the teachers in Turkey are more flexible and sensible. Participants indicated that mixed-sex schooling system was seen positive. It is thought that the findings obtained because of this examination can contribute to the integration of Syrian students and their parents.

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## INTRODUCTION

Migration has a multifaceted structure that deeply affects societies in terms of its results and effects. Migration seriously affects not only the people who migrate, but also the geography they migrate to. As a result of the migration, great adaptation problems are experienced. One of these problems is seen in the field of education. First of all, education plays an important role in terms of social cohesion and integration. Educating immigrant children only supports their individual development but also the integration of their families (Telsaç ve Telsaç, 2022).

The increase in the number of immigrants from year to year in Turkey has brought along integration problems. In order to solve these problems, many institutions of the state produce policies and provide services to facilitate integration. The institutions, the migrant child is handled from different perspectives, both as a human rights issue and as a migration management issue. The problem of immigrants, and in particular the problem of child immigrants, is a subject that can be discussed and discussed in many different dimensions including integration (Şimşek and Kula, 2018).

The differences between the past education experiences of the immigrants and the education systems of the receiving country play an important role in this adaptation process. It is important to examine the past education experiences of Syrian immigrants in terms of accelerating the adaptation process to Turkey. Education practices, training programs and educational institutions have a great role in adoption process of the immigrants further more they accelerate their social participation processes (Kocabaş ve Alpaydın, 2021). According to Baker (2011) education of the immigrants is a tool for facilitating the integration of immigrants into the new country, education can help to minimize racial discrimination and prejudice against immigrants. The need for a stronger partnership with Turkey to develop a long-term education response and resilience plan for Syrian children is also expressed by the international community (Jalbout, 2015). According to Kirişçi (2014), a well-thought-out, discussed, and structured comprehensive training program with a solid legal basis should be developed at an early stage to facilitate integration of refugees into Turkish society.

<sup>1</sup> Aksaray University, savaskaragoz@aksaray.edu.tr, <https://orcid.org/0000-0002-4410-9214>

<sup>2</sup> Aksaray University, yakindiklik@gmail.com, <https://orcid.org/0000-0003-0264-0231>

As Rousseau and Guzder underline, 'schools act as a bridge for refugee children to carry themselves into the future and to connect with society'. In this context, education should not be seen only as a fundamental right. At the same time, as a cohesion policy, it should be seen as a tool in terms of contributing to the social integration of refugee to Turkey (Çakmak, 2019). It is expected that the acculturation tendencies of the immigrants and the education practices for the adaptation policies of the society will be compatible with each other. However, there are sometimes contradictions and problems about adaptation and education (Bourhis, Moïse, Perreault, & Sénécal, 1997). In order to benefit from human resources effectively and efficiently with increasing migration, it is necessary to give more weight to adaptation studies in the education programs of not only schools but also other institutions that provide education for those exposed to migration (Arslan and Ergül, 2022). Considering the fact that migration is the reality of our age, the studies for migrant families is getting important to be understood better. For this purpose, in countries that host a large number of immigrant families and children, education programs should be established in order to intervene and prevent adaptation problems arising from the differences between immigrants' past educational experiences and the educational practices of the country they live in. (Hodes, 2000). While children try to behave according to the cultural values they are exposed to in schools and the behaviors of their peers, it has been observed that older refugees are more inclined to stick to their own culture and keep what they have in their old lives, in other words they are more resistant to integration (Papadopoulos & Hildebard, 1997).

Syrians' the past education experiences and the education experiences in Turkey make important contributions to the process of preparing education programs and education policies that facilitate integration process. For this purpose, Syrian refugees past and present experiences were investigated by the semi-structured interview form. The form included these questions:

1. Describe your school experience in Turkey.
2. Can you tell us about an unforgettable school memory?
3. What would you like to say about the main problems in Turkey in terms of education and integration?
4. Describe your school experience in Syria
5. Tell us about a school memory you have experienced in Syria that you will never forget.
6. Considering the educational experiences in Syria and Turkey, what are your views on the educational goals of both systems?
7. What are your views on the curriculum contents in Syria and Turkey?
8. What are your views on the teaching principles, methods and techniques used in Syria and Turkey?
9. What are your views on assessment and evaluation practices applied in the education system of Syria and Turkey?
10. What are your experiences with teacher-student interaction in Syria and Turkey?

