An Analysıs about Educatıonal Problems in Camps in whıch Syrıan Refugees Stay: Condıtıon Analysıs

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Abstract

Education need of children occurred after refugees had come to Turkey because of the civil war in Syria. Inevitably, there are some difficulties in providing the educational needs of refugees due to their poor settlement. In this study which is done with qualitative methods, detecting the problems that Syrian refugee students have lived in their learning-teaching process is aimed. This study is made according to opinions of 18 Syrian teachers and 13 Turkish teachers who attended to the Training of Trainers Seminar which was arranged in Şanlıurfa by Ministry of Education and by UNICEF. It is detected that the biggest problem in classroom management in camps is crowded classes. It is found that teachers without formation are working in the place of teachers who have formation due to the fact that qualified teachers have gone from the camps to work outside. It is obvious that there is no educational program for the need and wish of those children. Future apprehension and indifference of parents cause school absenteeism in students. Also territorial and cultural differences between students and between parents cause disagreement amongst children. It is seen that there is lack of equipment in schools. The fact that the war has affected the psychology of children, teachers and parents negatively and decreased the productivity of education is detected.

Keywords: *Migration, The Camping Environment, Education Need, Learning-Teaching, Classroom Management, Syrıan Refugees*

1. Introductıon

"Migration" is a frequent occurrence in human history, which mostly lead to tragic consequences. It can also be referred to as the history of geographical displacement of humankind. People are forced to massively relocate, whether due to economics, war or other sociological factors, regardless of what category such people are attributed to, be it a refugee, a defector or an immigrant. The fact that Turkey acts as a bridge between eastern and western countries causes it to be continuously subjected to forced migration due to such factors as ascendancy of antidemocratic governments in neighboring states. Examples of such migration can be identified as the refugees from Caucasian regions, Balkans during the first years of the Republic, from Bulgaria during the seventies, from Iraq during the nineties, and from Syria during our days (Sirkeci, 1999; Türkeş, 1998; BMMYK, 2001; İçduygu &Sirkeci, 1999).

People, who are forced to migrate to other countries and geographic locations due to problems experienced in their lands and referred to as refugees, actually bring a number of problems with them. Thus, economic, social, cultural, and briefly, many problems related to lifestyle, continue as well in the country of migration. One of the problems experienced by the refugees, and probably the most significant, is the education problem. The propertylessness of education provided or deprivation of refugee children from the education process during the experienced struggle for life is a serious and important matter.

The number of refugees sheltered in Turkey after the domestic turbulence in Syria amounted to approximately 380,000 people in the first half of 2013 and the number of children of school age was 97,000. 1332 educators were assigned to schools opened in this regard (Türkmen, 2013). This situation may cause the occurrence of many physical, humanly and technological problems. The fact that refugees are housed at camps and that most are educated in tents or container classes also prevents a healthy education. Deficiency of Syrian teachers, assignment of Turkish teachers to non-Turkish speaking students can be a problem on its own. Researching the various aspects of problems experienced by Syrian refugees is of significant importance. It is important to identify the education problems of Syrian refugees.

This research intends to identify the education problems of students arriving from Syria and residing in camps. Answers to the following questions were sought for the purposes of the research.

1- What are the problems experienced in camps in terms of managers, teachers and other human resources?
2- Problems experienced by Syrian refugee students living in camps during the teaching-learning periods in terms of class organization.
    a- What are the problems experienced in class organization?
    b- What are the problems experienced in regard to legislation?
3- What are the problems experienced in relation to tools and instruments for the teaching-learning period of the Syrian refugee students living in camps?
    a- What are the problems experienced in terms of the physical structure?
    b- What are the problems experienced in terms of class tools and instruments?
4- What solutions can be developed for the education problems experienced in Syrian refugee camps?

2. Method

Method of Research

The "Case Study" and non-structured observation method were used for qualitative research in the study. The study was built by the semi-structured interview technique (Yıldırım & Şimşek, 2011). According to Yin (1984), case study is a research method used when there are no clear boundaries between the event and its environment and when there are more than one evidence or data sources, and studies the researched event within its own scope of life. Case studies may include close examination of people, subjects, matters or programs (Hays, 2004). Observation is a method applied for detailed identification of behavior occurring within a certain environment or organization.

Work Group

The work group was formed by 13 Turkish and 18 Syrian teachers, who attended the Educators Training Seminar organized in Şanlıurfa by Ministry of National Education and UNICEF, serving as teachers for Syrian refugees during the 2013-2014 school year. Abbreviations were used for the purposes of classification of data obtained from each teacher. The participants identified the first interviewed Turkish teacher as (TT_1) and the first interviewed Syrian teacher as (ST_1) and so on.

