



Syrian Children in The Turkish Press: Education and Integration

Hasan GURGUR¹ Osman COLAKLIOGLU² Emrah AKKAYA³ Tezcan CAVUSOGLU⁴ Abdullah GENÇ⁵ Hulya CEREN TUTUK⁶ Merve KAYMAZ⁷

ARTICLE INFO

Article History:

Received: 13 Nov. 2020

Received in revised form: 30 Dec. 2020

Accepted: 23 Mar. 2021

DOI: 10.14689/ejer.2021.94.9

Keywords

Migration

Refugees

Syrian children

temporary protection status

integration

ABSTRACT

Purpose: Syrian Children with Temporary Protection Status (SCTPS) may suffer more than others in such protection. In this regard, examining the news can be deemed as effective way to identify the needs in integrating SCTPS into Turkish society. This study aimed to examine which educational opportunities are covered for Syrian children aged 0-18 in Turkish daily newspapers. **Research Methods:** The research was designed as a case study based on document analysis. The online archives of the top five Turkish newspapers were analysed. The inductive analysis revealed three main themes: Educational Activities, Improving Quality of Education and Access to Education. **Findings** Results yielded that the Turkish Republic has made positive efforts to support SCTPS in inclusive education. However, stated in the news that legal regulations and field studies conducted by the Ministry of National Education (MoNE) are not enough to warrant these efforts' systematicity and continuity.

Implications for Research and Practice: It may be advisable for press organs to host more official and unofficial news stories to help create a more positive perception of SCTPS. Such news on the front page would surely draw more attention and be more influential for guiding society. Finally, press organs can evoke a positive perception within the society by explicitly focusing on publishing positive research results.

© 2021 Ani Publishing Ltd. All rights reserved

¹ Anadolu University, Eskisehir, TURKEY, e-mail: hasan.gurgur@gmail.com,

ORCID: 0000-0002-4016-4048

² Anadolu University, Eskisehir, TURKEY, e-mail: osmancolaklioglu@anadolu.edu.tr,

ORCID: 0000-0003-0110-5587

³ Anadolu University, Eskisehir, TURKEY, e-mail: emrah_akkaya@anadolu.edu.tr,

ORCID: 0000-0003-2124-5085

⁴ Anadolu University, Eskisehir, TURKEY, e-mail: tezcancavusoglu@anadolu.edu.tr,

ORCID: 0000-0002-2225-6651

⁵ Anadolu University, Eskisehir, TURKEY, e-mail: abdullah_genc@anadolu.edu.tr,

ORCID: 0000-0003-0648-7983

⁶ Anadolu University, Eskisehir, TURKEY, e-mail: hulyacerenbozkurt@anadolu.edu.tr,

ORCID: 0000-0002-4208-8181

⁷ Anadolu University, Eskisehir, TURKEY, e-mail: merve.kaymaz@outlook.com,

ORCID: 0000-0003-3005-5320

Introduction

The conflicts due to the Arab Spring beginning in March 2011 turned into a civil war in Syria. As the war spread across the entire country, people were forced to leave their homeland. According to the report released by the United Nations Higher Commissioner for Refugees (UNHCR, 2020), there are over 3.6 million Syrian refugees in Turkey, and this number constitutes 63% of all the Syrian refugees throughout the world. The underlying reason for this is said to be the fact that Turkey serves as a bridge between the Middle East and Europe, where standards of economy, social life, and human rights are higher (Elitok & Straubhaar, 2010).

Research reports that Syrian refugees go through a severe adaptation difficulty due to different language, culture, and education system in the countries they have migrated to, and thus, they run the risk of becoming disadvantaged individuals with a potential to be socially excluded and discriminated (Elitok & Straubhaar 2010; Nofal, 2017). In an attempt to prevent such a negative consequence, enabling refugees to participate in social life fully has been the focus of many official institutions and non-governmental organizations since 2011, when migration to Turkey was highest (Aktekin, 2017; Emin, 2016). During this process, 'Temporary Protection' status has been granted to Syrian refugees through Law on Foreigners and International Protection (LFIP), and they were bestowed with several rights regarding health, education, access to labour market, social aid, and services (Grand National Assembly of Turkey (GNAT), 2018).

It has been noted that the risk of being a disadvantaged individual is highest for children despite the legal rights given to Syrians with Temporary Protection Status (STPS) (Yasar & Amac, 2018). Only 492.554 of 960.000 school-age SCTPS have gained access to education, and the rest have not enjoy the same right (Theirworld, 2017). In Turkey, the number of SCTPS is now 508.352 for age four and below and 1.149.581 from age 5 to 10 (Directorate General of Migration Management (DGMM), 2020). Some of the difficulties these children need to overcome in terms of access to education and adaptation include language problems, enrolment conditions of schools, and discrimination at schools (Alpaydin, 2017; Aydin, Gundogdu & Akgul 2019; Cigerci & Gungor, 2016; Curtis & Geagan, 2016; Dryden-Peterson, 2016; Erdem, 2017).

As for the problems experienced by SCTPS, the literature informs that in many crises or disaster-stricken societies, education should be regarded as a primary necessity in life, and education might provoke a feeling of protection and safety for the refugees (Dryden-Peterson, 2016; Nofal, 2017). In addition, education has been emphasized as a tool to help child refugees deal with the negative influences they faced in their homelands and gain relevant skills to adapt to the country that they had to migrate (Mert & Kesbic, 2019). Therefore, it has been underlined that there is a need for an effective policy to create the feeling of protection, safety, and belonging for SCTPS establish social integration (Dryden-Peterson, 2016; McBrien, 2005).

A glance at Turkey reveals that the beginning of the process was marked by first providing essential needs such as health, shelter, and nutrition for the Syrian children with TPS. Consequently, educational needs had to be kept on halt, which led to temporary solutions on a local scale (GNAT, 2018). Accordingly, decisions were made to meet educational needs of Syrian children with TPS in temporary education centres (TEC) opened in and outside of the shelters to level provision of educational services to a certain standard (Duruel, 2016; Yabancilara Yonelik Egitim-Ogretim Hizmetleri, 2014). In this sense, PIKTES (Project on Promoting Integration of Syrian Kids into the Turkish Education System) is one of the most comprehensive and inclusive studies conducted as part of Facility for Refugees in Turkey-FRIT signed by the MoNE and Delagation of the European Union to Turkey. The aims of this Project include personnel employment, analysis of course materials, supply of course materials, counselling and guidance at schools for Syrian children, and Turkish language courses (Tastan & Celik, 2017; Tuzun, 2017). In this regard, Temporary Education Centres (TEC) were founded to overcome language barriers and subsequently, Directorate General of Education During Migration and Emergency was established through affiliation with the Ministry of National Education (MoNE) (Tastan & Celik, 2017). Together with official educational regulations, a decision to terminate TECs was included within the MoNE Strategic Planning 2015-2019, and SCTPS were given the right to enrol in schools during 2016-2017 with an inclusive philosophy (Aktekin, 2017; MoNE, 2018; Tastan & Celik, 2017; GNAT, 2018). In the action plan 2016, MoNE published schooling ratio among Syrian children, once again emphasized the significance of integrating these kids into the Turkish education system and announced that TECs would gradually be closed down (Ozel Egitim ve Rehberlik Hizmetleri Genel Mudurlugu, 2017; GNAT, 2018). In line with these statements and integration philosophy, Syrian children with temporary protection status were granted the right to enrol for the 1st, 5th, and 9th grades at schools affiliated with the Ministry of Education as of the 2016-2017 academic year.

