



Education experiences of Syrian refugee students in Muş during the Covid 19

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Abstract

The aim of the research is to reveal the problems that Syrian students, who are under temporary protection in the province of Muş during the Covid process, experience in the field of education. The study focused on the Covid 19 process of Syrian students and children not going to school, which are under temporary protection in the province of Muş. In this process, students' and children's access to education, which is a fundamental right, and their problems were tried to be revealed. In addition, some suggestions have been made for students to receive more qualified education. In the research, situation analysis pattern which is one of the qualitative research methods; based on this, structured interview form was used. The participants of the research consist of Syrian students, children who are out of school and their parents who are under temporary protection. The number of people interviewed is 48 in total. The data were collected through a structured interview form. The data were evaluated by content analysis. According to the results of the research, it was understood that Syrian refugees had serious economic problems. It was suggested to improve the financial situation of families, to provide families with food, to complete the vocational courses of parents and to participate in economic life.

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1. Introduction

1.1. Introduce the problem

Immigration means that a certain part of the population living in a particular settlement is going to move from one place to another, or to go on a relatively continuous basis, for various and different reasons. It is possible to define migration in accordance with different criteria such as reasons (compulsory and voluntary migration), objectives (work, asylum) and methods used to arrive at the target (legal, illegal) (Adaçay, 2020: 5353).

Refugees are usually a disadvantaged group who is vulnerable to many disparities. They have many problems ranging from education and health to employment, foreign language, exclusion in daily economic and social life and more (Saleh, Aydın & Koçak: 2018). While 92% of children go to primary school worldwide, 61% of refugee children can go to primary school; 84% of children attend secondary school worldwide while only 23% of refugee children can attend secondary school. These rates decrease to 1% in terms of refugees in high school and university (UNHCR, 2018).

“The political and social crisis which began in Syria in 2011 has degenerated into a brutal civil war, killing more than 400 000 people and forcing 11 million from their homes (European Commission FPI, 2020)”. Over 5.6 million people have fled Syria since 2011, seeking safety in Lebanon, Turkey, Jordan and beyond. Millions more are displaced inside Syria and, as war continues, hope is fading fast (UNCHR: 2020). Syrian about 65% as shown in Table 1 was migrated to Turkey.

Table 1: Total Persons of Concern by Country of Asylum

Location Name	Percent %	Population
Turkey	64.7	3,594,981
Lebanon	16.1	892,310
Jordan	11.9	658,028
Iraq	4.4	245,421
Egypt	2.3	130,042
Other	0.6	31,657
Total	100	5,552,439

The succession of revolts that followed the Arab Spring was typically characterized by short-termed demonstrations and/or outbursts of violence in most of the affected countries; all but one: Syria. Since March 2011 until now none of the multiple belligerents fighting in Syria have been able to regain full control of the country, causing,

more than 5.68 million of registered refugees of which 3.6 million were welcomed by Turkey under the temporary protection regime. For Turkey in particular, this unprecedented situation has not only produced a humanitarian emergency but also has likely affected the lives of millions of Turkish people (ILO, 2020).

Turkey continues to host the largest number of refugees worldwide, as the number of people forcibly displaced across the world due to conflict, violence and persecution hit record levels. Turkey currently hosts some 3.6 million registered Syrian refugees along with close to 330,000 persons of concern from other nationalities (UNCHR, 2020).

Turkey lives one of the most serious humanitarian crises in history since April 2011. With the anti-regime protests that started in 2011 in Syria turned into serious conflicts and then into a civil war, a serious and dramatic escape from the country to neighbouring countries started (Refugees Association, 2017).

The large population of children and young people increase the importance of education, adaptation, language and social policies. The number of Syrians under temporary protection in Muş is one thousand five hundred and thirty-eight. This number is four per thousand of Muş population.

The presence of refugees, particularly of Syrians in Turkey, will not only require a long-term solution but also recognition of the long-term economic, social, and political responsibility of supporting this community. Dealing with refugees in Turkey at present is not a question of halting the influx of refugees and reversing their movement, but requires practical measures aimed at providing them with better settlement and integration opportunities (İçduygu & Şimşek, 2016).