## **METHOD**

### **Research Design**

The research was planned as a phenomenological study. Phenomenology defines "how certain experiences are perceived by certain people and what they mean to that person" (Creswell, 2016). In this context, phenomenology is a research design that aims to reveal the perceptions and experiences of the phenomenon to be investigated based on individuals' own perspectives. In order to reveal participants' experiences about education semi-structured interview form was used. Before data collection, two expert analysed the form in order to ensure the validity and reliability. With the feedback taken from the experts, needed corrections were made and the form was given its final version. In the first part of the interview form, demographic data of the participants such as age, gender, education level, residence duration of living in Turkey, in the second part, there are 10 questions about educational experiences in Syria and Turkey. During the interviews, the answers of the participants were noted. The interviews lasted a minimum of 30 minutes and a maximum of one hour. Before starting the interviews, the participants were informed about the study. Participants participating in the study were informed about confidentiality, it was stated that no questions would be asked about the identity and the information obtained would not be used outside of the research and would not be shared with third parties. While determining the sample in the study, the easily accessible sampling method was preferred. Face-to-face interviews were held with all Syrian participants who agreed to be interviewed. The interviewees were coded as E1, E2, E3... and K1, K2, K3... and real names were not used.

## Study Group

The participant group of the research consists of Syrians in Aksaray, Kayseri, Ankara, Adana, Şanlıurfa provinces. Information about the participants is given in Table 1.

Table1. Demographic Data about the Participant

Number	Participant Code	Gender	Age	Education Level	Resicance duration Turkey
1	K1	Female	32	Universty	10
2	K2	Female	55	Primary School	8
3	E1	Male	50	Universty	8
4	E2	Male	24	Universty	7
5	K3	Female	45	Primary School	10
6	E3	Male	21	Universty	6
7	K4	Female	22	Universty	10
8	E4	Male	33	Universty	5
9	K5	Female	45	High School	6
10	E5	Male	27	High School	5
11	E6	Male	29	High School	6
12	E7	Male	33	Universty	8
13	K6	Female	29	Universty	4
14	E8	Male	22	Universty	6
15	E9	Male	33	Universty	6
16	K7	Female	35	Secondary School	9
17	K8	Female	33	Secondary School	8
18	K9	Female	43	Primary School	9
19	K10	Female	21	Primary School	8
20	K11	Female	40	Primary School	8
21	K12	Female	40	Primary School	9
22	E10	Male	33	MBA	8
23	E11	Male	30	Universty	7
24	E12	Male	32	Universty	9
25	E13	Male	21	Universty	9
26	K13	Female	29	Primary School	9
27	K14	Female	40	Primary School	7
28	K15	Female	44	Primary School	7
29	K16	Female	26	Universty	10
30	K17	Female	43	Primary School	9
31	K18	Female	34	Secondary School	10

Totally 31 refugee took part in the study and 18 of them were female and 13 of them were male. Totally 18 female participated in the research, 4 of them had univerty degree, 11 of them were primary school graduates, 3 of them were secondary school graduates, and 1 are high school graduates. Of the 13 female participating in the research, 9 of them had university degree, 1 of them had MBA degree and 3 of them were high school graduates. The average residence duration of the participants in Turkey is around 8 years ( $\bar{x}= 8.06$ ).

## FINDINGS

### 1. Please describe your school experinces in Turkey.

Opinions of the participants about school experince and the functioning of education in Turkey were taken, and these views are shown in the Table 2 below and these opinions were collected under the theme as positive, negative, unenrooled and non-responders

Table 2 Opinions about school experiences in Turkey

Theme	Positive	Negative	Unenrolled	Non-responders	Total
Frequency	14	3	6	8	31
%	45,16	9,68	19,36	25,80	100
Participants	E2, E3,E8 K7,K8,K9 E10,K12 E11,E12 E13,K13 K14,K16	K5,E6, E7	K1,K2,E1 K3,K10 K11	K4,E5,K6,K10 K11,K15,K17 K18	

When participants' opinions about the educational experiences in Turkey were analysed 14 of them indicated positive ideas, on the other hand 3 of them had negative opinions by indicating long school hours, 6 of them indicated they were not enrolled any school in Turkey and 8 of them did not respond this questions. Some of responds are given below:

**Positive Ideas**

E2: It is good to study in Turkey, we are having productive days.