Data Collection Tools

The research data was obtained from written reviews of Turkish and Syrian teachers attending the "Educators Training" seminar organized jointly by UNICEF and Ministry of National Education. Questions were translated into Arabian and conveyed to Syrian teachers. Answers were translated into Turkish. Additionally, visits were made to the camps in Sanliurfa (Harran, Ceylanpinar camps). Campus schools were observed in place.

Interview Questions

1. What are the problems experienced in organization of classes in camps?

2. What are the problems experienced in camps in terms of managers, teachers and other human resources?
3.   What are the student related problems in camps?
4.   What are the parent related problems in camps?
5. What are the education problem related problems in camp schools?
6. What are the education tools/materials related problems in camps?
7. What are your suggested solutions for the problems?

Data Analysıs

Data analysis aimed the following points. First, the interviews carried out with class teachers were translated into writing. The data obtained were organized according to the questions. Because mostly descriptive information is obtained from qualitative research, such information needs to be organized. Thus, the data obtained were examined and coded.   Later, themes were created from coding files (Bogdan & Biklen, 1992). The contents were systematized and subjected to analysis. Notes related to non-structured observations performed by the researcher in classes and samples of examined documents were evaluated and subjected to content analysis by the researcher jointly with three specialists: Turkish learning, classroom teaching and program development specialists. Specialists evaluated the consistency. Methods and techniques identified by the specialists, measurement and evaluation methods and techniques were included within the scope of the study. The content analysis helps to clarify incoherent points (Miles & Huberman 1994). Notes were taken in relation to observations performed during camp visits. These notes were detailed after the visits and analyzed in terms of the study goals.

Validity in the Qualitative Research

In a quantitative research, the validity measurement tool is closely related to correct measurement of the event intended for measuring. In that case the data collected reflects the reality and makes contribution to the research results. However, in a quantitative research, validity means that the researcher observes the event of research as it is and as neutral as possible (Kirk & Miller, 1986; Akt. Yıldırım & Şimşek 2011). In order to create a holistic image about the event or case being researched, the researcher needs to implement several additional methods in order to verify the data and results obtained. In order to ensure verification of validity in this study, the data were examined and results were verified jointly with an academician from Uşak University Faculty of Education, who is specialized in education management and had carried out studies in the field of the research. The data were sent to an academician at the Çukurova University Faculty of Education, who had performed studies in the field of the program, for a review. Suggestions were evaluated and reflected in the study. Later, the data and results were verified by a specialist academician at the Dokuz Eylül University Buca Faculty of Education. According to Kirk & Miller (1986), it is possible to ensure a one-hundred per cent reliability in a research in terms of organization; however, it is not possible to obtain a one-hundred per cent validity (Aktaran Yıldırım & Şimşek, 2011). If the information collected within one study is valid, then the possibility of obtaining other information in another study is high, even if it is a study of a different type. Therefore, the subject of validity prevails over the subject of reliability in qualitative research. As in quantitative research, in qualitative research difficulties can be experienced in complying with the reliability. Detailed reporting of the data collected and description of the methods implemented by researches for obtaining the results are among the significant criteria for measuring the reliability of qualitative research.

In order to increase the quality of qualitative research, detailed descriptions are necessary in relation to the reliability and validity of the research. The strategies implemented for the purposes of ensuring reliability and validity are defined by Lincolb & Guba (1985) as plausibility instead of internal validity, transmissibility instead of external validity, consistency instead of internal reliability, verifiability instead of external reliability in accordance with the nature of qualitative research (Akt. Yıldırım & Şimşek, 2011). In this regard, measures taken to ensure the validity and reliability of the study are given below.

Internal Validity

Consistency in data collection, data resolution and interpretation processes was attempted in order to increase the plausibility of the study. In this regard, the findings and results obtained by interviewing the attendants of the teachers training seminar organized jointly by UNICEF and MNE in Sanliurfa in October of 2013-2014 school year were assessed in order to find whether they reflected the reality or not and their consistency was checked.

Diversification of method as well as diversification of data were attempted in order to increase the plausibility of the study. In this regard, an attempt to verify the findings obtained during the study was made by using various data sources in terms of the "classes observed", "people interviewed", as well as by means of various data collection methods in terms of "observation" and "interview".

Findings obtained according to various data sources and data collection methods were checked in terms of formation of a meaningful whole. According to Şencan (2005), themes in an analysis must be identified in a scope wide enough to cover the related concepts and narrow enough so as to exclude the unrelated ones. In this regard, the interrelation of themes and codes creating the themes, as well as the relation of a theme to another theme were checked in terms of internal homogeneity and external inhomogeneity, thus, ensuring the integrity.

