Project on promoting the integration of Syrian children into the Turkish education system according to school administrators and teachers' views*[1]

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Abstract

The Project on Promoting the Integration of Syrian Children into the Turkish Education System (PIKTES) came into force with the agreement between the Ministry of National Education and The EU Delegation to Turkey in the context of the Financial Assistance Program for Refugees in Turkey (FRIT). This study aims to evaluate the PIKTES according to the views of school administrators and teachers. The research is a qualitative study. The study group is 10 school administrators and 10 teachers working in Kayseri in the 2022-2023 academic year. Research data were collected by interview technique. According to the findings obtained from the research, except for one of the participants, they received training and seminars within the scope of PIKTES Project. Most of the participants found the PIKTES Project positive, some of them found it incomplete and some of them found it negative. While some are insufficient. While the participants stated the negative situations, they encountered in the PIKTES Project as conflicts, groupings, inadequacy in Turkish language teaching, overcrowding, and extra workload, they stated positive situations as support for schools, financial support, teacher, and administrator training. When compared to the previous period, the participants stated the negative impact of the project as conflicts, while they stated positive gains as teacher and administrator training and financial support. Participants stated they would like to improve Turkish education, social and cultural activities, and preschool education as PIKTES Project.

Keywords: PIKTES Project, Integration, Immigrant Education Policies, Syrian Children

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INTRODUCTION

Migration has an impact on many different fields. One of these areas is education. To improve the effects of migration on education positively, Countries receiving migration should harmonize their education systems according to the situation. Considering the relationship between the education process and migration, it is very important to analyze the causes of migration well to control its effects and consequences. These endeavours will be a solution to produce functional solution proposals and to achieve the desired results in terms of education. It should not be forgotten that the understanding of education to be applied while eliminating the effects of migration will also affect the structure of society.

The concept of emigration is one of the undesirables, but a global problem experienced almost all over the world since it brings many problems with it. Türkiye has a high rate of exposure to emigration after the events that negatively affect Daily life in the neighbouring countries in the geography where Türkiye is located. Especially after the popular uprising named "Arap Spring" that started in North African countries in 2010, the series of negative living conditions that spread to Türkiye's neighbours also affected Syria. Following negative events, a wave of refugees from Syria to Türkiye started in 2011. Until 2018, many Syrians left their country and sought refuge in neighbouring Türkiye, which was seen as a haven (Emin, 2016). According to the data announced by the Directorate General of Migration Management, while the number of Syrians under temporary protection in Türkiye was 14,237 in 2012, this number is 3.761,257 as of April 2022. The number of Syrians under temporary protection in Türkiye by year is given in Figure 1.
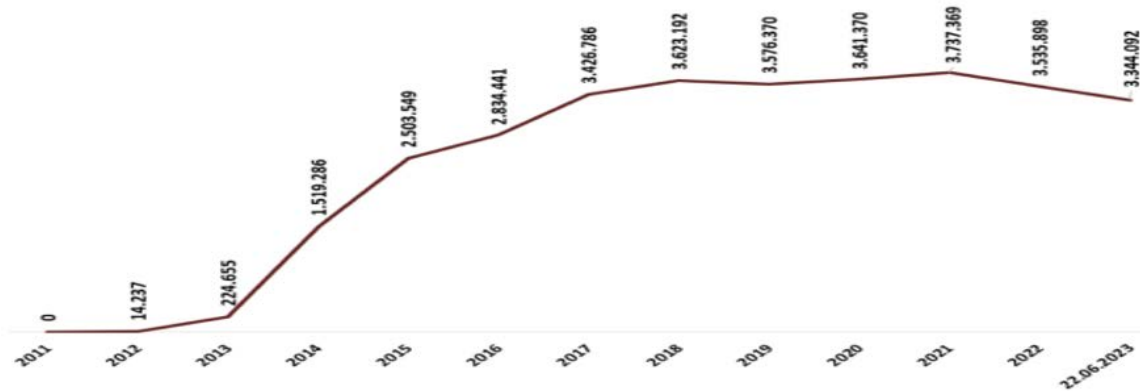
Figure 1. The number of Syrian under temporary protection by years in Türkiye

As can be seen in Figure 1, while the number of refugees from Syria to Türkiye has gradually increased every year since 2012, there has been a decline in 2022 and 2023. One of the needs arising because of nearly four million people seeking refuge in Türkiye has been the education of the school-age Syrian children. According to the data of the Ministry of National Education, while the number of Syrians of school age in Turkey was 756,000 in the 2012-2015 academic year this number increased to 1.082,172 in the 2019-2020 academic year. The Syrian population at the age of education in Türkiye by years is presented in Figure 2.