E8: It is the day I realized my dream

K7: It is very good, for example, the teachers holds meeting at school and they are interested in students' problems. For exampel, I fell down here at school, they immediately bandaged my wound.

K8: They value my children very much at school.

K9: I learned to read and write in Turkey. Reading and writing is very good. I learned the names of the buses, I learned them to use my daily work, it's enough for me.

E12: I only attended Turkish course, now I can speak Turkish and I can communicate.

E13: I did not go to school in Turkey, but my children like school here, it's fine. I wanted to continue studying in Turkey, but due to financial difficulties, I could not continue school. But my wife is studying at open high school. My daughter is in second grade. My daughter did not have any problems, I am very happy with the Turkish neighbors.

K13: I went to school for a meeting. The teacher's attitude was very good. He informed us how we should treat children and how we should support them. I trusted the teacher a lot.

K14: I never went to school in Turkey, but I went to the mosque. I learned Arabic for reading Qur'an there, they were very interested, I was very happy. Besides, I learned Turkish, at the beganing I only knew the letters, but now I can read and write.

**Negative Ideas**

K5: When I started secondary school, I felt lonely in the classroom.

E6: School hours are long and sometimes boring

E7: School hours are long and tiring

**Nonenrolled Ones**

K1: I did not g oto school in Turkey

K10: I have no children going to school, I have never been to school myself. I don't have such experince.

K11: I did not g oto school in Turkey. It's just kids coming and going.

2. Tell us about an unforgattale school memory in Turkey

The views of the participants' on the unfargattable school memory in Turkey is given in Table 3.

Table 3. Participants' opinions on the unfargattable school memory in Turkey

Theme	Positive	Negative	Unenrolled	Non-responders	Total
Frequency	6	7	4	14	31
%	19,35	22,58	12,90	45,16	100
Participants	E2,K4 E7,E8 K13, K14	E6,K7 K8,K9 E10,E11 K16	K1,E1 K10,K11	K2,K3,E3,K5,K6, E4,E5, E12, K15,K17,K18,E11 E12, E13	

When Table 3 is examined, 4 of the participants indicated that they had no school experiences in Turkey, while 6 of them indicated positive ideas, 7 of them indicated negative ideas. Negative ideas were genererally about racial discrimination. The participants who didnt respond the question were totally 14. Some of the views expressed by the participants are shown below:

**Positive Ideas**

- E2: *On school report day and I received a certificate of achievement*
- K4: *My friends in high school surprised me on my birthday.*
- E7: *While I was at university, the teacher gave us a project and my project was selected as the best.*
- K13: *Last year, when my son was at school, the teacher called me and said that his friend pushed my son and he fell down the stairs. His teachers took care of us. I don't forget that day.*

**Negative Ideas**

- E6: *I was just going to school and I was subjected to racist behaviors and beatings because I am Syrian though I am Syrian Turks.*
- K8: *For example, one day I went for school registration and was told that I cannot enroll in school because of my being Syrian. I tried too much to solve the problems.*
- K9: *My children did not go to school here. I had a lot of trouble here for the first time, as we had no money we had to walk all day long.*
- E11: *I was discriminated further more was accused of being bugler, I dont want to speak more*
- E10: *I was working at the same time I was attending university .One day I was late for the lesson only for 5 minutes and my teacher did not let me into the class.*
- K16: *As a psychologist, I don't find it appropriate to ask this question, why should I talk about my trauma and relive those moments?*

**Nonenrolled Ones**

- K1: I did not study in Turkey.

**3. What would you like to say about the main problems in Turkey in terms of education and integration?**

Participants ideas about the main problems in Turkey in terms of education and integration are given in Table 4.