As a result of examination of literature in related field, a conceptual frame was formed in relation to the immigration and education of immigrant children. This conceptual frame guided the researchers in developing the data collection tools and obtaining their findings.

Researchers spent long periods of time with the participants, interviewed the teachers during class breaks, participated in sharing sessions between the participants, performed activities and shared their feelings and thoughts with them. This helped to increase the trust of participants towards the researchers and provided honest and brave expression of opinions during the data collection process performed by means of interviewing the teachers; thus, ensuring the reflection of true situation by obtained data.

External Validity

The qualitative research tends to develop methods that allow us to see the non-generalizable properties of special situations rather than dealing with generalizable theories (Vallance, 1980). Transmissibility is the possibility of generalizing the findings and results to similar situations, platforms or events. The researcher has to describe the study procedure to the readers in an extensive manner in order to ensure the transmissibility criteria. The responsibility related to the transmissibility characteristics lies not upon the researcher but upon other researchers intending to repeat the study using the same method (Şencan, 2005). In this regard, the model of the study, data sources, data collection tools, data collection process, decrypting and interpreting the data, organizing the data were extensively described in order to ensure the transmissibility (external validity) of the study.

Credibility

While plausibility of the research results is important, the matter of credibility is of another meaning for the qualitative research. Before everything else, certain factors related to the credibility applicable to the quantitative research are not subject matter to the qualitative research (Yıldırım & Şimşek, 2011). One of the principles forming the basis for a qualitative research is acknowledging from the very beginning that the reality undergoes continuous changes in accordance with the environment and individuals and that if the study was to be repeated with similar groups the same results could not be achieved. The human behavior is never constant; it is of a constantly changing and complex nature. Therefore, studies related to social occurrences can never be repeated identically, regardless of the implemented method. Obviously, the principles related to external credibility contradict the basic principles of a qualitative research, thus, external credibility acquires a different meaning for the qualitative research.

Similarly, internal credibility contradicts one of the basic properties of a qualitative research. The qualitative approach accepts that every researcher's interpretation and perception of occurrences could differ. Different perception and interpretation of the same data by two different researchers is possible. Therefore, internal credibility is another concept that needs to be handled differently in terms of the qualitative research being scientific (Yıldırım & Şimşek, 2011).

Internal Credibility

Identical measuring of an occurrence or event by multiple researchers within the same period of time represents credibility depending on the observation. This condition is an indicator of internal credibility (Yıldırım & Şimşek, 2011). In this regard, in order to ensure internal credibility, the researcher, as well as the field specialist, examined the camera images and took notes. Coding of the data set formed with the observation and examination notes was performed by the field specialist and researchers separately, then the codings were compared and the consistency ratio was calculated.

Coding of the interview data set was also performed by the field specialist and researchers separately, then the codings were compared and the consistency ratio was calculated. The Miles & Huberman (1994) formula was used during the study. The view unity of researchers is 0.89.

External Credibility

Because of the importance and sensitivity of the perception to the natural environment as one of the basic characteristics of a qualitative research, and because the reality undergoes continuous changes in accordance with the environment and individuals and that if the study was to be repeated with similar groups the same results could not be achieved, several problems arise with regard to the credibility (Yıldırım & Şimşek, 2011).

The researcher extensively defined the role undertaken within the process in order to ensure the verifiability of the study. This condition provides an insight regarding the roles to be undertaken by persons intending to perform similar studies and provides a possibility of comparing the results of new studies.

Data sources were defined in a detailed manner in the research. This condition will have a guiding property in terms of definition of data sources by persons performing similar studies.

Due to the fact that the sub-problems handled with regard to the nature of the study subject could not be dealt with separately from the environment, it is necessary to define the social environment in a detailed manner when presenting the findings. This condition also contributes to the verifiability of the study.

When presenting detailed descriptions and findings related to the conceptual frame created in the first section with regard to the study subject, use of related literature in a supporting manner is also important in terms of verifiability. Additionally, the raw data of the research were kept in a manner allowing others to study them.

"Purposeful sampling" was used during the study. According to Yıldırım & Şimşek (2011), in order to increase the transmissibility, the method of purposeful sampling, which bears the goal of identifying the events and occurrences typically encountered by us, as well as their variable properties, is implemented.

3. Fındıngs

Problems experienced in organization of classes in camps
The *physical problems* code was created in regard to the organization theme.