Violence in the war, the cities to become uninhabitable, too refused to be conscripted by someone, seeking better education and conditions are the main reasons of the Syrians refugees. Syrians located in Turkey are about five hundred thousand people in the 0-4 age group have a rate fourteen percent numbers, also pointed out that forty five percent of the more than them are one million six hundred thousand people who they are under the age of eighteen. About seven hundred thousand of these students attend an educational institution. The rate of those who continue their education is sixty three percent. This ratio is well below the average in Turkey (Turkey General Directorate of Migration Management, 2020).

In political, social and economic terms, Turkey is the most affected country of the Syrian crisis. More importantly, Turkey as a host country of Syrian refugees has been living a dramatic demographic change. The most marginalized group living in Turkey is children. Refugee education has hence become of top priority (Bircan & Sunata, 2015).

The limited data on the general education status of the Syrian population that corresponds to 4.42% of the Turkish population suggest that Syrians have a lower education level than the average in Turkey, and almost half are either illiterate or never attended school. General education level is significant in the social cohesion process, especially in terms of determining the support of families for the education of their children (Erdoğan, 2019).

1.2. Describe relevant scholarship

According to Aydın & Kaya (2017), many Syrian children in Istanbul have access to education and a warm and safe learning environment. However, poor school conditions, linked to the potentially limited capacity of teachers and the shortage of sufficiently trained teachers able to instruct refugees, inadequate resources and inappropriate curriculum planning impede the provision of high-quality education.

According to Aydın, Gundogdu & Akgun (2019), the integration of refugee children into the national education system is very important. However, the training and education system lacks the philosophy associated with refugees, integration, and multiculturalism. The likelihood that the more than 3.6 million-and-growing Syrian population will be able to return to Syria is decreasing and their permanent stay in Turkey is becoming likely (Erdoğan, 2019). It is a fact that the vast majority of the Syrians living in Turkey, even more than 80%, will not return and will live in Turkey permanently (Erdoğan, 2019).

The legal regulation that mainly draws the framework for the education issues of Syrians is the Temporary Protection Regulation published in the Official Gazette on October 22, 2014 with the decision of the Council of Ministers dated October 13, 2014. The subject is given in detail in the article 28 of the Regulation titled Educational Services. In paragraph (a) of paragraph 1 of Article 28, children of 54-66 months of age can be provided with pre-school education, (b) in primary and secondary school age children, and in item (c), non-formal education (language, profession, skill and hobby courses) activities can be organized. In the Syrians came to Turkey in 2015 with the mission to continue their children's education at school age Temporary Learning Centers were opened. Temporary Education Centers, which responded to an important problem at that time, started to be closed with 2017 and the inclusion of Syrian children in the formal education system has accelerated (Kılıç & Özkor, 2019: 6).

Global Covidien-19 in the epidemic process, measures limiting economic and social activities in everyday life in Turkey is taken. Refugees, who generally work in the

informal sector and often lose their jobs in this period, are among the most affected by this process. In addition, the transition to distance education by closing schools has also created difficulties for refugee children who are already in the adaptation process within the education system (SPI, 2020: 4).

There are many studies in the literature examining migrants from different perspectives. In this study, literature related to international migrants and refugees has been scanned. Doğan (2019), in his study, reveals the place of the school in the social cohesion of Afghan students studying in the province of Karaman. Yanık (2019) examined the relationship between the lifestyle of Syrians living in Sultanbeyli, their duration of stay in the country, language, education, psychological status, employment status and socioeconomic status and social cohesion levels. Sariahmetoğlu (2019), in his study; It revealed the problems faced by students, teachers and school administrators in the adaptation of foreign students studying in Kastamonu to the Turkish education system and solutions. Olgun (2019) aimed to reveal the problems encountered in the adaptation of Syrian children to the education system. Çöplü (2019) has developed a draft program that reduces the school adaptation problems of immigrant students and supports the adaptation process. Kağnıcı (2017) included the role and responsibilities of the school psychological counsellors in the process of cultural adaptation, education services and school adaptation in refugees. Şeker & Aslan (2015) cover the problems of Syrian immigrant children in their education and training process. Sezgin & Yolcu (2016) of college students coming from Syria to Turkey demonstrated social cohesion and social acceptance processes. Barıtcı (2017) determined the cultural adjustment of Syrian immigrants. Kolukırık (2017) conducted a study to assess their views on the training of Syrian students living in Turkey. Jabar & Zaza (2014) aimed to reveal the effects of the war in Syria on refugee children in Jordan. Jalbout (2015) evaluated the Syrian immigrants' access to educational services.