It has to be duly noted that the attitudes adopted by Turkish parents (Yildiz-Yilmaz & Kaplan, 2019; Hacioglu, 2018; Quadir & Cimen, 2018), teachers (Uzun & Butun, 2016; Kardes & Akman, 2018; Ergen & Sahin, 2018), administrators (Levent & Cayak, 2017; Kulekci-Akyavuz, Gezeroglu & Toma, 2020) - as the representatives of Turkish society - play a crucial role in terms of the success of all the steps taken by the MoNE, hence inclusive education (Dryden-Peterson, 2016; McBrien, 2005). Related studies report that school administrators and teachers should replace their attitudes towards SCTPS with positive ones and teach all the children the significance of an integration philosophy based on multi-cultural education and respect (McBrien, 2005; Nonchev & Tagarov, 2012). In their research with Syrian pre-schoolers, however, Uzun and Butun (2016) conclude that Turkish families are not comfortable with having Syrian children in the same setting as their own, and those families sometimes display open negative attitudes at schools. The same study draws our attention to the possibility that teachers and school administrators may also be holding similar attitudes. National literature hosts several studies about problems stemming from teachers' and school administrators' negative attitudes (Yasar & Amac, 2018). Leaning on such findings in

the literature, it is possible to conclude that full participation of SCTPS has not been a total success despite all legal and official regulations enacted in Turkey.

On the other hand, the press - media - proves to be a functional and essential tool to evoke and spread positive attitudes across all layers of society to support SCTPS to benefit from equal and quality education as a means of full participation in the society. Press has been noted to profoundly affect directing a society's perception towards Syrians and SCTPS (Dryden-Peterson, 2016; Elitok & Straubhaar, 2010). UNICEF (2010) underpins that a society's perception and attitudes concerning children at risk are prone to influence by media coverage and how they are represented in the media. Likewise, UNICEF's report on 'Children's Rights and Journalism Practice' (2010) warns that several rights of children can be violated through negative representation and building stereotypes in the media. 'UN Convention on the Rights of the Child' also points to the potential violation of children's rights by irresponsible media members. Article 17 of the Convention underlines the mass media's responsibility explicitly to support a child's well-being. The protection of children as readers/viewers/listeners is also underlined in the Media and Diversity Manual, co published by the Turkish Journalists' Association, British Council and BBC. The manual states: 'Those engaged with professional practice in media sector by informing the public through newspapers, magazines, radios, televisions, and the Internet shall be aware of the fact that children are the primary receivers of the content - regardless of the type - they produce, and shall act responsibly' (UNICEF, 2010).

In this sense, one may state that the subject of education for SCTPS has not received enough interest and support in Turkish printed media/press (Doganay & Kenes, 2016; Goker & Keskin, 2015; Yaylaci & Karakus, 2015). Turedi (2016) examined two newspapers with similar circulation rates between 2015 and 2016 and noted that newspapers had a significant effect on the societal perception, yet the education of SCTPS had not been represented enough within printed media. Further supporting these results, Sunata and Yildiz (2018) set out to determine Syrian refugees' place in the Turkish media, and concluded that the integration, and education of Syrian refugees were not covered in detail within both printed and visual media.

At this point, it does not seem like a far-fetched result for SCTPS to run the risk of facing disadvantages in terms of access to quality education and social adaptation/integration. One of the foundational reasons leading to such risks should be recorded as the society's negative attitudes, namely, school administrators, teachers, Turkish children, and their families towards SCTPS. Media - press - can indeed be accepted as one of the most functional instruments to convert these negative attitudes into positive ones effectively. In this regard, it may be significant to investigate how education opportunities offered to SCTPS in Turkey have been covered in the Turkish press since the beginning of the process. Directing the research focus onto printed media in Turkey is relevant as it plays a key role in integrating SCTPS into society. Despite the presence of studies offering a general overview of how Syrian students with TPS are represented in the media, no study has been detected on education and inclusion of these children. Thus, suggestions could be hypothesized as

to the support from the press for an effective social integration via a detailed analysis of perceptions, problems, and needs. Besides, studying how SCTPS are presented in printed media may also produce some guidelines for amendments on both valid and drafted educational policies. This standpoint formulized the research objective to examine what aspects of educational opportunities presented to SCTPS between 0 and 18 are covered in what ways across mainstream newspapers in Turkey. Answers for the following questions have been sought by examining the educational opportunities offered to these kids in terms of establishing and improving physical conditions, selecting educational contents, access to these opportunities by SCTPS, and integration.

1. How has the quality of education for SCTPS between 0-18 been covered across the newspapers' news contents?
2. How has the educational practice for SCTPS between 0-18 been covered across the newspapers' news contents?
3. How has access to education by SCTPS between 0-18 been covered across news contents of the newspapers?

Method

Research Design

A case study is defined as a reasonable choice to be preferred under certain conditions (Miles, Huberman & Saldana, 2014), including the continuation of the effect created by the case under investigation, and the need to answer how, and why questions about the case (Creswell, 2002; Yin, 2014). Academic studies regarding the SCTPS who migrated to Turkey due to the civil war in Syria are still going on currently. Such studies receive vast coverage in both national and international media. Accordingly, news about research studies on the education of SCTPS serves as the primary source to examine the case at hand. Therefore, this research has been designed as a case study based on document analysis to investigate how educational opportunities offered to SCTPS in Turkey have been covered in mainstream printed media. A case study is defined as exploring, explaining, and describing the relations of cases with the context through various sources of data. (Creswell, 2002; Yin, 2014). Document analysis has been adopted as the data collection technique to examine the research focus comprehensively. Document analysis refers to scrutinising written materials containing information about the event or phenomena being researched (Creswell, 2002).

Research Sample

Documents utilized as the data source for this research are five national newspapers with the largest circulation - a.k.a. mainstream media - that grant free access and keep online archives. The extent of circulation for each newspaper is based on the data published by <http://gazetetirajlari.com/> in March 2019. Enlisted newspapers are 1- Sabah (S), 2- Hurriyet (H), 3- Posta (P), 4- Turkiye (T), and 5- Milliyet (M).

Research Instruments and Procedures

Keywords were used to scan the dataset concerning the research subject across online newspaper archives. The following keywords were sought: 'Syrian', 'refugee',

'immigrant', 'temporary protection', and 'inclusive/integrative education'. The inclusion criteria for the news were a) published either in national or international news category between March 2011 and February 2019; b) about the education of SCTPS between 0 and 18; and c) pertinent to regulations and practice concerning the education of SCTPS.

Descriptive information about the pieces of news collected from online archives was simultaneously recorded on the 'News Description Tool' (NDT). NDT created via Google Forms (Figure 1). Information on NDT was classified as news code, news date, newspaper name, news location, news subject, and news link.

News Description Tool
*Necessary

2) Which date?*
Date
dd.mm.yyyy

3) Education city?*
It should be written in capital letters. For example: KONYA, TURKEY IN GENERAL

4) Subject of the news?*
It should be explained concisely and briefly. For example, to give accelerated Turkish lessons to Syrian primary school students

5) Link of the news?*
Make sure that the link of the news is correct and working.