Table 4. Main problems in Turkey in terms of education and integration

Theme	Positive	Negative	Other	Non-responders	Total
Frequency	9	9	1	12	31
%	29,03	29,03	3,22	38,70	100
Participants	K1,E7 E8,E9 K9,K12 K13,K14 K15	K2 E1 E3 K4 K7 K8 E11 E12 E13	K16	K3, K5, K6, K10,K11, K17, K18,E2,E4 E5, E6,E10,	

According to the results 9 of the participants did not experience adaptation problems but 9 of them had problems with language and prejedicce, 1 of them expressed problems about teaching foreign language and 12 papticipants did not express their opinion on this issue. Some of the responses given below:

**Positive Ideas**

- K1: *I did not go to school in Turkey, but since my children are going now. I know that teachers in Turkey received good education and they give education. Because they care a lot about the psychology of the child.*

E9: Since the children were born here, they usually speak Turkish. Of course, this situation also depends on the teacher, if the teacher does not discriminate, the children can continue their education  
 K12: I can't see if the biggest problem is the language problem ...  
 K13: We do not have a problem of integration because my children were born in Turkey and they know Turkish very well....  
 K14: I am learning Turkish here. I didn't know anything when I came here.....  
 K15: I never went to school. But my children are very satisfied with the school, they are very happy...

**Negative Ideas**

K2: School hours is too long. It is very tiring.  
 E1: Life is difficult in Turkey. I had a lot of compatibility issues..  
 E3: I had a lot of language problems. They made fun of me a lot...  
 K4: I had language problem and integration problems.  
 K7: I had social integration problems, people always say why we come to Turkey.  
 K8: We faced with racial discrimination even among the children.  
 E11: It is very difficult to study civil engineering without knowing Turkish. I had very good marks such as difficult courses technical drawing and thermodynamics but I had problems with lessons needing verbal competence in Turkish

**Other**

K16: In my opinion, the education system in Turkey is full of fundamental mistakes, for example, those who have taken English lessons since primary school can't speak it, even the academics cannot. In Syria everyone who graduated from high school knows and speaks English at the C1 level. Moreover, there are French lessons in some of our universities and high schools.

**4. Please describe your school experiences in Syria**

The opinions of the participants about their school experiences in Syria were taken, and these opinions are shown in the Table 5 below under the themes as positive and negative, I did not go to school in Syria, other and undeclared.

Table 5: School experiences in Syria

Theme	Positive	Negative	Unrolled in Syria	Other	Non-responders	Total
Frequency	7	9	1	6	8	31
%	22,58	29,03	3,22	19,35	25,80	100
Participants	K3,E6 E8,K9 E12,K14 K15	K1,K2.E1 E2,E7.K7 K10 E10,K13	K11	E9,K8 K12,E11 E13,K16	E3,E4,E5 K4,K5,K6 K17,K18	

When the opinions of the participants about their school experiences in Syria were examined, 7 of the participants stated that they were positive, 9 of them were negative, and 1 person stated that they never went to school in Syria. 6 people, whose opinions were taken, expressed different opinions in the form of "other" and 8 people did not express their opinions. Some of the views expressed by the participants are shown below.

**Positive Ideas**

K3: Normal, ordinary school days  
 E8: We had many school trips, we went museums.....  
 E6: School hours are a bit short and not boring.....  
 E12: In the first two lessons in high school, we would only attend 2 lessons outside, and in the last two lessons, we would miss school with our friends. We used to run to the Hama Castle for a swim.  
 K15: We used to go to school, they taught us letters. Our day passed like this until we learned numbers.

**Negative Ideas**

K1: When I was studying at high school in Syria, I had a fight with my friend because I was Turkmen. There I realized that Syria is not our country.

E1: It is not easy to enter the university, so I remember the days when I studied hard.

E7: School time is short compared to Turkey, but those days are always full of study and homework.

K13: Almost all teachers used violence. That's why we hated school, we didn't want to go to school at all.

**Other**

E9: I studied there until the 1st and 2nd years of the university. When I went to the 3rd year, the war started and I finished the other classes only by taking the exams, so I graduated and could not get a master's degree.