1.3. State hypotheses and their correspondence to research design

The aim of the research is to reveal the problems that Syrian students, who are under temporary protection in the province of Muş during the Covid process, experience in the field of education. The study focused on the Covid 19 process of Syrian students and children not going to school, which are under temporary protection in the province of Muş. In this process, students' and children's access to education, which is a fundamental right, and their problems were tried to be revealed. In addition, some suggestions have been made for students to receive more qualified education.

About six million people migrated to other countries in the civil war that started in Syria in 2011. So many people had to migrate to relatively safer places within the country. In this process, Turkey has become the most preferred country. Syrian refugees

have problems in many areas such as education, social cohesion, shelter and health. In the Covid process, these problems increased even more. Syrian refugee students, on the other hand, were not able to enjoy their education rights in this process.

In this study, the problems experienced by Syrian refugee students in the field of education in the Covid process have been revealed. At the same time, solutions have been introduced from the language of Syrian parents and students. Thus, it will contribute to Syrian students getting more qualified education. This will make the social adjustment of students and parents easy. The sub-problems of the research are given below.

- What are the problems of Syrian refugee students in Muş during the Covid process?
- What are the expectations of Syrian refugee students in Muş during the Covid process?

2. Method

In the research, situation analysis pattern which is one of the qualitative research methods; based on this, structured interview form was used. In the basic interpretive qualitative research, the aim is to reveal how individuals providing the data source to the research make sense of the situation or event that is the subject of the research (Merriam, 2013). In qualitative research, it is important that all the participants in the study group have experience with the case under study or in contact with people who have knowledge and experience about this phenomenon (Neuman, 2012: 320). Purposeful sampling method was used in this research. Purposeful sampling method provides the researcher with the opportunity to conduct detailed research in accordance with the purpose (Büyüköztürk et al., 2008, 93; Patton, 2014, 230).

2.1. Participant (subject) characteristics

The participants of the research consist of Syrian students, children who are out of school and their parents who are under temporary protection in Muş province in June 2020. Different participants in education, age and gender were included in the research. For this purpose, maximum diversity sampling was applied while determining the participants. Interviews were made with 24 children, only 10 of whom went to school, provided that they had at least one parent with them. Only one child who does not go to school can speak Turkish. In the research, 24 Syrian refugee children (Table 2) and 24 Syrian parents (Table 3) were interviewed. The number of people interviewed is 48 in total. A separate code (C1, C2 ... and P1, P2 ...) was used for each participant.

Table 2: Demographic Information about the Participants (Children)

	Gender	School	Age	EBA Broadcast	Working Status	Healthy Problem
C1	Girl	Yes	8	No	No	No
C2	Girl	No	13	No	No	No
C3	Girl	Yes	11	Yes	No	No
C4	Girl	No	15	No	No	No
C5	Girl	Yes	7	No	No	No
C6	Girl	No	9	No	No	No
C7	Girl	No	11	No	No	No
C8	Girl	No	16	No	No	No
C9	Girl	No	12	No	No	No

C10	Girl	No	13	No	No	No
C11	Girl	No	11	No	No	No
C12	Boy	Yes	11	No	No	No
C13	Boy	No	14	No	Yes	No
C14	Boy	Yes	8	No	No	No
C15	Boy	No	16	No	Yes	No
C16	Boy	Yes	12	No	No	No
C17	Boy	Yes	11	No	Yes	No
C18	Boy	Yes	9	No	No	No
C19	Boy	No	9	No	Yes	No
C20	Boy	Yes	8	No	No	No
C21	Boy	No	10	No	Yes	No
C22	Boy	No	9	No	Yes	No
C23	Boy	No	7	No	Yes	No
C24	Boy	Yes	7	No	No	No