1) Which newspaper?*
 SABAH
 HÜRRİYET
 SÖZCÜ
 POSTA
 TÜRKİYE
 MİLLİYET

News Code.....*
The first two letters of the newspaper and the sequence number must be included.

Response

Response

Response

Response

Response

Figure 1. Screenshot of News Description Tool Created Via Google Forms

Data Analysis

Data were analysed through an inductive approach. First, the dataset was reviewed and prepped for analysis (Merriam & Tisdell, 2015). Recorded onto NDT, 412 news stories were initially read again by the researchers, and those incompatible with the inclusion criteria were marked. At this stage, only the news related to education, including the keywords, were selected. Instead of interrater reliability, all news was checked with the consensus of the researchers. Following the elimination process, 341 news stories were put under the scope of the current research (Graph 1).

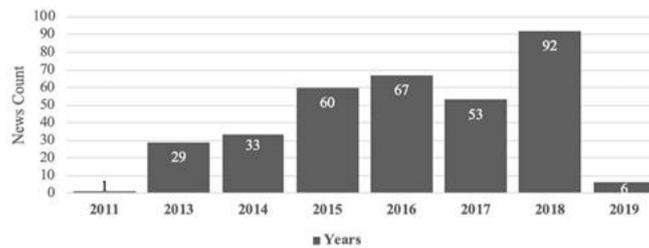


Figure 2. *The Number of News Across Years*

The literature emphasizes that coding should be completed as a team to achieve a more precise coding and establish a high level of reliability control (Miles, Huberman & Saldana, 2014). Based on this, all the members of the research team were included in the coding process gradually. Accordingly, the first, second, and third authors independently, produced all the possible codes based on the raw data listed in News Description Tool. A total of 34 codes were generated at that phase. After each researcher finished the coding process, they held a consensus meeting via questioning the codes's accuracy and considering if there was any need for change. The researchers agreed that initial coding contained repetitive codes and lowered the number of codes to 12. In the following step, the other authors of the article independently analysed the coded dataset by considering the 12 codes. After the analysis process was over, they had another meeting to reach a consensus regarding the sub-themes' suitability and the codes completed in the first phase. Lastly, they finished the coding process by building a consensus for each code. As a result, three themes and eight sub-themes were formulated. The newspaper's initials and both the number and date of the news stories are shorthanded below for a practical presentation of the findings. For example, the news story #185 published in Hurriyet on 08.24.2017 has been shorthanded as 'H185-08.24.2017' (Table 1).

Table 1

Code List

Code	Description of codes
1	Projects and initiatives about teaching Turkish to STPPS
2	Teacher training in various branches for the education of SCTPS
3	Digital data regarding SCTPS who are in and out of the education system
4	Educational modifications made on the curriculum for SCTPS
5	Allocation of available educational and institutional premises for SCTPS' continuing participation in education
6	Building and opening new schools for SCTPS
7	Enrolment of SCTPS to schools via transferring all of them to the national education system
8	Social activities conducted for the adaptation/integrations for SCTPS
9	Activities conducted by various institutions and organizations for SCTPS
10	Initiatives by MoNE for the participation of SCTPS into vocational training and apprenticeship courses for their future employment
11	Isolated efforts by Syrians for the education of SCTPS
12	Social and educational activities for SCTPS with special needs

Results

This section includes findings regarding the news stories about the education of SCTPS as filtered from the online archives of Turkey's 5 leading newspapers. As a result of the analyses made according to the inductive approach, three main themes and eight sub-themes were reached (Figure 3). These themes were formulated after the analysis of the news identified in accordance with inclusion criteria.

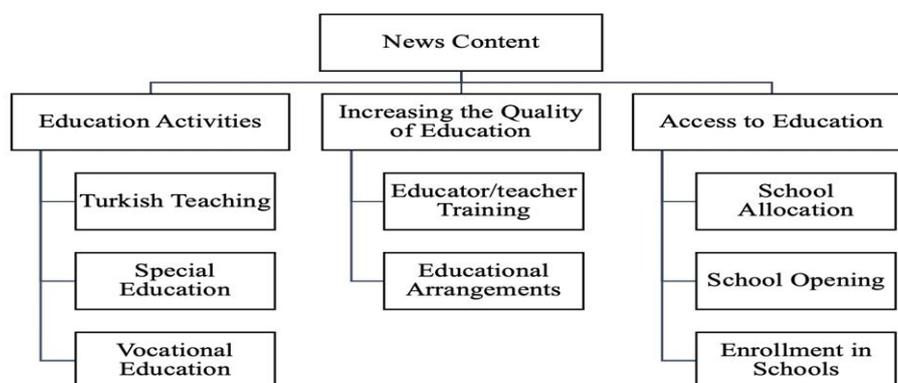


Figure 3. Themes and Sub-themes

Education Activities

Analyses have revealed findings about Turkey’s educational policies and practice for SCTPS. Accordingly, the theme of Educational Activities was further branched into three sub-themes. This sub-themes are Teaching Turkish, Special Education, and Vocational Education.

Turkish Teaching

Findings regarding educational activities indicated that the significance of learning the Turkish language was underlined as a basic need for SCTPS to continue their education. One of the newspapers includes two pieces of news articles about this on different dates with the following headlines: ‘Syrian Students Learn Turkish’ (M119-11.30.2014) and ‘Project on Advanced Turkish Language Education for Syrians’ (M217-02.22.2015). In the details of these news stories, SCTPS who refugeeed in Turkey due to war in their homeland were reported to have first compensated for their incomplete semester in their own native language. Additionally, these news bits also mentioned that these children were included in courses for speaking, reading, and writing in Turkish.

The use of different methods and strategies to teach Turkish was also underscored within those news stories’ details. The most striking bit of those pieces was published in a newspaper with a headline ‘Teaching Turkish to Syrian Children through Songs and Games’ (H127-08.06.2018). The details noted that SCTPS were taught Turkish by way of songs and games, and they were able to learn the Turkish language in a short time. Moreover, some news stories covered other social activities orchestrated by various institutions and organizations to support the Turkish language training for SCTPS. Accordingly, the following excerpt from a news story reports about a social activity organized by the municipality of Bayrakli-Izmir to teach Turkish to SCTPS: ‘The Municipality of Bayrakli assists Syrian children in learning Turkish language through support from the librarians in several libraries of the district. Use of flashcards

during lessons both provides joy and facilitates learning Turkish language through games.' (H126-08.10.2018).

Special Education

The details of news regarding SCTPS's education also showed there were children with special needs among SCTPS who fled to Turkey to escape the war in their country. Analysis of news stories within the current research scope unravelled news about educating Syrian children who have special needs. In this sense, the headline 'Curriculum Planning for Special Syrian Students' (H187-08.07.2017) filtered from the research data is worth noting. The details reported that scholars with expertise in special education at many universities attended the workshop organized through a collaboration between UNICEF and the MoNE Directorate General of Special Education and Counseling Services to outline the general frame of the curriculum for SCTPS with special needs.