The biggest problem encountered in regard to the organization of classes is that the classes are crowded. The crowdedness of classes is a problem emphasized by both Syrian and Turkish teachers. The insufficiency of physical structure is another popularly announced problem with regard to the physical problem code. Various problems were mentioned due to the fact that educational activities are being carried out in tents in certain camps. ST_7 (Syrian teacher7) *"When having a class, our discussions interfere with the ones in an adjacent tent. This leads to ambiguity and students' inability to concentrate."* This teacher expressed the problem in this way. Still with regard to the physical problem, 5 of the Syrian teachers emphasized that there is insufficient number of classes. This problem can be referred to as a factor affecting the problem of classes being crowded as mentioned by all the teachers.

Problems experienced with regard to human resources in camps

Manager-related problems
Economic problems, formation, camp conditions, professional sufficiency, professional harmony, respectability, personal problems of teachers, auxiliary staff deficiency codes were created in regard to the human resources theme.

The fact that both teachers and managers are not adept at their jobs is the largest problem mentioned in regard to the professional sufficiency code. The problem emphasized by Syrian teachers (5) was expressed as *"The managers are not professional, they have no managing skills"*. ST_{16} attempted to clarify the problems as follows: "*Because qualified teachers are leaving, the managers have no idea what to do*". TT_5 emphasized the professional sufficiency saying "*Syrian managers have significant lack of experience in terms of managing skills. Their incompetence creates management problems in schools.*"

The problem mentioned by Syrian teachers (8) in regard to the professional harmony code draws attention to the unity problem encountered between teachers and managers. ST_{11} says "*Since the teachers and the managers are volunteers, a reciprocal harmony problem arises. Non-paid teachers and managers are intolerant to each other.*"to express the problem. Since the teacher is not being paid, the manager cannot impose sanctions to the teacher. When attempting to impose sanctions, a bigger problem arises when the teacher decides to leave.

Teacher-related problems
One of the problems mostly mentioned in regard to the teaching-learning process is the formation deficiency. The teaching-learning processes are carried out by teachers with no formation program. Thus, the teachers with no formation encounter the professional sufficiency problem. Formation deficiency is a problem mentioned by all Turkish and Syrian teachers.

In regard to the economic problem code, the fact that teachers are not being paid is mostly mentioned problem by both Turkish and Syrian teachers. As a result, problems arise such as extenuation of the job by teachers and teaching activities being carried by teachers with no formation. Observations carried out at camps showed that most of the teachers are female. Because no salary is provided, male teachers work outside the camps. The first step of the Maslow's pyramid consists of physical needs. TT_5 explains the problem with these words, "*Non-paid teachers are not heading towards the seriousness of education. Teachers that cannot receive payment do not completely embrace their jobs. Then, others cannot be completely productive due to lack of formation."* . In this regard, the professional sufficiency problem arises among the Syrian managers at the schools. TT_{12} emphasizes, *"Managers are far from managing skills and are incompetent."* . Six Syrian teachers also note the fact that managers are non-specialized and incompetent.

Compliance with camp conditions is another problem encountered by teachers, which affects the teaching-learning activities. Adaptation of Turkish managers to camp problems, Syrian teachers living in camp conditions negatively affects the teaching-learning activities. TT_2 brings attention to the problems

by saying, "*Turkish teachers experience problems in adapting to different culture and camp conditions.*"Yıldırım & Tosun (2012) concluded in their study that with the stress experienced in a trauma all mechanisms interact with each other. This interaction uncovers the compliance problem as well.

The most important problem mentioned by both Turkish and Syria teachers in regard to the teacher-related problems code is the deficiency of teachers and majority of teachers with no pedagogical formation. All of the Syrian teachers indicated that the abandoned their jobs due to inability to receive payments. ST_{12}"*Because the teachers work at other places, the classes are unsupervised, which brings out the discipline problem in classes.*" The fact that teachers with no formation experience problems in managing the class was also observed during the visits performed by the researchers at the camps.

Problems related to the respectability code were mentioned by Syrian teachers. The teachers indicated that they are not treated with respect by the parents and managers. They also indicated that parents exhibited behaviors up to insults.

The most mentioned problem in regard to the personal problems of teachers code (7) is that teachers experience psychological problems. ST_1 uncovered the problem by the following expression, "*Teachers have psychological problems*". Psychological problems are probable situations that can be experienced by people, who had seen war, the ruthlessness of war, had been forced to stay far away from their homeland.

Auxiliary services-related problems
In regard to the problem of deficiency in auxiliary services, the teachers emphasized the problem in cleaning due to lack of staff in the auxiliary services category. The deficiency in auxiliary services was also observed by the researchers during camp visits.