Table 3: Demographic Information about the Participants (Parents)

	Gender	School	Age	Profession	Working	Healthy Problem
P1	Woman	Yes	48	No	No	No
P2	Woman	No	31	No	No	No
P3	Woman	Yes	23	No	No	No
P4	Woman	No	30	No	No	No
P5	Man	Yes	32	Yes	No	No
P6	Man	No	19	No	No	No
P7	Man	No	22	No	Yes	No
P8	Man	No	29	No	Yes	No
P9	Man	No	23	No	Yes	No
P10	Man	No	54	No	Yes	No
P11	Man	No	44	No	Yes	No
P12	Man	No	65	No	Yes	Yes
P13	Man	No	52	No	Yes	No
P14	Man	No	26	No	Yes	No
P15	Man	No	29	No	Yes	No
P16	Man	No	34	No	No	No
P17	Man	No	20	No	Yes	No
P18	Man	No	28	No	No	No
P19	Man	No	39	No	Yes	No
P20	Man	No	19	No	No	No
P21	Man	No	21	Yes	Yes	No
P22	Man	No	26	Yes	Yes	No
P23	Man	No	24	No	Yes	No
P24	Man	No	37	No	No	No

2.2. Data collection tools

The data were collected through a structured interview form. In the first part of the interview form, information about Syrian students and parents (age, gender, school, number of family members, etc.) were collected. In the second part, there are questions. Some of the questions were asked only to children (10 questions), some to parents (7 questions), and some to both children and parents (3 questions). During the Covid process, questions were asked about education, health, financial status and solutions.

2.3. Reliability and validity of data

Structured observation form was prepared by the researcher. The form was examined by two experts (in the fields of social sciences and political science). Then the form took its final form. The data of the research were collected via face-to-face interviews. The participants took part in the interviews on a voluntary basis. The interviews were conducted with the verbal permission of the Muş Migration Management Directorate. Interviews were conducted by the researcher in the refugees' homes. During the interviews, the mask was worn, and the hygiene rules were followed. The interviews were recorded in written and voice. Interviews were made with the help of an interpreter with the participants who do not speak Turkish. The interviews lasted between 5-14 minutes. The reliability of the coding was provided by coding by two different experts. It was calculated as .83 by using the “agreement:(agreement + disagreement) x 100” formula by the consistency of the coding.