Examination of relevant news yielded that the MoNE and private institutions and organizations, too, conducted various activities for SCTPS with special needs. In this regard, the news piece titled 'A Special Activity for Turkish and Syrian Children with Down Syndrome' (P409-03.22.2019) focused on special needs, educational process, physical therapy, and problems experienced by parents. Besides, services provided for children and observed changes were reported as follows in another piece titled 'Syrian Children with Autism and Down Syndrome are Educated' (H190-11.02.2017):

"Noting that they undertook the educational services with 4 other psychologists and other educators, Psychologist, PhD Iyed Mardih states, 30 kids here started to talk, move, mand, and play thanks to the education provided to them. We are doing our best to help children between 3-15 hold on to life and melt into the society."

Vocational Education

Data analysis also produced news stories regarding employment and vocational education regulations tailored by the MoNE to accelerate the social adaptation process for SCTPS. Relevant details of this news reflected that this was an innovative step to meet the need of tradespeople and artisans for apprentices. Furthermore, the MoNE announced that qualifications of SCTPS would be improved by way of vocational training via collaboration with the German Institution for International Collaboration affiliated with the German Ministry of Development and Economic Collaboration. A closer look at the news story titled:

"MoNE and Germany Agree for Syrian Students revealed that the MoNE General Director of Vocational and Technical Training said 'We are supposed to train Syrian children for a vocation via vocational training centres. Preparing them for life is a human duty for both us and Germany' (P414-07.07.2017)."

TRT World and Yunus Emre Institute also took the initiative for the vocational training of SCTPS. Yunus Emre Institute offered training on robotic coding, and TRT World started the show 'Journalism for the Young' (M29-08.21.2018) to increase

awareness and culminate interest among children in Turkish camps about journalism and to raise future journalists.

Increasing Quality of Education

Another theme formulated as a result of the analysis was improving education quality. Results led to two sub-themes. This sub-themes are Teacher Training, and Educational Arrangements.

Educator/Teacher Training

Findings obtained from the news stories indicated a frequent emphasis on teachers' responsibility in terms of quality education for SCTPS since it was of critical importance for the future welfare of both individuals and the society as a whole. In this regard, the news stories published about teacher training underlined that Turkish teachers to be appointed for the education of SCTPS were specially trained about teaching the Turkish language. Accordingly, two news pieces published in a newspaper on two different dates with the titles 'Turkish Teachers for Syrian Children' (H185-08.24.2017) and 'Certificate for Teachers to Teach Turkish to Syrian Children' (H195-10.16.2017) pointed that the focus was to integrate SCTPS into Turkish Education System. The details of such news revealed that Turkish teachers to teach the Turkish language to SCTPS were certified.

Relevant analyses yielded that Syrian teachers were also trained to enhance the quality of education provided for SCTPS and facilitate their integration into the Turkish Education System. In a piece published in one of the newspapers within the scope of this research with the title 'Syrians in Turkey to Work for Other Syrians' (T45-01.24.2016), Syrian teachers were reported to educate Syrian children.

Educational Arrangements

Other news was also filtered from the research data about educational arrangements such as curriculum workshops to ease integration of SCTPS into the Turkish Education System and the contents of elective courses they would be given. Accordingly, the details of a news story published in a newspaper with the headline 'Syrian Students Happy with Turkish' (M111-11.20.2017) reported that SCTPS continue their education in compliance with their own curriculum and that intensive Turkish courses were offered to accelerate their adaptation. Furthermore, another piece of news published in another newspaper with the headline 'Syrian Children to Be Integrated into National Education System' (H253-01.18.2017) detailed that 'Workshop on the Instructional Program for Arabic Language and Material Development' was conducted within the action plan of a project run via collaboration between UNICEF the MoNE for SCTPS.

Another piece of news examined in this study mentioned UNESCO's contentedness regarding initiatives taken by the Republic of Turkey to grant access for SCTPS to quality education through the MoNE. For instance, one piece published in one of the newspapers with the title 'UNESCO Appreciates Turkey's Efforts' (H145-

11.21.2018) noted that UNESCO appreciated Turkey in their report 'Migration and Education: Build No Walls But Bridges' for developing inclusive educational policies for SCTPS.

Access to Education

Access to quality education by SCTPS who fled from the civil war in their homeland was also covered in newspapers. The pieces under the theme of Access to Education were further grouped into three sub-themes. These sub-themes are School Allocation, Opening Schools, and Enrollment in Schools.

School allocation. School allocation was determined to be one of the first steps taken by the MoNE. News contents pointed out that primary and secondary education schools had been appointed to educate SCTPS in the afternoons. The consequences of accommodating these children at schools in the afternoon were reported with the headline 'To School When Everybody Goes Home' (H330- 10.02. 2015). The details of this news yielded that SCTPS would go to school between 3:30 pm and 8:30 pm as the upcoming academic calendar started. Besides, the news also stated that going to school in the afternoon could lead to attention problems for young children, and this would violate the principle of equal opportunity; thus SCTPS should be designated with the same rights as the Turkish children. Another piece of local news published in the same newspaper about allocating schools to these children in the afternoon covered a protest by the parents about opening schools to SCTPS in the afternoon. The details of the news titled 'Parents Protesting Syrian Students' were as follows:

If education is to be provided to children of another society with a different culture, language, and even with a different belief system, new schools should be set up for them. Schools and their neighbourhoods that we think are insufficient due to lack of hygiene and order will be less functional and stray away from their goals. We, hereby, announce to authorities that we are troubled about this (H353-13.01.2015).

Further analysis of news stories within the research data showed that allocating spare buildings and rooms in governmental institutions for the education of SCTPS was another step to improve Syrian children's access to education. News contents reported that spare buildings and rooms of hospitals, Culture Centers, Vocational Training Centers, and even mosques were designated for the education of SCTPS. One of the news stories published in a newspaper with the headline 'Education Opportunity for Syrian Children' (S37-06.11.2014) wrote that some parts of an old state hospital in Siverek-Sanlıurfa was turned into a school for Syrian children living in that district.

Opening Schools

Among the news stories published about improving SCTPS's access to education, those about opening schools are the most frequent ones. Such news details generally provide information about the district and number of schools to be opened and official

and private institutions supporting those schools. The most striking piece of such news stories was a nationwide news article with the headline '215 Schools to be Opened for Syrian Children' (H146-04.04.2018). The news content revealed that 215 schools to be opened in 21 provinces as part of the 'Project to Improve Educational Infrastructure' would be finished in 2 years and the European Union funded the project.

Enrolment in Schools

One of the significant steps to increase SCTPS's access to education was to allow them to continue their education by enrolling in schools after the public mandate 'Educational Services for the Foreigners'. Relevant news stories reported that an electronic system was devised for SCTPS to enrol in either state or private schools affiliated with the MoNE. The Minister of National Education says: "We will integrate all the Syrians into our education system and offer them the same education as we do for Turkish children". However, this quote was embedded differently in different news articles by two newspapers and published with such headlines as 'Almost Half of the Syrian Children Outside the School System' (H254- 10.09.2017) and 'We are Educating Half of Syrian Children' (M216-07.19.2017). The details in these news pieces suggested that attendance and success of SCTPS would be tracked via Foreign Students Information Management System (FSIMS), just like the e-school system.

Other bits of relevant news stories indicated that a specified address was not necessary for SCTPS to enrol in a primary school, making education for these children more accessible. Despite the news details suggesting that some school administrators were noted for making things harder for SCTPS, another news story titled 'A Governmental Directive for Syrian Students in Adana' revealed that legal procedures would take off for such administrators. The story says: 'School administrators should be careful not to ask for a permanent residence address when enlisting Syrian students or for a certificate of equivalence when registering them in primary schools' (H24-11.12.2018).