Figure 2. The Syrian Population At The Age of Education In Türkiye By Years

As can be seen in Figure 2, the number of Syrians of educational age in Turkey has increased from 756,000 in 2014-2015 academic year to 1,082,172 by year 2020. When Figure 2 is analyzed, it is seen the number of Syrians of educational age has increased in all y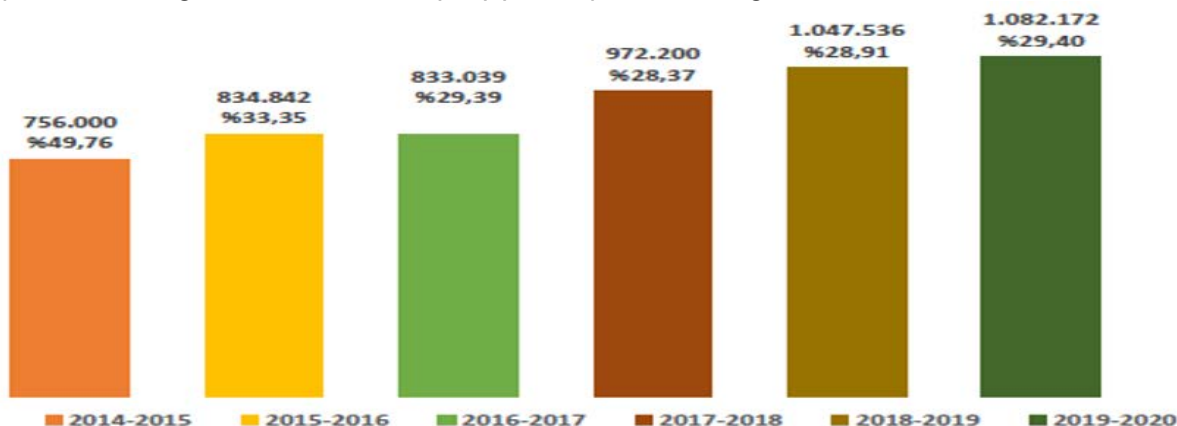ears except 2017. Looking at both figures, there has been a parallelism in the increase in the number of Syrians coming to Türkiye. The reason for this increase is that in addition to supporting the basic needs of refugees' new policies had to be put into effect to adopt them to Türkiye and integrate with the society (Emin, 2016). One of the policies started to be implemented was in the field of education, considering the population at the age of education (Coskun & Emin, 2016).

The studies conducted from the first refugees caused being late for the education policies implemented since the first migration movement were based on the attitude that Syrians who came with migration would return to their countries, the prolongation of the war and the fact that Syrians stayed in Turkey more than expected in a short period (Tastan & Çelik, 2017). Türkiye has made significant efforts to ensure that Syrian students have Access to education and training services through the policies it has implemented to fulfil its obligations per both domestic law obligations and international conventions (Tastan & Çelik, 2017).

The prolongation of the war in Syria and the increase in the number of migrant children in need of education have forced the state and the government to develop effective policies. When the education services for the children who came from Syria before PIKTES Project and who were later granted temporary protection status are analyzed, it is seen that services were provided in four different stages (Karaman, 2018):

1-Education Services for the In-Camp Population: Education services for the in-camp population include the education services who came to the camps at the beginning of the Syrian civil war (MEB,2014) the education aims to reduce the impact of traumas caused by the conflicts or to socialize the children who have taken refuge in Türkiye (Dinçer, 2013).

2- Circular on Measures for Syrian Citizens hosted in Türkiye outside camps: Circular dated 26th April 2013 is the first official circular in the field of education for the Syrian population outside the camps (Seydi, 2014). The circular offered solutions on where Syrian children who are not in camps will receive education (Emin,2016). This circular has been a guide in considering the increasing Syrian population and determining in which physical environments education will take place (Özer et al., 2016).

3- Circular on Education and Training Services for Syrian Citizens Under Temporary Protection in Türkiye: The circular dated 23rd September 2013 states that the education processes currently ongoing in the refugee camps should be more planned and programmed. The circular also includes a regulation to cover the education of refugees living outside the camps. This circular differs from the previous circular in that it tries to give answers to the questions of what and how the children outside camps will learn, rather than determining the education centres. The circular aims to ensure that education activities in and out of the camps are carried out with a common mind (Seydi, 2014).