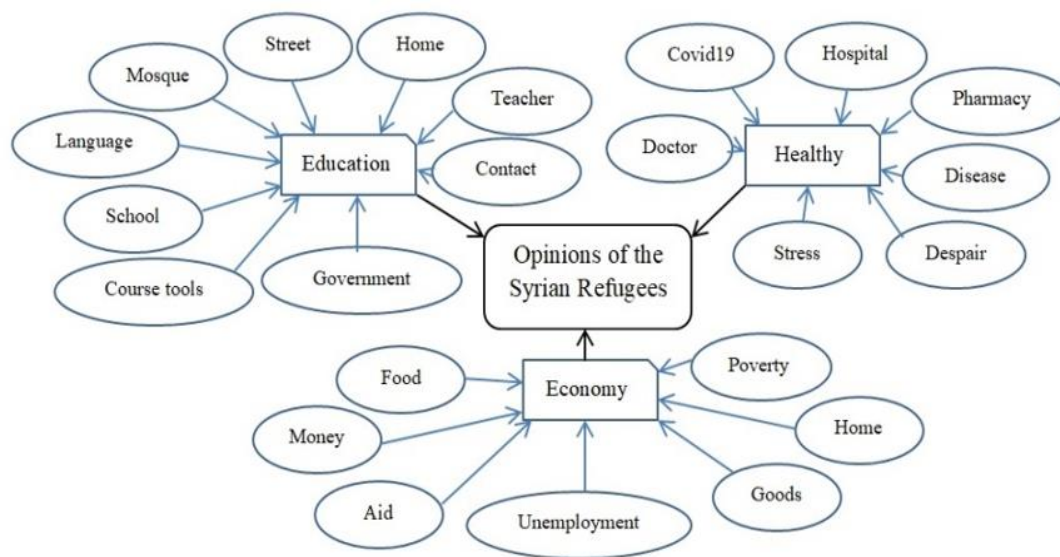
2.4. Analysis techniques

The data were evaluated by content analysis. Content analysis is defined as a systematic, repeatable technique in which some words of a text are summarized with smaller content categories based on certain rules-based encodings (Büyüköztürk et al., 2008: 240). The main purpose in content analysis is to combine data similar to each other within certain concepts and categories and to interpret them in a way that the reader can understand (Yıldırım & Şimşek, 2008).

Descriptive and content analyses were used to analyze the data. Content analysis is a method aimed at the basic consistency and perception of qualitative data (Patton, 2014). The data were analysed using office (word and excel) programs. As a result of reading the interviews, codings were created. As a result of examining the codes, categories were created. Then, related categories were gathered under the themes. The data was then digitized, and results presented in tables using percentages and frequencies. As a result of the analysis, three different themes emerged: Education, Health and Economy (Figure

1). The codes of the views of Syrian refugees on education in the Covid 19 process are detailed in the findings section.

Figure 1: Opinions of the Syrian refugees



3. Results

3.1. Findings about demographic information

According to the results of the research, 4 of the interviewed parents are female and 20 of them are male. The age range of the interviewed group is 19 and 65. One parent has serious health problems. It was understood that Syrian refugees had serious economic problems and that there was no refrigerator in any house except one family. It turned out that there were no computers, washing machines and dishwashers at home. While none of the female parents work, 14 of the men work in temporary jobs and from time to time. The wages received in these jobs are low. As a result of the interviews and observations, it was revealed that 22 of the Syrian parents did not complete a school, had no profession, and were unemployed and experienced serious economic and social problems. One parent has completed secondary school. One parent is a university (agricultural engineer) graduate.

According to the results of the research, 9 of the children are girls and 15 of them are boys. 14 of the children do not go to school. 10 children go to school. Only one of the female students goes to school. Children are in the 7-16 age groups. Only one student was able to follow EBA publications. 7 of the children work from time to time. Children stated that they did not have any health problems in the Covid 19 process.

3.2. Findings about the research

The views of Syrian refugees on education are presented in Table 4.

Table 4: Views of Syrian refugees on education

Theme	Categories	Frequency	Percent%
Education	School	34	19.77
	Language	27	15.70
	Course tools	27	15.70
	Contact	24	13.95
	Teacher	18	10.47
	Home	16	9.30
	Government	12	6.98
	Street	9	5.23
	Mosque	5	2.91

As seen in Table 4, 9 different categories were formed under the theme of "Education". The most cited categories of Syrian refugees are school (34), language (27) and course tools (27). The schooling rate among Syrian refugee students is 46.67 percent. Parents stated that they did not send their children to school for reasons such as lack of material conditions and lack of course tools. The students stated that they had communication problems at school because they did not know Turkish the most. Students are generally satisfied with the attitude of the teachers towards them. Only one student was able to follow EBA publications. Because no family has a computer. Other students did not engage in any other activity related to their education. Syrian refugees generally have problems because they know Turkish poorly. Therefore, parents cannot offer their children support regarding lessons. Parents are waiting for help from the government in the provision of school clothes and course tools. Direct quotations of Syrian refugee children and parents are given below.

Direct Quotes

C5 I love the school and the teacher. I did not know Turkish first. But my teacher taught me.

C9 When I came to Muş, I went to school. Then I did not go. Now I am selling handkerchiefs. I give the money to my father.

C2 I do not know EBA publications. There are two books at home. I am reading books.

C21- I want to go to school. I have no clothes and bags.

C23 I have many friends at school. I wish the school were opened. I play games with them.

P4 I learned the Turkish language from YouTube. I do not have any communication problems.