Discussion, Conclusion and Recommendations

This study examined how the education of SCTPS was covered in five newspapers that are generally representative of the online press in Turkey. Analyses revealed that news on the education of SCTPS could be grouped under three central themes. This themes are educational activities, improving quality of education, and access to education.

The first group of findings under the main theme of educational activities was Turkish language training. Portes and Rumbaut (2001) note that resolution of language problems for refugee children contributes significantly to cultural adaptation and helps them cope better with the problems during full participation. Similarly, many other scholars also concluded that language training should be a priority to facilitate refugee children's adaptation process and full participation in the education system (Nonchev & Tagarov, 2012; Portes & Rumbaut, 2001). In this sense, the newspapers within this research's scope published relevant news pieces about various regulations

and initiatives to teach Turkish to SCTPS. This finding may be deemed a significant sign indicating that the printed press took important steps to endorse SCTPS's full participation. On the other hand, the frequency of news stories about language training programs offered to SCTPS can be attributed to the fact that these children may still suffer from a lack of language education. As a matter of fact, Alpaydin (2017) also determined that there are still limitations concerning language training for SCTPS in Turkey despite all regulations. Hence, it is hard not to conclude that Turkish language training offered to SCTPS is not really effective.

Other news stories were also identified about various modifications to enhance the quality of Turkish language training provided for SCTPS. Those stories' details yielded that the MoNE formulated a new curriculum that would improve the quality, eliminate exclusion, and foster full participation. Indeed, it is well known that the curriculum developed for SCTPS had a particular emphasis on Turkish language training. In this regard, within the scope of Project PIKTES, commencing in 2016 and ending by 2021, Arabic and Turkish language courses, compensation and support education were planned during the academic year, and early childhood education was scheduled for the summer (PIKTES, 2020). So, one can conclude that activities and services organized and provided by the MoNE are designed to endorse full participation and, offer opportunities whereby SCTPS can speak their native language and continue their education together with support for Turkish proficiency. Thus, it is possible to conclude that the importance of language learning for social adaptation and integration was once more highlighted in the news stories published in the printed media.

Another group of findings distilled about SCTPS and Turkish language training relates that Turkish teachers were trained to teach Turkish to foreigners. These news reports underlined that Turkish teachers were guided about how to teach Turkish as a foreign language. Such news contents could be accepted as an indicator that the MoNE considered teachers a significant shareholder in improving the quality of education. However, the main question to be answered is this: Were these efforts enough to support teachers? In other words, it is plausible to question the quality of both in-service training on how to teach Turkish to SCTPS and the efforts to encourage full participation of teachers because the relevant body of literature reports that teachers need training and help in terms of professional development and working with children who experienced trauma and violence to accommodate the needs of SCTPS better (Aydın, Gundogdu & Akgul, 2019; Aydın & Kaya, 2017). On the other hand, Yasar and Amac (2018) warn that teachers are not involved in any kind of training to work with SCTPS, and that teacher candidates do not take any courses on how to work with SCTPS as part of their instructional program. Given the findings of the current research together with those of studies above, it may be logical to question the efficacy of efforts to train teachers in improving the quality of education. In short, language is not the only problem that SCTPS have to overcome, but teachers are not trained well enough to meet all the needs of these children. However, some other news stories report that Syrian teachers were scheduled for in-service training to help SCTPS

with their language problems and support their full participation in the education system.

Education of children with special needs among SCTPS was also another content covered in the news stories informing about attempts to develop a tailored curriculum for Syrian children with special needs. Moreover, services provided for these children by NGOs were also underlined among the news stories analysed in this study. While language, culture, and economic differences are already among the significant factors creating disadvantages for SCTPS, the addition of inabilities on top of these factors makes these children twice as disadvantaged in accessing education (García and Weiss, 2015). To ensure full participation of children with special needs in learning activities, the first thing to be done is to identify disability-specific features so that relevant regulations and educational adaptations can be achieved. One of the primary objectives of a successfully inclusive education practice is to guarantee equal education to each child and value them as an individual (European Agency for Development in Special Needs Education [EADSNE], 2009; UNESCO, 2005). Therefore, for a robust educational process, the student's special education needs, relevant factors and other precautions for a developing population should be considered. Research findings can be interpreted as a sign indicating that Syrian children with special needs who were more disadvantaged than their typical peers were also duly considered, and efforts were made to include them into the education system. However, it was covered in the news, relevant literature emphasizes that the quality of services is not monitored and assessed for the special education classes set up by the MoNE to support Syrian children with special needs (Williamson & Cetin 2019). Furthermore, how and to what extent SCTPS with special needs access to educational options in Turkey is not clear, and NGOs or official institutions cannot produce a report with accurate and reliable statistics regarding refugees with special needs despite extensive media coverage on these children in the press (Curtis & Geagan, 2016; Williamson & Cetin, 2019).

Another theme distilled from data analysis is SCTPS's access to education. Several studies in the literature conclude that access to education, namely schools, is critical, and it is vital to establish quality standards to open schools, modify curriculum, and enhance the content of education via a frame of reference (Alpaydin, 2017; Mitchell, 2014). Additionally, taking relevant precautions to prevent the social exclusion of refugee children at schools is a significant factor in improving education quality (Mert & Kesbic, 2019). However, the sub-themes emerging from a body of news analysed in this study are related to only school allocation, opening schools, and enrolment in schools. These findings can be accepted as indicators that access to education is not systematic by nature. Nevertheless, relevant research endeavours in the literature note that children escaping from violence, crime, and conflict should be supported with psycho-social assistance available throughout all educational settings as part of increasing access to education by SCTPS (Aydin, Gundogdu & Akgul, 2019).

Another topic of news found out during analysis relates to modifications and regulations conducted to support SCTPS's full participation - integration - and stop any exclusion or discrimination against them. One of such news stories was about

vocational training for SCTPS. The relevant field of literature hosts many research studies emphasizing the importance of having a job and employment in terms of social adaptation (Dryden-Peterson, 2016). In this regard, the research findings also contain news reports about the vocational training of SCTPS as part of educational activities. However, it should not be ignored that there was limited participation in vocational training activities, and such endeavours did not produce a considerable influence.

In conclusion, it is not wrong to state that the Republic of Turkey made efforts through the MoNE to endorse SCTPS's adaptation to inclusive education. Based on the news stories, one can shortly list such efforts as teaching the Turkish language to SCTPS, training teachers about teaching Turkish, and regulations to improve access to education and full participation. Besides several completed projects complying with the efforts mentioned above, NGOs were also active members of such projects. Moreover, other initiatives were also identified for SCTPS with special needs. One can readily record such initiatives and related news stories as positive moves that would support STPS and their children's full participation in society. However, a closer look at news stories reveals that legal regulations and field studies navigated by the MoNE were far from being systematic and prevalent. Besides, news contents produced by the mainstream media in Turkey about the education of SCTPS did not aim to conduct meticulous examinations or to unearth problems and needs regarding the topic of interest. In other words, the printed press had a groundling approach towards regulations and studies about the education of SCTPS and did not affect mapping out a route for educational policies. Based on this result, one can posit that printed press was ineffective concerning not only the current agenda but also in terms of other functions such as casting inquiries with a broader perspective, conducting analysis, and positive direction of people's perception (Curtis & Geagan, 2016; Goker & Keskin, 2015).