As an element of the program to be implemented within the framework of the determinate plan, it was decided that it would be in the form of an Arabic curriculum to be determined by the Higher Education Commission of The Syrian National Coalition, if it would also be supervised by the Ministry of National Education (Esen, Duman, &Alper, 2016). The rationale for the Arabic curriculum is that their interrupted education can continue without any loss of years. It was decided that education would be provided by Syrian teachers or other teachers who know Arabic (Tastan & Celik, 2017).

4- Circular on Education and Training Services for Foreigners: On 24 September 2014, after it was realized that the crisis period in Syria did not go in the expected direction and with the effect of the fact that the temporary situation of Syrians has progressed to the point of becoming permanent, steps that can be a solution in the long term have started to be taken instead of short term solution proposal (Özer et al., 2016). The mentioned circular can be considered as a solution to this problem. With this circular, in addition to the road map to be followed in the following process, a method was provided in the education and training services to be applied to Syrian children and their services were guaranteed (Emin, 2016).

Dual Education System because of The Education Policies Implemented Prior to the Integration of Syrian Children into the Turkish Education System Project: Between 2011-2014, education activities for Syrian students started in camps and then continued in Temporary Education Centers with a mostly Arabic curriculum with the increase in the population outside the camps. Temporary Education Centers gained a legal identity within the framework of the Circular Education and Training Services for Foreigners which entered force in 2014. In addition, this circular enabled Syrian and Turkish students to receive education together in institutions affiliated with the Ministry of National Education (Karaman, 2018).

The implementation of two different education systems in public schools and Temporary Education Centers has led to the formation of a dual education system. In other words, the dual system in the education of Syrian students has become more evident. In addition, with the increase in the number of Syrian students in public schools, language and adaptation problems have started to be experienced (Aytac, 2021). The common point of both problems is that Syrian children do not speak Turkish. The integration and support practices implemented through the Promoting the Integration of Syrian Children into Turkish Education System project aim to contribute to the solution of language and adaptation problems and enable Syrian children under temporary protection to feel safe by learning the language use in the country of immigration (Yavuz & Mızrak, 2016).

Promoting the Integration of Syrian Children into Turkish Education System project (PIKTES): Promoting the Integration of Syrian Children into Turkish Education System project (PIKTES) is a project that started to be implemented on 3rd October 2016 as part of the Financial Assistance Program for the Refugees in Türkiye. The project was implemented through an agreement between the Ministry of National Education of the Republic of Türkiye and The EU Delegation to Turkey in the context of the Facility for Refugees in Türkiye (FRIT). The project is conducted in Temporary Education Centers and public schools in 26 provinces in Türkiye where there is a large Syrian population, namely Adana, Adıyaman, Ankara, Antalya, Batman, Bursa, Çorum, Diyarbakır, Gaziantep, Hatay, Istanbul, Izmir, Kahramanmaras, Kayseri, Kilis, Kocaeli, Konya, Malatya, Mardin, Mersin, Osmaniye, Samsun, Sakarya, Siirt, Sanlıurfa and Yalova (Aytaç, 2022). The main objective of this project is stated below:

1. To support Syrian students participating in education services in temporary education centres, which cause dual education, in learning Turkish and to facilitate their transition to public schools with the ease of learning the language.

2. To support language skills to overcome the deficiencies of students who continue their education in public schools and have not learnt Turkish sufficiently yet and to increase their adaptation to schools.

Syrian refugees have taken refuge in some countries in large numbers and this concentration has reached an outcome that cannot be sustained without international assistance. Following this unfavourable situation, the European Union verbally expressed its assurance to provide financial support to the countries where Syrians under temporary protection are concentrated. Afterwards, it was concretized with the financial aid agreement called FRIT in March 2016. With the FRIT agreement, the European Union aimed to provide financial resources to refugees and refugee-hosting countries (European Union Commission, 2017). Within the framework of this agreement, there are projects with a total cost of 3 billion Euros. The program is financed both from the European Union budget and from the member states of the European Union (European Union Commission, 2017)

The programs primarily aim to develop countries in humanitarian aid, migration management, education, health, municipal infrastructures, and socio-economic areas (European Union Commission, 2017). Again, within the scope of this program with the agreement between the Ministry of National Education and the European Commission, it was stated that the studies to be conducted by the Ministry of National Education for Syrian children to have access to education services will be supported within the scope of the financial support program. The Project for Promoting the Integration of Syrian Children into the Turkish Education System (PIKTES), which is the subject of this study, consisted of the education part of the financial aid program.

Integration and support activities implemented within the scope of PIKTES cover many areas such as Turkish language education, compensatory education, transportation services, awareness activities, acquisition of

education materials, stationery and book aids, teacher and administrative staff trainings, guidance and counselling activities, and the provision of cleaning and security personnel to schools and temporary education centers (Tüzün, 2017).