K8: In Syria, my father picked me up from school, he said, "Because I am old, you will not go to school anymore."

E11: We were rich, but if I didn't like the teacher in the class, I would take private lessons.

E13: My father did not want me to be a football player. He was hiding my t-shirts. ....

K16: I used to go to school at 08:00 in the morning and return at 12:30. We were rich, for example, my family would not send me to public library courses, because I was a girl, and I would take private lessons at home. For us, education is valuable; I got private courses on drawing, music...

**5. Tell us about unforgettable school memory you have experienced in Syria.**

The opinions of the participants about the unforgettable school memory in Syria are shown in the table below.

Table 6. Unforgettable school memory in Syria

Theme	Positive	Negative	Other	Non-responders	Total
Frequency	4	11	1	14	31
%	12,90	35,48	3,22	45,16	100
Participants	E1, E10 K12, K18	K1,K4 E5,E9 K7,K8 K9,K11 E11,K13 K14,	K16	K2,K3,K4 E2,E3,E4 E6,E7,E8 K10, K15 K17,E12 E13	

When participants responses were analysed 4 of them indicated positive ideas, 11 of them indicated negative ideas by expressing racial discrimination in Syria, 1 of them indicated that he didnt attend school in Syria and 14 of them did not respond the question. Some of their responses given below:

**Positive Ideas**

E1: School years were good days, like other children in the World.

E10: Every moment I had a good memory, I can't forget my school friends.

K12: We did not have full awareness because the primary school was drop-out, but in general I was satisfied with the school and teacher.

K18: I don't forget our school trips, actually everything was good and good before the war.

**Negative Ideas**

K1: My teacher said in class, knowing that I am a Turkmen, your grandfathers tore apart Arab countries. I responded to the teacher and he kicked me out of the class. And I was sentenced for a week. I faced with racial discrimination in Syria.

K4: Because I did not memorize the multiplication table, the teacher beat me and I was punished.

E5: I am in the 4th grade, then the teacher told us that there is a parent meeting. I cried a lot that day because my father is dead.

E9: One day when I was at school, a bomb placed on a truck was detonated just ahead of us. I saw it alive and witnessed it, we were all very scared.

K8: I was very upset that I was not allowed to go to school even though I wanted to go to school. I loved reading it.

**Other Ideas**

K16: I dont want to speak, beacuse this increses my sadness. We saw a lot of things that we never remember.

5. *Participants' responses on the educational experiences in Syria and Turkey when both systems on educational goals*

Table 7. Participants' ideas on educational goals of both Turkey and Syria

Theme	Similarities	Differances	Other	Nonresponders	Total
Frequency	10	14	1	6	31
%	32,25	45,16	3,22	19,35	100
Participants	K2,K3 E8,K8 K9,E10 K12,K13 K14,K15	K1,E1,E3 K4,E4,K5 E5,E6,E7 E9,K7,E12 E13,K16	E11	K6,E2 K10,K11 K17,K18	

When participants asked to evaluate both countries educational goals 10 of them indicated similarity but 14 of them indicated differences in respect for educational goals and teachers' attitudes especially they indicated that they always faced racial discrimination in Syria and they indicated that there are more technological teaching materials in Turkey. It is also indicated that people in Syria attended school for their ideals but in Turkey education is only for getting more money. Some of the responses given below:

**Similarities**

*K2: Education is open to all*

*K3: Literacy is the only goal in both countries*

*E10: No systematic difference*

*K12: I can say raising people and preparing society.*

*K13: The objectives of education in both systems are almost the same in Syria and Turkey. Everyone attends schools to have a profession according to their own choice...*

*K14: In both countries, the educational goal is the same, teaching reading and writing.....*

*K15: In both systems, the same subjects, physics, chemistry, biology, are taught the same things...*

**Differances**

*E1: There is discrimination in Syria, it is very rare in Turkey.*

*K4: Language teaching is at the forefront in Syria for example at first grade we start to teach English, French, German and Arabic.*

*E4: Education content teaches racism in Syria.*

*K5: Rural education is neglected in Syria. Education is of the same quality all over Turkey.*