Although it is not easy to change attitudes, it has to be accomplished so that all children can access qualified education (UNESCO, 2005; McBrien 2005). Current literature is still populated with reports on negative attitudes displayed by Turkish families, administrators, and teachers against SCTPS (Cigerci & Gungor, 2016; Zayimoglu-Ozturk, 2018; Uzun & Butun, 2016; Yasar & Amac, 2018). At this point, it is noteworthy to state that mass media is not the only source to guide and shape attitudes. On the other hand, perceptions and attitudes regarding children at risk are vulnerable to the influence of presentation and representation in the media (UNICEF, 2010). Thus, the media should be considerate to employ a positive language instead of a negative one to contribute meaningfully to school life of SCTPS (Tastan & Celik, 2017). Research studies focusing on the representation of individuals with TPS within Turkish media indicate that these individuals are represented via negative and marginal discourse primarily serving to quantise them (Doganay & Kenes, 2016; Efe, 2015; Golcu & Dagli, 2017) and that labels used for the status of these people are either flawed or superficial (Paksoy & Sentoregil, 2018). Thus, although there are some fine examples, news pieces in the printed media can insufficient to change society's

attitudes for the better due to their quantitative, superficial, and representational nature.

On the other hand, remember that the newspapers publishing the news stories under investigation in this research should not be taken as scapegoats. All in all, newspapers organize news reports under official or unofficial regulations and activities for SCTPS. Therefore, the MoNE is conceived as the main actor to be criticized for not outlining relevant regulations and activities in a long-lasting systematic understanding based on evidence, in other words, for not formulating solid educational policies. To be more precise, the MoNE did not provide necessary news contents for the printed press that did not fulfil its primary function. In this sense, several questions directed to the MoNE may involve the following: Is it enough only to teach the Turkish language to SCTPS to guarantee their full class participation? Has it been accounted for why SCTPS with special needs cannot learn the language? What is the strategy to warrant the participation of SCTPS's parents into the education process? What are the services provided to the families of Turkish children to develop positive attitudes? What is the plan to advance teachers professionally with respect to inclusive education? Of course, it is our responsibility as scientists to raise such questions for the MoNE, but printed media is the main actor to create public awareness and pressure. Undoubtedly, it should also be noted that printed media published no news about the current status of SCTPS who settled in Turkey but recently started their migration towards Europe due to new conflicts and about how educational services are interrupted for these children. Indeed, the fact that most SCTPS' families tended to abandon their settled way of life in Turkey as soon as borders were set free in February 2020 should be interpreted as a sign that they had never achieved a genuine adaptation to Turkey. In other words, educational policies in Turkey failed to secure full participation of SCTPS. Considering that the latest Covid-19 outbreak within the last month converted the Turkish Education System into distance education practice, it is also noteworthy that printed media has not questioned whether SCTPS still settled in Turkey can benefit from the new system.

Aiming to determine what aspects of educational opportunities offered to SCTPS between 0 and 18 in Turkey were covered in what way by mainstream newspapers, the current research leaves the questions above unanswered. These questions can guide future suggestions for educational policies and practice, printed media, and future research endeavours. First, it is considered wise to develop a program to change perceptions of Turkish children and their families to prevent exclusion or discrimination that disadvantaged SCTPS can experience at schools. In this regard, one option may be organizing activities that will bring families of SCTPS and Turkish children and their families together. School activities can be conducted to accentuate SCTPS' success not only academically but also in social adaptation. Constant expert support can also be provided simultaneously with Turkish training for SCTPS to overcome their traumas. A holistic understanding of these practical suggestions mandates that the MoNE review its education policies.

In terms of academic efforts, the first thing to be done is to prepare accessible scientific reports about the projects and initiatives listed in this study. Besides, research endeavours can be directed to determine the current status of SCTPS and their shareholders in education (Syrian parents, Turkish parents, teachers, administrators, peers). Additionally, describing activities provided by official and private institutions and identifying the clients' opinions for such activities (SCTPS and their families, Turkish children and their families, teacher, administrators, etc.) should be topics of interest for future research. Furthermore, what SCTPS do at their homes during the lockdown and quarantine due to Covid-19 can also be a significant research subject. Of course, the same issue can be questioned for all the disadvantaged children who cannot go to school and who are conceived to make use of distance education at their homes. Plus, these suggested topics of research should be investigated via international collaboration.

Lastly, several suggestions can also be set forth for printed press. It may be advisable for press organs to host more official and unofficial news stories that would help create a more positive perception about SCTPS. Publishing such news contents on the front page would surely draw more attention and be more influential guiding the society. Finally, press organs can evoke a positive perception in the society by focusing on positive research results.

Limitations

This research is limited to the news about the education of SCTPS printed in 5 newspapers with the highest circulation and free online access because a conclusive analysis would not be possible across the vast number of newspapers in Turkey. Also, while interpreting the research results, it is essential to remember that the pieces of news examined in this paper were published between 2011 and 2019.

References

- Aktekin, S. (2017). *Sinifinda yabancı uyruklu ogrenci bulunan ogretmenler icin el kitabi*. Milli Egitim Bakanligi Ogretmen Yetistirme ve Gelistirme Genel Mudurlugu: Ankara.
- Alpaydin, Y. (2017). An analysis of educational policies for school-aged Syrian refugees in Turkey. *Journal of Education and Training Studies*, 5(9), 36-44. <https://doi.org/10.11114/jets.v5i9.2476>.
- Aydin, H., & Kaya, Y. (2017). The educational needs of and barriers faced by Syrian refugee students in Turkey: A qualitative case study. *Intercultural Education*, 28(5), 456-473. <https://doi.org/10.1080/14675986.2017.1336373>.
- Aydin, H., Gundogdu, M., & Akgul, A. (2019). Integration of Syrian refugees in Turkey: Understanding the educators' perception. *Journal of International Migration and Integration*, 20(4), 1029-1040. <https://doi.org/10.1007/s12134-018-0638-1>.