Objectives of the Integration of Syrian Children into Turkish Education System Project: The main objective of this Project is to ensure the inclusion of Syrian students who took refuge in Türkiye due to the war into the Turkish education system. The ultimate goal of the project is to terminate the activities of Temporary Education Centers and to include Syrian children in education and training activities within the Turkish education system (Karaman, 2018).

Due to the war in Syria, thousands of refugees came to the camps in a short time and thousands of them took refuge in Türkiye. This situation has led to some needs in the field of education as well as social and cultural fields (Aytaç, 2022). To supply educational services for the in-camp population were conducted (Dincer, 2013). Following the studies for the in-camp population, three different circulars were issued to solve the problems caused by two different education systems between children living inside and outside the camps, and then another circular was issued (Özer et al., 2016). As a continuation of these efforts, the PIKTES project was developed in line with the negotiations with the European Union.

The subject of this study is the evaluation of the PIKTES project by teachers and school administrators who are the implementers of the project. It is expected that the evaluation of the projects implemented for Syrian children, whose numbers are increasing day by day in schools in Türkiye, by the implementers of the project will both help determine the success of the project in terms of achieving the objections and contribute to the projects to be developed or planned to be developed in the future.

METHOD

In this study, qualitative research was used as a model, situational research as a method, and interview as a technique. Qualitative data collection techniques and tools such as situational research, natural environment observation, document analyses and interviews are preferred. In this research method, the relationships between one or more situations, phenomena, programs, or social groups are evaluated in detail (Tanrıkulu, 2017).

Study Group
The study group of the research consisted of 20 participants. The Study Group was selected from schools with 10 or more Syrian students where the PIKTES conducted. The study group consisted of 10 volunteer teachers and 10 administrators working in the specified schools in Kayseri Province in the 2022-2023 academic year. Demographic information about the participants is given in Table 1.

Data Collection Tool
A semi-structured interview form was used as a data collection tool which was developed by the researchers. Opinions were received from field experts in terms of validity and teachers in terms of comprehensibility. The interview form was finalized in line with the opinions of experts. The interview form included demographic information about participants and six questions about the purpose of the research. The questions of the semi-structured interview form are as below.

1- Have you ever participated in any activities (training, seminar, course, etc.) related to the PIKTES Project? If yes; can you give information?

2- What do you think about PIKTES project?

3- Is PIKTES Project sufficient for the integration of Syrian Children into Turkish Education System? Why?

4- Have you ever encountered positive or negative situations during the execution of the PIKTES Project? If yes, can you give an example?

5- What is the most important gain or negative impact of the PIKTES Project compared to the pre-project process?

6- If you wanted to develop a PIKTES Project, in which field would you like to develop a Project?

The interview was conducted face-to-face and one by one with the participants who voluntarily participated in the research. Firstly, the participants were informed about the research, then they were asked to fill in the demographic information in the form, and then the one-by-one interview started. During the interview, the answers of the participants were noted one-by-one and the answers given by the participants to the questions were recorded with a voice recorder in line with their permission. Afterwards, the notes were compared with the voice recordings.

Table 1. Demographic Information of the Participants

Participant	Statue	Branch	Seniority
T1	Teacher	Social Studies	17
T2	Teacher	Music	21
T3	Teacher	Counseling	6
T4	Teacher	Turkish	9
T5	Teacher	Classroom Teacher	16
T6	Teacher	Turkish	14
T7	Teacher	Turkish	17
T8	Teacher	Preschool	16
T9	Teacher	English	16
T10	Teacher	Turkish	21
A1	Assistant Principal	Classroom Teacher	13
A2	Assistant Principal	Turkish	16
A3	Assistant Principal	Turkish	12
A4	Principal	Preschool	15
A5	Principal	Science	28
A6	Principal	Social Studies	19
A7	Assistant Principal	Turkish	11
A8	Principal	Preschool	20
A9	Assistant Principal	English	14
A10	Assistant Principal	Religious Culture	23

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Analyzing the Data

The data obtained were transferred to the computer and the data were carefully checked several times while transferring the data. After the classification of the data, the coding process was started. In the light of the answers given by the participants to the questions in the interview form, similar data and concepts were brought together and codes were created. After the coding process, the codes were merged and the commonalities between the codes were tried to be determined. Themes were formed by combining codes.