P18 We find difficult food at home. How do I send my child to school?

P20 I am a secondary school graduate. I am thinking of applying to school to study at high school.

P24 No money. I cannot send children to school.

Based on Table 4 and direct quotations, it can be said that Syrian refugee students have serious problems with education. The views of Syrian refugees on healthy are presented in Table 5.

Table 5: Views of Syrian refugees on healthy

Theme	Categories	Frequency	Percent%
Healthy	Despair	35	22.01
	Stress	27	16.98
	Hospital	25	15.72
	Pharmacy	21	13.21
	Disease	20	12.58
	Doctor	17	10.69
	Covid19	14	8.81

As seen in Table 65, 7 different categories were formed under the theme of "Healthy". The most cited categories of Syrian refugees are despair (35), stress (27) and hospital (25). A significant number of Syrian refugees do not look hopeful for the future. Insufficient conditions such as shelter, food, goods, money cause despair. This causes stress in most refugees. 47 of the refugees did not go to the hospital during the Covid 19 process. However, they stated that they used the hospitals free of charge under normal conditions. One parent said that he had severe kidney and high blood pressure. One parent stated that her 1-year-old baby should always take medication. He stated that he had occasional problems in taking the drug. Syrian refugees do not have sufficient information about Covid19. During the interviews, no refugees wore masks. Therefore, mask was distributed to each interviewer. The cleaning and hygiene of the houses is insufficient. Syrian refugees stated that did not go out onto the street during the Covid19 process. Most of the children stated that they were bored at home and could not play. Direct quotations of Syrian refugee children and parents are given below.

Direct Quotes

C17 I did not get sick when I did not go to school. My mother gave information about Covid19.

C1 I never went out on Covid19. Because I would get sick if I came out.

C12 I do not know about Covid19.

P7 I think there is no such disease. If it were, I would get sick.

P3 Hospitals and pharmacies are free to us.

P15 We went to the private hospital last year. They took money from there.

P16 I do not have money to buy a mask. We find soap difficult.

Based on Table 5 and direct quotations, during Covid 19, it can be said that most of the Syrian refugees did not have serious health problems, they did not have sufficient information about Covid 19, and that they used official health services free of charge. The views of Syrian refugees on economy are presented in Table 6.

Table 6: Views of Syrian refugees on economy

Theme	Categories	Frequency	Percent%
Economy	Money	43	18.30
	Unemployment	38	16.17
	Goods	36	15.32
	Home	32	13.62
	Poverty	31	13.19
	Food	29	12.34
	Aid	26	11.06

As seen in Table 6, 7 different categories were formed under the theme of "Economy". The most cited categories of Syrian refugees are money (43), unemployment (38) and goods (36).

Syrian refugees stated that they had very problems in the field of economy. They stated that the state pays 120 TL per person per month and that this money is low. Fourteen of the parents work in temporary jobs. Ten of them are not working. During the Covid 19 process, temporary workers said that they could not get paid because they could not go to work. Therefore, they stated that they had difficulty in economically. Some parents stated that they still could not get money from the jobs they had worked in the past. Syrian refugees who stated that they needed refrigerators, washing machines and televisions stated that these products should be given to them. One participant said that some foods are spoiled, especially since there are no refrigerators in the summer. Direct quotations of Syrian refugee children and parents are given below.

Direct Quotes

CI sell wipes to contribute to my family.

C19 There was milk at home last week. The next day, milk sour. Nothing would happen if there was a refrigerator.

C8 There is no television in our house. Therefore, I cannot watch television. If there were television, I would watch EBA broadcasts.

P6 I have no money. I was doing garden work. Now that job is done. I only buy bread to home.

P15 I did not work in the Covid 19 process. I had worked in many jobs before. They pay us extraordinarily little. Sometimes they do not give it at all. When I ask for our money, they treat us badly.

P24 The government gives us extraordinarily little money. We must work. But I am unemployed.

P20 Nobody can actually live in this house. But because we do not have money, we must live here.