- Cigerci, F. M., & Gungor, F. (2016). The problems encountered by the foreign primary school students from the perspective of classroom teachers. *Journal of Education and Future*, 10, 137-164.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative*. NJ: Prentice Hall.
- Curtis, B., & Geagan, J. (2016). Disability inclusion among refugees in the Middle East and North Africa: A Needs Assessment of Libya, Egypt, Yemen, Jordan, and Turkey. 15 July 2020 retrieved from <http://www.disabledpeoplesinternational.org/documents/DPO-Report-FINAL.pdf>
- Doganay, U., & Kenes, H. C. (2016). Yazili basinda Suriyeli multeciler: Ayrimci soylemlerin rasyonel ve duygusal gerekcelerinin insasi. *Mulkiye Dergisi*, 40(1), 143-184.
- Dryden-Peterson, S. (2016). Refugee education in countries of first asylum: Breaking open the black box of pre-resettlement experiences. *Theory and Research in Education*, 14(2), 131-148.
- Duruel, M. (2016). Suriyeli siginmacilarin egitim sorunu. *Ataturk Universitesi Iktisadi ve Idari Bilimler Dergisi*. 30(5), 1399-1414.
- Efe, İ. (2015). *Turk basininda Suriyeli siginmacilar*. İstanbul: SETA. 9 March 2020 retrieved from http://file.setav.org/Files/Pdf/20151225180911_turk-basininda-suriyeli-siginmacilar-pdf.pdf
- Elitok, S. P., & Straubhaar, T. (2010). *Turkey: change from an emigration to an immigration and now to a transit migration country*. Washington DC: Transatlantic Academy.
- Emin, M. N. (2019). *Turkiye'deki Suriyeli cocuklarin egitimi*. İstanbul: SET Vakfi İktisadi İşletmesi.
- Erdem, C. (2017). Sinifinda multeci ogrenci bulunan sinif ogretmenlerinin yasadiklari ogretimsel sorunlar ve cozume dair onerileri. *Medeniyet Egitim Arastirmalari Dergisi*, 1(1), 26-42.
- Ergen, H., & Sahin, E. (2019). Sinif ogretmenlerinin Suriyeli ogrencilerin egitimi ile ilgili yasadiklari problemler. *Mustafa Kemal Universitesi Sosyal Bilimler Enstitusu Dergisi*, 19(44), 377-405.
- European Agency for Development in Special Needs Education [EADSNE] (2009). *Key principles for promoting quality in inclusive education-recommendations for policy makers*. 9 March 2020 retrieved from <https://www.european-agency.org/sites/default/files/Key-Principles-2011-EN.pdf>
- García, E., & Weiss, E. (2015). Early education gaps by social class and race start U.S. children out on unequal footing. A summary of the major findings in inequalities at the starting gate. *Economic Policy Institute*. 24 February 2020

retrieved from <https://files.epi.org/2015/Inequality-Starting-Gate-Summary-of-Findings.pdf>

- Goker, G., & Keskin, S. (2015). Haber medyasi ve multeciler: Suriyeli multecilerin Turk yazili basinindaki temsili. *İletisim Kuram ve Arastirma Dergisi*, 41(2), 229-256.
- Golcu, A. & Daglı, S. (2015). Haber soylemlerinde 'Oteki'yi aramak: Suruyeli multeciler ornegi. *Akdeniz Universitesi İletisim Fakultesi Dergisi*, (28), 11-3 8.
- Hacioglu, A., (2018). *The integration of syrian refugees in turkey via education*. (Unpublished master thesis), The University of San Francisco: USA.
- Kardes, S., & Akman, B. (2018). Suriyeli siginmacilarin egitimine yonelik ogretmen gorusleri. *Elementary Education Online*, 17(3), 1224-1237. Doi: 10.17051/ilkonline.2018.466333
- Kulekci-Akyavuz, E , Gezeroglu, E , Toma, S . (2020). Suriyeli ogrencilerin egitiminde karsilasilan sorunlarla ilgili okul yoneticilerinin gorusleri. *Uluslararası Egitim Arastirmacilari Dergisi* , 3(1) , 1- 15 .
- Levent, F., & Cayak, S. (2017). Turkiye'de suriyeli ogrencilerin egitimine yonelik okul yoneticilerinin gorusleri. *Hasan Ali Yucel Egitim Fakultesi Dergisi*, 14(1), 21- 46.
- Mcbrien, J. L. (2005). Educational needs and barriers for refugee students in the United States: A review of the literature. *Review of Educational Research*, 75(3), 329-364.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. New Jersey: John Wiley & Sons.
- Mert, M. & Kesbic, K. (2019). A case for urgent evidence building: educational needs of syrian children in Turkey. *Data Collection and Evidence Building to Support Education in Emergencies* 2, 37-40.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). USA: SAGE.
- Ministry of Interior Directorate General of Migration Management (2020). *Syrian refugees under temporary protection*. 14 March 2020 retrieved from <https://en.goc.gov.tr/temporary-protection27>
- Ministry Of National Education [MoNE], & Delagation of the European Union to Turkey (2020). *Output of project on promoting integration of syrian kids into the turkish education system*. 30 November 2020 retrieved from <https://piktes.gov.tr/Home/ProjeninCiktisi>
- Mitchell, E. (2014). Syrian refugees: The right to education in Turkey. 16 March 2020 retrieved from

https://www.academia.edu/18207326/Syrian_Refugees_The_Right_to_Education_in_Turkey

- Nofal, M. (2017). *For our children: A research study on Syrian refugees' schooling experiences in Ottawa*. (Unpublished master thesis). University of Ottawa: Canada.
- Nonchev, A., & Tagarov, N. (2012). *Integrating refugee and asylum-seeking children in the educational systems of EU member states: Evaluation and promotion of current best practices*. Sofia, Bulgaria: Centre for the Study of Democracy.
- MoNE General Directorate of Special Education and Guidance Services (2017). *Gecici koruma statusundeki bireylere yönelik özel eğitim hizmetleri kılavuz kitabı*. 24 February 2020 retrieved from https://orgm.meb.gov.tr/meb_iys_dosyalar/2017_12/07143429_ozel_egitim_hizmetleri_kilavuzu.pdf
- Paksoy, A. F. & Sentoregil, M. (2018). Turk basininda Suriyeli siginmacilar: İlk bes yilin analizi (2011-2015). *Selcuk Universitesi*, 11(1), 237-256.
- Portes, A., & Rumbaut, R. G. (2001). *Legacies: The story of the immigrant second generation*. California: University of California Press.
- Quadir, S. E., & Cimen, L. K. (2018). Turk vatandaslarinin suriyeli siginmacilarla ilgili gorusleri (Konya ili ornegi). *Third Sector Social Economic Review*, 53(2), 327-345.
- Sunata, U., & Yildiz, E. (2018). Representation of Syrian refugees in the Turkish media. *Journal of Applied Journalism & Media Studies*, 7(1), 129-151.
- Tastan, C., & Celik, Z. (2017). Turkiye'de Suriyeli cocuklarin egitimi: Guclukler ve oneriler. 20 September 2020 retrieved from https://www.researchgate.net/publication/320288420_Turkiye%27de_Suriyelilerin_Egitimi_Guclukler_ve_Oneriler
- Watt, E. (2017). Turkey reveals how 660,000 Syrian refugee children will move into state schools. 18 March 2020 retrieved from <http://theirworld.org/news/turkey-plan-will-get-all-syrian-refugee-children-in-school>
- Grand National Assembly of Turkey [GNAT] (2018). *Goc ve uyum raporu*. 20 March 2020 retrieved from https://www.tbmm.gov.tr/komisyon/insanhaklari/docs/2018/goc_ve_uyum_raporu.pdf
- Turedi, S. (2016). The relationship between R&D expenditures, patent Applications and growth: A dynamic panel causality analysis for OECD countries. *Anadolu University Journal of Social Sciences*, 16(1), 39-48.