The descriptive analysis method was used for the analysis of the study. The first step in the descriptive analysis is to create a framework. After the framework is created, the data are processed and the stage of defining and interpreting the findings begins. The interview data are organized and defined under certain themes. To enrich the description, the sentences of the interviewee are included (Yıldırım & Şimşek, 2013). With the descriptive analysis management, the main answers were determined from the answers given by the participants to the questions. In the findings part of the research, the answers obtained from the participants were conveyed without any change given by the participants.

In the content analysis process, Miles and Huberman's (1994) formula of consensus confrontation was used to determine the agreement between the codes and themes determined by the researcher and two other independent experts to ensure reliability. The two independent experts are two faculty members working in the field of educational administration. For reliability, Miles and Huberman's reliability percentage was calculated. The reliability percentage formula is as below.

$$\text{Consensus Percentage} = \text{Consensus}/(\text{Consensus} + \text{Disagreement}) * 100$$

According to Miles and Huberman (1994), in qualitative studies, the coding process is considered reliable if it achieves 80% or more researcher and expert opinion consensus (Baltacı, 2019). The consistency of expert opinion in the theme and coding of this study was 95%.

FINDINGS

The interviewed teachers and administrators were asked "Have you participated in any activity (training, seminar, course, etc.) related to the PIKTES Project? If yes, can you give information?" and the answers of the teachers and administrators about whether they participated in any activity related to the Project are given in Table 2.

Table 2. Activities That Administrators And Teachers Participated In Within The Scope Of PIKTES (Training, Seminar, Etc.)

Theme	Code	f	Teacher	f	Administrators
Education	Out of province Training	6	T3,T4,T5,T6,T8,T10	9	A1,A2,A3,A4,A5,A6,A7,A8,A10
	In provincial Training	6	T3,T4,T5,T6,T7,T10	9	A1,A2,A3,A5,A6,A7,A8,A9,A10
	Seminar	7	T1,T3,T4,T5,T6,T7,T10	8	A1,A2,A3,A5,A6,A7,A9,A10
	Not participating	1	T2		

When Table 2 is analyzed, it is seen that many of the teachers and administrators participated in the training and seminars organized in and out of the province. It is seen that T1 participated in only one seminar and T2 did not participate in any PIKTES activity. 9 administrators and 6 teachers participated in the training outside the province. While the number of administrators who attended training in the province is 9, the number of teachers is 6. While the number of administrators who attended seminars is 8, the number of teachers is 7. The number of teachers who did not attend any training is 1.

The interview teachers and administrators were asked, "What do you think about the PIKTES project? "The answers of the teachers and administrators about their opinions about the project are given in Table 3.

Tablo 3. Opinions of Teachers and School Administrators about PIKTES project

Theme	Code	f	Teacher	f	Administrator
Opinions	Positive	3	T4, T7, T8	5	A1, A4, A8, A9, A10
	Partially Positive	4	T2, T3, T5, T10	4	A2, A5, A6, A7
	Negative	3	T1, T6, T9	1	A3

When Table 3 is analyzed, the participants emphasized that the project was generally positive and useful. T3, T7, T8, A1, A4, A8, A9 and A10 think positively about the project, T2 thinks that the project provided a superficial benefit as far as he saw since he did not have enough information about the project. A2 states that although the project was generally beneficial, its deficiencies were quite high, A5, A6, A7 and T10 state that they thought that the project would be more successful in schools with fewer students, but that it would have negative consequences in schools with a large Syrian population, while T1, A3, T6 and T9 state that the project has not provided any benefit and therefore their opinions about the project are negative.

The interviewed teachers and administrators were asked the question "Is the PIKTES project sufficient for the integration of Syrian children into the Turkish Education System?" and the opinions of teachers and administrators about the project are given in Table 4.

Table 4. Opinions of Teachers and Administrators on The Adequacy of The PIKTES Project

Theme	Code	f	Teacher	f	Administrators
Qualification	Adequate	1	T7	2	A8, A10
	Partially Sufficient	3	T3, T4, T10	5	A1, A2, A4, A5, A7

Inadequate	5	T1, T2, T5, T6, T9	2	A3, A9
Inadequate in crowded schools			1	A6
Undecided	1	T8		

When Table 4 is analyzed, the participants generally state that the project has been partially sufficient. T7, A8 and 10 participants state that they have found the project completely sufficient. A4 and T10 participants stated that they thought that the project had been sufficient with the part they saw, but that they could not answer whether it had been sufficient or insufficient. T4 participant states that the project could not be seen as sufficient, but success has been achieved in the implementation process of the project. T3 participant states that the project has been sufficient in some points and insufficient in others. Participant A1 states that the project has sufficient points, but he also thinks that there are points that need to be developed. A6 states that they have thought that the project has been inadequate by mentioning that children did not use the language in their surroundings, at home, did not feel the need thus could not learn Turkish.