Based on Table 7 and direct quotations, during Covid 19, it can be said that most of the Syrian refugees did not have serious economic problems. It can be said that most of the Syrian refugees are unemployed in the Covid 19 process, they live in negative shelter conditions, they do not have many things, they are malnourished, and they do not get enough aid.

3. Discussion

The aim of the research is to reveal the problems that Syrian students, who are under temporary protection in the province of Muş during the Covid 19 process, experience in the field of education. According to the results of the research, it was understood that Syrian refugees had serious economic problems and that there was no refrigerator in any house except one family. It turned out that there were no computers, washing machines and dishwashers at home. While none of the female parents' work, fourteen of the men work in temporary jobs and from time to time. The wages received in these jobs are low. As a result of the interviews and observations, it was revealed that twenty-two of the Syrian parents did not complete a school, had no profession, and were unemployed and experienced serious economic and social problems. One parent has completed secondary school. One parent is a university (agricultural engineer) graduate.

During Covid, nine of the students were not able to follow EBA broadcasts as there was no computer and internet. Children who do not go to school have not been sent to school due to financial problems, lack of materials, and work. Seven of these children are selling handkerchiefs on the street and do shoe dyeing etc. works. Parents stated that the children did not experience serious health problems in the Covid process. Only one parent has serious health problems. It was found that both children and parents did not have enough information about Covid. The children said that they played fewer games in Covid and left the house less. These results are compatible with many studies (Jabar & Zaza 2014; Jalbout, 2015; Şeker & Aslan, 2015; Bircan & Sunata, 2015; Sezgin & Yolcu, 2016; Baritci, 2017; Çöplü, 2019; Doğan, 2019; Yanık, 2019; Sarımehtemtoğlu, 2019).

After the civil war that started in 2011, millions of Syrians in Syria, emigrated to many countries, especially Turkey. It was expected to return to their country of Syrians in the first years in Turkey. But most of the Syrians in Turkey have expressed that they will not go back to Syria. This situation has also emerged in this research. In addition,

many studies (İçduygu & Şimşek, 2016; Refugees Association, 2017; Saleh, Aydın & Koçak, 2018; Adaçay, 2019; Erdoğan, 2019) have a similar situation. Moreover, as revealed in the research, Syrian refugees have problems in many areas such as education, social cohesion, housing and health. In addition, these problems were further increased during the Covid 19 process. For this reason, social integration of Syrian refugees should be ensured.

5. Conclusions

One of the most striking results of the research is that a significant number of Syrian refugee children do not go to school. The schooling rate among Syrian refugee children living in Muş is low. The fact that Muş is in the lower ranks socioeconomically is thought to be effective in this result. Many students have language problems. During the Covid 19 process, only one student was able to follow EBA broadcasts. The lack of qualified education of Syrian refugee children will also weaken their adaptation to society. This situation may cause social problems in the future. Effective measures must be taken for this. The majority of Syrian refugees stated that they did not have any health-related problems during the Covid 19 process. However, it turned out that most of them did not have sufficient information about Covid 19. It was observed that none of the refugees wore masks outside the house.

In the study, it was generally suggested to improve the financial situation of families, to provide families with food, to complete the vocational courses of parents and to participate in economic life. In order to access the right to education, it was suggested that children who do not go to school should be directed to school, distributed tablet computers to children, and Turkish courses should be opened for children. The suggestions about the research are given below.

- All Syrian refugees should learn Turkish.
- Support should be offered to children in different languages.
- Every child should be sent to school and receive distance education.
- Tablets should be given to every child.
- Lesson tools and materials should be distributed to children free of charge.
- Financial support should be provided to families during the Covid-19 process.
- Syrian refugees should be provided with monthly food needs.
- Housing conditions for Syrian refugees should be improved.
- Child labour must be prevented.
- Job opportunities should be increased for parents.
- In the Covid-19 process, parents should be prevented from losing their jobs.
- Children and parents should be informed about Covid 19.

- Syrian refugees should be facilitated to reach health institutions.
- Psychological support should be provided to children and parents.
- Hygiene products such as masks, cologne, soap should be provided free of charge.

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