*E5: Syrian system is based on racism, your race is important to be successful*

*E13: There is racism among students in Syria. Your sect defines your job, not your education.*

*K16: In Syria, education is your for ideal but in Turkey it is very different, you have to study here only to earn more money.*

**7. Ideas on content of the courses for both countries is given on Table 8.**

Table 8. Participants' Ideas on content of the courses for both countries

Theme	Similarities	Differances	Nonresponders	Total
Frequency	6	13	12	31
%	19,35	42,0	38,70	100
Participants	K8,K9 K12,K13 K14, K15	K1,K2,E1 E3,K4,K5 E5,E6,E7 E9,K7,E12 K16	K3,E2 E4,E8,E10, E11,K6,K10, E13,K11, K17,K18	

According to the participants' responds 6 of them reported that the same subjects and courses were held at schools as history, math and geography. However, in Syria content are difficult to learn. Furthermore, they indicated that most of the contents were supportive of the Assad's regime ideas and 12 of the participants did not indicate any idea. Some of the participants' responses were given below:

**Similarity**

K8: There was Geography, Quran, Arabic, English, Biology....

K9: History, Geography, mathematics are just like here.....

K12: There were mathematics, history and geography lessons and the content that I can't remember now....

K15: They were all teaching the same things taught here, but we had a choice of languages there, French German, many languages.

**Differences**

K1: They give more importance to reading books in Turkey

K2: Course contents in Turkey are valuable and very rich

E3: Educational content is difficult in Syria, it is easier to learn with methods in Turkey.

K5: Textbooks in Syria are about Assad nationalism. In Turkey, it is about the history of Turkey.

E5: Assad's works mostly in Syria. On the other hand, Turkey is prone to very educational things (in Syria, the works are according to Assad, in Turkey, the educational works)

E9: Since the whole-day education model is implemented in Turkey, children stay in schools more, thus increasing the level of education

K7: Quran lesson, History, Geography, Mathematics, Geometry, English are just like here, but I remember that our English was more hours.

E12: All courses are the same, but foreign language is emphasized in Syria. English and German started from the first grade.

**8. What are your views on the teaching principles, methods and techniques used in Syria and Turkey?**

Participants' ideas on the teaching methods and techniques in Syria and Turkey are shown in Table 9.

Table 9. Participants' ideas on the teaching methods and techniques

Theme	Similarities	Differences	Nonresponders	Total
Frequency	5	9	17	31
%	16,12	29,03	54,84	100
Participants	K9,K12 E12,E13 K16	K1,E3 K4,E5 E6,E8 K7,K8 K13	K2,K3,K5 K6,K7,K11, K14,K15, K17,K18 E1,E2,E4, E7,E9,E10, E11	

Participants stated that there are similarities in terms of teaching principle methods and techniques. On the other hand, 9 participants stated that there are traditional tools such as blackboard and chalk in Syria. Besides, they indicated that free course books are delivered at schools in Turkey. In Syria, teachers mostly exposed their personal ideas in classroom rather than the course content. However, teachers in Turkey depend on the course books with different teaching techniques. The most outstanding difference found in the study is that most of the content strictly depends on the Syrian or Assad regime and doctrines. Some of the responses were given below:

**Similarities**

K9: Lecture techniques, question and answer method

K16: Only the examination system and evaluation score are made.

**Differences**

K1: Blackboard is popular in Syria, but in Turkey there is smart board in classrooms, government gives free books in Turkey

K4: In Syria, the teacher tells from his own point of view. Everyone listens.

E8: The content in Syria designed according to the Assad regime, but it is scientific in Turkey

### 9. Participants' ideas on assessment and evaluation practices applied in the education system of Syria and Turkey

Participants' ideas on the assessment and evaluation practices applied in the Syria and Turkey Education system are shown in Table 10.