'Have you encountered positive or negative situations during the implementation of the PIKTES project? If yes, can you give examples?'' and the opinions of teachers and administrators are given in Table 5.

Tablo 5. Opinions of Teachers and Administrators on Positive And Negative Situations Experienced During The PIKTES Project Process

Theme			Code	f	Teachers	f	Administrators
Implementation	Negative		Conflicts	6	T1, T3, T5, T6, T7, T9	3	A2, A3, A7
			Groupings	6	T1, T2, T3 T5, T6, T9	2	A3, A9
			Inadequacy in Turkish Language Learning	5	T1, T2, T3, T4, T10	4	A2, A5, A7
			Large Syrian Population	2	T6, T9	4	A1, A2, A5, A9
			Freeriding	1	T2		
			Extra Workload			3	A1, A2, A7
			Reluctance			1	A3
			Insensitivity of Senior Officials			1	A4
			Missing Application	1	T1	3	A1, A3, A5
			Lack of Psychological Support			1	A6
			Personal Rights of Teachers and Administrators	2	T6, T9	1	A5
			Trainings not including all the teachers	1	T9	1	A7
Implementation	Positive		Supporting Schools	3	T1, T2, T10	2	A8, A9
			Financial Support	3	T1, T2, T10	2	A8, A9
			Harmonization Classes	2	T4, T7		
			Social Activities			1	A6
			Opportunity Gaining Experience	1	T8		
			Teacher and Administrator Training	3	T2, T5, T10	2	A9, A10
			Hospitality			1	A4

When Table 5 is analyzed, as negative situations in the implementation process of the PIKTES project; 6 teachers and 3 administrators stated that there were conflicts, 6t teachers and 2 administrators stated that there were groupings, 5 teachers and 4 administrators stated that there were problems in learning Turkish, 2 teachers and 4 administrators who stated the problems caused by the crowded Syrians population, 3administrators who stated extra workload caused by the project. It is seen that 1 administrator stated that students showed reluctance during the project implementation process. 3administrators and 1 teacher stated that there were deficient practices during the implementation process of the project, 1 administrator stated that psychological support was not provided, 2 teachers and 1 administrator stated that personal rights were not developed. 1 teacher and

1 administrator stated that not including all the teachers in the training caused problems between the teachers. When Table 5 is analyzed, it is seen that there are 3 teachers and 2 administrators who stated that schools were supported, 3 teachers and 2 administrators who stated that financial support was provided, 1administrator who stated the hospitality of Syrian families during the project process, 2 teachers who stated the positive effect of adaptation classes within the scope of the project, 1 administrator who stated the importance of school activities, 1 teacher who mentioned the positive experiences gained from the project, 3 teachers and 2 administrators who stated the trainings conducted for teachers and administrators.

Most of the participants stated that the financial support provided by the project and teacher training was positive, but the fact that this financial support was also demanded by Turkish parents with low socioeconomic status within the school led to negative situations from time to time. T7, A7, A8, T10 and A10 stated that the project produced positive results and that the processes they were involved in because of the training they received left positive traces. A4 stated that the scope of the project was good, and they were welcomed in the houses they visited, but they were left alone in the field by the higher authorities, and they could not get any support. A1, A5, A7, and A9 stated that Syrian students are especially concentrated in certain regions and certain schools, this situation prevents the school from functioning and achieving the final goal of the project. For this reason, the present crowd should be equally distributed to other schools. A6 and T5 stated that since there were too many Syrian students in the school, cultural and social activities could not be applied to all students. A2 and A7 stated that their workload increased a lot because there were too many Syrian students in the school and that they spent a lot of effort in a limited time to complete the paperwork. T2 stated that the project was unsuccessful in teaching language and there were still communication problems. T6 and T9 stated that the project caused conflicts between teachers, students and parents of the students and therefore their opinions were negative.

The opinions of the teachers and administrators who were asked the question "What is the most important gain or negative effect, if any, of the PIKTES project when you compare it with the pre-project process?" are given in Table 6.