- United Nations Educational, Scientific and Cultural Organization [UNESCO] (2005). *Guidelines for inclusion: Ensuring Access to education for all*. Paris, France: UNESCO
- United Nations Higher Commissioner for Refugees [UNHCR] (2020). Operational update. 25 December 2020 retrieved from <https://www.unhcr.org/tr/wp-content/uploads/sites/14/2021/01/UNHCR-Turkey-Operational-Update-December-2020-FINAL.pdf>
- United Nations International Children's Emergency Fund [UNICEF] (2010). Children's rights and journalism practice - a rights - based perspective. 25 December 2019 retrieved from <https://www.unicef.org/turkey/en/reports/childrens-rights-and-journalism-practice-rights-based-perspective>
- Uzun, E. M., & Butun, E. (2016). Okuloncesi egitim kurumlarindaki suriyeli siginmaci cocuklarin karsilastiklari sorunlar hakkında ogretmen gorusleri. *Uluslararası Erken Cocukluk Egitimi Calismalari Dergisi*, 1(1), 72-83.
- Williamson, R. L., & Cetin, B. (2019). The Participation of Refugee Children with Disabilities in Educational Options in Turkey: A Systematic Review. *International Journal of Educational and Pedagogical Sciences*, 13(6), 899-904.
- Yabancılara Yonelik Egitim-Ogretim Hizmetleri, 2014/21 (2014). 25 December 2019 retrieved from <http://mevzuat.meb.gov.tr/dosyalar/1715.pdf>
- Yasar, M. R., & Amac, Z. (2018). Teaching Syrian students in Turkish schools: Experiences of teachers. *Sustainable Multilingualism*, 13(1), 225-238.
- Yaylaci, F. G., & Karakus, M. (2015). Perceptions and newspaper coverage of Syrian refugees in Turkey. *Migration Letters*, 12(3), 238-250.
- Yildiz-Yilmaz, N., & Kaplan, A . (2019). Temel egitim kademesindeki suriyeli ogrencilerin egitim surecine iliskin ebeveyn goruslerinin degerlendirilmesi: Mardin ili ornegi. *Uluslararası Karamanoglu Mehmetbey Egitim Arastirmalari Dergisi*, 1(1) , 31-38.
- Yin, R. K. (2014). *Case study research: Design and methods (applied social research methods)*. CA: SAGE.
- Zayimoglu-Ozturk, F. Z. (2018). Multeci ogrencilere sunulan egitim-ogretim hizmetinin sosyal bilgiler ogretmen goruslerine gore degerlendirilmesi. *Anadolu Universitesi Egitim Bilimleri Enstitusu Dergisi*, 8(1), 57-79.

Türk Basınında Suriyeli Çocuklar: Eğitim ve Kaynaştırma

Atf

Gürgür, H. (2021). Syrian children in the turkish press: education and integration. *Eurasian Journal of Educational Research*, 94, 189-212, DOI: 10.14689/ejer.2021.94.9

Özet

Problem Durumu: Suriye’de 2011 yılından bu yana yaşanan iç savaş nedeniyle birçok insan ülkeyi terk etmek zorunda kalmıştır. Bunun sonucu olarak Türkiye’ye 3.5 Milyon Suriyeli sığınmacı yerleşmiştir. Geçici Koruma Statüsündeki Suriyelilerin (GKSS), sığındıkları ülkelerde farklı dil, kültür ve eğitim sistemiyle karşılaşmaları sonucunda önemli bir uyum sorunu yaşanmakta ve bu durum GKSS’lerin dezavantajlı bireyler haline gelmeleri riski taşımaktadır. İfade edilen riskler özellikle çocuklar için daha yüksektir. Gerek çocukların hem kaçtıkları çatışma ortamının olumsuz etkilerinden hem de sığındıkları ülkelerde yaşadıkları sorunları aşmaları, gerekse de göç ettikleri ülkeye entegre olma, koruma, güvenlik ve aidiyet hissi oluşturmalarında en önemli araç eğitimidir. Ancak hem devlet hem de özel iştiraklerle sunulan eğitim imkanlarının başarıya ulaşmasında özellikle toplumu temsil eden Türk veliler, öğrenciler, öğretmenler ve yöneticilerin tutumlarının olumlu olması gerekmektedir. Özellikle toplumu oluşturan tüm paydaşların olumlu tutumlar geliştirilmesinde ise medya ve yazılı basın etkisi oldukça fazladır. Ancak ülkemizde sığınmacı çocukların eğitimleri konusu yazılı basında yeterince yer almamaktadır.

Araştırmanın Amacı: Bu araştırma ile GKSS’li çocukların topluma tam katılımlarında anahtar role sahip Türkiye’deki yazılı basına odaklanarak var olan algıların, sorunların, gereksinimlerin ortaya konulması ve etkili bir toplumsal kaynaşmanın yazılı basın tarafından desteklenmesinin yolları aranacaktır.

Araştırmanın Yöntemi: Araştırma doküman incelemesine dayalı nitel durum çalışması şeklinde desenlenmiştir.

Araştırmanın Bulguları: Ana akım medya olarak ifade edilen 5 gazeteden elde edilen 341 haber tümevarım yaklaşımı ile tematik analiz edilmiştir. Analizler sonucunda üç ana temaya ve dokuz alt temaya ulaşılmıştır; 1. Eğitim Öğretim Faaliyetleri (Türkçe Öğretimi, Suriyelilerin Kendi Eğitim Çalışmaları, Özel Eğitim ve Mesleki Eğitim), 2. Eğitimin niteliğinin artırılması (Eğitici/Öğretmen Eğitimi, Eğitsel Düzenlemeler), 3. Eğitime Erişim (Okul Tahsisi, Okul Açılması, Okullara Kayıt).

Araştırmanın Sonuçları ve Öneriler: Türkiye Cumhuriyeti’nin MEB nezdinde GKSS’li çocukların kapsayıcı eğitim bağlamında uyumlarını desteklemek adına olumlu yönde çabasının olduğu ancak MEB tarafından gerçekleştirilmiş yasal düzenlemelerin ve saha çalışmalarının tüm bu yapıların sistematik hale gelme ve bir süreklilik arz edecek nitelikte olmadığı görülmektedir. Ayrıca ana akım medyanın GKSS’li çocukların eğitimleri ile ilgili ürettiği haber içeriklerinin çok yüzeysel olduğu, konuyla ilgili incelemeler yapmak, sorun ve gereksinimleri belirlemek gibi amaçlardan uzakta olduğu düşünülmektedir. Dolayısıyla işlevini tam olarak yerine getirmeyen yazılı

basınla birlikte MEB’de yapılan çalışmaların düzensiz, kısa süreli ve bilimsel yönden sınırlanmış olması nedeniyle yeterli düzeyde kaliteli haber içeriği sunmamıştır. Araştırma sonucu ulaşılan önermeler ise, öncelikle GKSS’lerin okullarda ve sosyal hayatta yaşayabilecekleri ayrışma ve dışlanma sorununa yönelik Türk çocuklar ve ailelerinin algı ve tutumlarını değiştirecek hem program içerikleri hem de sosyal aktivite ve organizasyonlar geliştirilmelidir. Bilimsel araştırma ve çalışmalarda GKSS’lerin sayısal oran ve dağılımlarını betimlemenin yanında hem GKSS’lerin hem de onlarla birlikte yaşayan öğretmen, arkadaş, yönetici gibi kişilerin deneyim, görüş ve önerileri araştırılmalıdır. Yazılı basın noktasında ise sunulan haberlerde özellikle toplumsal algı ve tutumlarda olumlu değişime neden olabilecek haber içeriklerinin hazırlanması ve ilgili haberlerin yayın içinde daha ön planda tutulması önerilmektedir.

Anahtar Sözcükler: göç, mülteciler, Suriyeli çocuklar, geçici koruma statüsü, entegrasyon.