Table 10: Participants' ideas on the assessment and evaluation practices

Theme	Similarities	Differences	Nonresponders	Total
Frequency	8	3	20	31
%	25,80	9,67	64,51	100
Participants	E3,E6 E9,K7 K8,E12 E13,K16	K4,E7 E12	K13,E1,E2,K1, K2,K3,E4,E5 E8,K5,K6,K14, K9,K10,K11,K12, K13,K15,K17,K18	

When the opinions of the participants' about the assessment and evaluation practices applied in the Syria and Turkey Education systems were examined, 8 of the participants expressed that the report card and grading systems were similar. However 3 of the participants indicated that the assessment and evaluation system in Syria was not fair and 20 of the participants did not respond to the question. Some of the responses given below:

#### Similarities

E3: There is the same grading

E13: There is central examinations

#### Differences

E7: They are all subjective. The only thing that you know is not what you know

### 10. Teacher-student relationships

Participants' ideas on teacher and student relationship in Turkey and Syria are shown in Table 12.

Table 12. Teacher and student relationship in Turkey and Syria

Theme	Similarities	Differences	Nonresponders	Total
Frequency	3	20	8	31
%	9,67	64,51	25,80	100
Participants	K2 E1 E2	K1,K3,E3 K4,E4,E5 E6,E7,E8, E9,K7,K8, K9,K12,E12 E13,K13 K14,K16 K18	K5,K6,K10, K11,E10,E11, K15,K17	

Participants' responses were divided into 3 themes as similarities, differences and nonresponders for these questions. According to the participants there was mutual respect and love between teachers and students. But 20 of the participants indicated that physical violence and intimidation were widely seen in Syria and 8 of them did not respond to this question. Some of the direct quotations were given below:

#### Similarities

K2: Traditionally, students and teachers show respect for each other.

### *Differance*

*K4: In Syria we are afraid of teachers.*

*E12: All teachers have sticks in primary school in Syria. Physical violence is accepted as teachers' ordinary attitudes.*

### **Results and Discussions**

When the views of Syrian refugees residing in Turkey on the educational practices of both countries are examined, the majority of the participants had positive ideas on Turkish educational system but very few of them had negative ideas because of the long school hours. Participants also indicated that they faced racial discrimination both in Syria that negatively affect them. Besides, they also had upsetting memories related to discrimination in Turkey. Participants indicated language, discrimination as the main integration problem. However, more than half of the participants indicated that they had no integration problem. The main reason of this result may be because of the refugees having different backgrounds. Because some of them had Arabic descent and some had Turkmen. Turkmen ones can speak Turkish. Their other ideas on education system were based on foreign language teaching. It is mostly indicated that foreign language teaching was better than Turkish education system. However, most of the participants found Turk teachers more professional and affectionate. Although, they indicate their facing discrimination, they emphasized on democratic school climate in Turkey. When their ideas about content of the courses are analysed respondents especially mentioned ideology of the existing regime tried to indoctrinate to the students. Besides, they expressed that there were more technological teaching materials in Turkey. They also indicated that the assessment and evaluation systems are more objective in Turkey. As it is seen, there are differences between the respondents because the refugees' social and economical class difference in Syria, namely refugees were coming from different social class. The research was conducted with 31 people in certain provinces. In order to generalize the results, more data should be collected from refugees living in different provinces. The findings of the study indicate that cultural integration should be prepared for facilitating the process. The other important point is that this is nearly the first time that Turkey has face great migration situation. As the refugees would stay long time or not go back Syria, in-service training programmes about how they should behave in multicultural classrooms should be arranged for teachers. Furthermore, new programmes should also be applied for adults for adaptation for minimizing discrimination.

### **Declarations**

#### **Conflict of Interest**

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

#### **Ethics Approval**

The formal ethics approval was granted by the Social and Human Sciences Research and Publication **Ethics Committee of Aksaray University**. We conducted the study in accordance with the Helsinki Declaration in 1975.

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#### **Research and Publication Ethics Statement**

The study was approved by the research team's university ethics committee of the Aksaray University (Approval Number/ID: 04/07/2022. E-34183927-000-00000732631. **Document Verification Code: B69A561F-7565-4473-90C0-0D57496FABC0** Hereby, we as the authors consciously assure that for the manuscript following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

#### **Contribution Rates of Authors to the Article**

The authors provide equal contribution to this work.

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