Table 6. Teachers' And Administrators' Views on The Positive Gains And Negative Effects Of The Project Compared To The Pre-PIKTES Period

Theme		Code	f	Teacher	f	Administrator
Comparing	Negative	Conflicts	5	T1, T3, T6, T7, T9	5	A2, A3, A5, A7, A9
		Discrimination	2	T1, T5		
		Being Late			1	A4
		Monotony			1	A3
		Extra Workload			3	A1, A2, A7
		Reluctance			1	A3
		Fear of Assimilation	1	T4		
		Personal Rights Teachers and Administrators	2	T6, T9	2	A3, A5
Comparing	Positive	Teacher and Administrator Training	3	T2, T5, T10	2	A9, A10
		Financial support	3	T1, T2, T10	2	A8, A9
		Recognizing the problem			1	A4
		Planned Education Activities	1	T7	1	A10
		Reading and Writing Teaching	1	T4		

When Table 6 is analyzed, 5 teachers and 5 administrators stated that there were conflicts between students and parents, 2 teachers stated that there was a feeling of discrimination, and 1 administrator stated that the implementation of the project was too late. 1 administrator stated that the project became monotonous, 3 administrators stated that the project brought extra workload, 1 teacher stated that there was a fear of assimilation in Syrian children, and 2 teachers and 2 administrators stated that teachers and administrators were victimized because their rights were not improved. When positive achievements section of table 6 is continued to be analyzed; 3 teachers and 3 administrators stated that teacher and administrators' trainings, 3 teachers and 2 administrators stated that financial support, 1 administrator stated that the problem was recognized, 1 teacher

and 1 administrator stated that training activities were carried out within a plan and 1 teacher stated that literacy teaching was an important achievement.

Most of the participants stated that the most important gain of the project was material gains, stationery and clothing aids, and social and cultural activities were important gains, but their material support caused reactions of Turkish parents with low socioeconomic levels within the school and created an atmosphere of inequality. T1 and T5 stated that PIKTES led to groupings among the students, T1 said "There are groupings, for example, Syrians and Afghans are in different groups, there are fights and we can hardly separate them.", and T5 said, "I think the biggest problem that PIKTES created was grouping of students." And stated that these groupings sometimes reached the point of violence between children. T2 stated that students still have problems with communication because the addition of students who do not speak Turkish into the large Syrian population in the middle of the term causes students to continue speaking in their language. A1 stated that they confronted the parents because Turkish parents also demanded the aid, and this situation was reflected in the students. T3 stated that the problems will continue unless aid is provided for all students and that their Turkish parents have low economic status. A2 and A7 stated that it did not provide educational development and that they were burdened with too much paperwork. A3 said, "Of course, if I process one of them in a minute, I have to work for 8 hours just for the form they want in a day." And stated that they had too much workload and that they had difficulty in completing even the tasks they had to complete on time. A4 stated, "The most negative side is hidden in the same sentence, the fact that this situation was realized too late and not enough work was done to spread the implementation to every region." And that it was too late for the project and that the existence of a generation in the society without any support is the biggest negativity for the future generations. T4 stated that the fear of assimilation in Syrian students prevented language learning and use by saying "When I ask Why? "If I speak Turkish here, I will forget Arabic.". A5 stated that teachers' rights should be increased by saying "I don't know, additional service points should be given, additional course fees should be different". A6 "The psychology of the children was not normal. First, these children need to be rehabilitated very seriously" and stated that the students needed psychological support before financial support and that this support was pushed to the second plan. T7 stated "I think the most important gain is that this process has reached a plan and that the process of education has reached a framework plan thanks to the project and this gain is the most important situation. A9 "As for the achievement, as I said before, these training and support to the school are the most important achievement and T10 "I think the trainings are the most important gain was the teacher trainings. Because we did not know what to do in the lessons before". They stated that teacher training is the most important gain. A10 stated, "It is very comprehensive, and every detail is considered while implementing, I think even this dynamic has been calculated ". It is the most important gain that the process maintains its own Dynamics and has a structure that will produce solutions for possible problems. T9 stated that he could not see a positive gain of the project and there have been problems between students, their parents and teachers as a result of financial support of the project for the beginning of the project.

The question "If you wanted to develop a PIKTES project, in which field would you like to develop a project?" was asked and opinions of teachers and administrators are given in Table 7.

Table 7. Views of teachers and administrators on the PIKTES project they would like to develop

Theme	Code	f	Teachers	f	Administrators
	Cultural	1	T1	1	A6
	Music	1	T2		
	Social Activities	1	T5	2	A1, A9
	Counselling	1	T3		
	Turkish Education	1	T10	3	A2, A3, A7
	Pre-school Education	1	T8	1	A4
Development	Values Education	1	T4		
	Art			1	A5
	Drama	1	T6		
	Transferring the Students to Different Schools	1	T7		
	Environmental Awareness			1	A8
	Social-Emotional Support	1	T9		

When Table 7 is analyzed, 1 teacher and 3 administrators stated that they would develop projects for Turkish education, and 1 teacher and 2 administrators stated that they would like to develop projects for social activities. 1 teacher and 1 administrator stated that they would develop the project for cultural activities, 1 teacher in the field of music, 1 teacher in the field of counselling, 1 teacher and 1 administrator in the field of preschool education, 1 teacher in the field of value educations, 1 administrator in the field of art, 1 teacher in the field of drama, 1 teacher in the field of social-emotional support, 1 administrator in the field of environmental awareness, 1 administrator in the field of intelligence games.

DISCUSSION AND CONCLUSION

Considering the data obtained from the research, it was concluded that all participants except one of the teachers and administrators participated in various trainings related to the PIKTES project and had information about this project. Only one teacher stated she did not attend any training within the scope of the project. When a new implementation is being conducted, the people responsible for the implementation must be subjected to the necessary training, as it will provide an idea about the relevant implementation (Er & Bayındır, 2015)

The teachers and administrators who participated in the research stated that the project had negative results due to reasons such as language learning problems, groupings, conflicts, feelings of discrimination, insufficient training of teachers, lack of improvements in the personal rights of teachers and school administrators working in the schools where Syrian students are concentrated. The participants stated that there is no improvement at the desired level in the current situation due to the inadequacy of Turkish language education. The main problems experienced in the educational activities of Syrian children in Türkiye are language and communication, lack of harmonization in education, schools not having sufficient experience in refugee education and lack of equipment (Aytaç, 2022). The persistence of the language problem both constitutes an obstacle to integration and prevents Syrian students in the education system from revealing their academic potential. One of the obstacles to be overcome in refugee integration is the language problem (Sen, 2019).

The participants stated that the project failed in terms of language education, integration, and cohesion and in addition to these negativities, they also expressed different problems caused by the project. The fact that the psychological and social needs of children under temporary protection are not supplied at the desired level by family members leads to negative results when evaluated at the point of education (Aytaç, 2022). It was stated by the participants that the problems related to Turkish language teaching, which is one of the first targets within the scope of the project, continue and that the fact that families do not favour learning and using the Turkish language due to the fear of losing their self-identity hurts the integration of children. Students' limited knowledge of Turkish is an obstacle to student-teacher dialogue. (Tosun et al., 2018).

The participants stated that the project is not sufficient in its current form and that families should participate in the training for integration to reach a solution. The participants stated that the social and cultural activities within the scope of the project were not carried out sufficiently, and the activities carried out could not be spread to the general population due to the high number of Syrian students in the school, and for this reason, it was unsuccessful in achieving the desired results. For language teaching to reach the desired levels, it is important to support in-class activities with social activities outside the classroom or school. When the studies on the integration of Syrian children are examined, it is understood that the target language is learnt more effectively and efficiently when in-class activities are supported by social activities outside the classroom (Tiryaki & Ogras, 2020).

Participants expressed that there were positive and negative situations they experienced during the implementation of the project. The participants stated that the financial support of the project created an element of conflicts between Turkish and Syrian students, similar dialogues between school administrators and Turkish parents during the periods of financial support, and the large number of Syrian students in schools due to the dense Syrian population in some regions were stated negative situations by the participants. Participants also stated that this negative situation led to groupings in schools, and because of these groupings, violent incidents occurred in schools. When the situation related to the subject is examined in the literature, it is seen

that Syrian children have behavioural problems such as introversion, hidden mental disorder and a tendency to violence because of being forced to migrate after war (Moralı, 2018).

Among the participants, some teachers found the implementation of the adaption class wrong. Adaptation class is implemented only in 3rd grade. Students who come to school between semesters are not included in the adaptation class but are included in the class they should attend according to their age. In this case, the student who arrives without language and adaptation training has adaptation problems in the classroom. For this reason, the participants think that adaptation class levels should be at all levels. When the practices in Sweden and Norway are examined to ensure the integration of the students as soon as possible, the student's cognitive and language skill development is considered, and the student is placed in an appropriate class (Isiguzel & Baldık, 2019).

Participants stated that if they were asked for a project, they generally wanted to do a project in their fields. Some participants stated that projects involving social and cultural activities different from their fields should also be developed. Participants stated that they wanted to develop projects with intelligence games, drama activities, and environmental awareness in addition to their fields. Teachers can carry out these projects with their efforts within their classes or with a limited number of students. However, financial support is needed for the project to be more inclusive. Since the financial support can be supplied within the scope of the PIKTES project, teacher expresses their opinions besides.

Statement of Researchers

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