Student-related problems in camps
The *war effect, ambiguity, regionalism, lack of guidance, parent indifference, family structure, extra-camp problem* codes were created according to the views of teachers related to the student theme.

In regard to the war psychology code, both Turkish and Syrian teachers indicated that the fact that students had seen war resulted in trauma being converted into behavior. TT_{13} described this issue as "*They reflect the violent and negative sides of the war on each other in classes*". TT_9 says, "*They damage the school property and property of their classmates*", driving the attention to another aspect of the psychological effects of war.

One of the problems mentioned by both Turkish and Syria teachers (12) in regard to the student structure-related issues code was the regionalism issue due to the fact that students come from different regions. Students coming from different regions may experience problems in adopting to each other. Students make regional differentiation among each other. ST_9 expressed this issue as follows, "*Students quickly start fights on the basis of regionalism and this reflects on the class*". Another problem related to the student structure is the presence of psychological issues. Two Turkish teachers indicated this issue together with 8 Syrian teachers. TT_2 indicated this issue by saying, "*Students' state of war reflects itself in their behavior*" while ST_3 said, "*Children, who had lost a relative to the war, who are experiencing the war psychology, cannot adopt to the class, there is no cooperation among them*".

In regard to the ambiguity code, the most important issue indicated by both Turkish and Syrian teachers is the uncertainty of their future. The uncertainty regarding the continuation of war, when it will be over, the state of these people in future leads to negative attitude and behavior in students. The teachers also indicated that such ambiguities affect the students' attitude towards the school, causes them to become distant from the school. Another issue resulting in regard to the ambiguity code and also mentioned by

Syrian teachers (10) is the accreditation of diplomas. The attention was drawn to the uncertainty regarding the accreditation of diplomas issued here after returning to Syria. It was emphasized that this uncertainty causes the students to skip school. In continuation of this issue, Turkish teachers indicated the excessive indifference issue towards the classes and the school.

The issue arising in regard to the regionalism code is that everyone wants to live according to their own culture and due to culture differences. Turkish teachers characterize the issue as cultural difference. Syrian teachers, on the other hand, characterize it as regionalism. The issue arises from lack of dialog due to the differences between the regions. Turkish teachers described the issue as *"students from different cultures experience communication problems"*. ST_{13} described the issue as follows, "*Differences between regions leads to regionalism and infighting*". Şen (2010) concluded that immigrants keep abiding by their culture and strive to keep it alive during a study performed with Turkish immigrants in Germany.

Two issues were identified in regard to the lack of guidance code. The first issue is that traumatized children may experience guidance problems due to absence of specialists able to guide the students in their problems because of absence or insufficiency of guidance counselors in camps. Lack of social life areas in camps, insufficient activities in schools create the deficiency in guidance during the teaching-learning process.

Parent-related problems

The indifference, future anxiety, cultural difference, war trauma codes were created in regard to the parent-related problem theme.

In regard to the indifference code, both Turkish and Syrian teachers indicate that parents are ignorant towards the school. Also, in regard to the indifference, the students leave their schools because families do not follow up with their children. ST7 attempted to describe the issue as follows, "*The families do not follow up with their children. Thus, a lot of registered students do not attend to the classes. The problem is experienced in follow-up because the parents behave indifferently*". Also in regard to the indifference code, the parents lose track of their children because of working outside the camps. Syrian teachers (12) uncovered another side of the indifference by indicating that parents do not cooperate with teachers in disagreements and misunderstandings. It was also indicated that cultural weakness of families also causes indifference.

The most important issue mentioned in regard to the parent-related problems code is the indifference of parents. TT_7 states "*A parent would not accept the fact that their child could make a mistake when the student causes problems in the class. They always consider themselves and their children to be rightful. Thus, reciprocal disagreements and misunderstandings are being encountered. We cannot bring the parents to school otherwise*" in order to emphasize the indifference of parents. Syrian teachers (5) also draw the attention to the indifference of parents and to the fact that they do not protect their children.

In regard to the parent support code, both Turkish (7) and Syrian teachers (11) mention the indifference of parents towards children and the school. The parents are not concerned regarding the education of their children. "*Parents visit the school only when their children have fights or when aid is being distributed in order to demand more for their child. Other than that, they neither call nor ask about their children*", ST_{14} emphasizes the problem. Turkish teachers draw the attention to the fact that families are not acknowledged about the importance of education.

Also, in regard to the family structure code, the attention was drawn to the multitude of children from families separated due to the war. Children, who lost their fathers to war, children located in Turkey, whose fathers remain in Syria, have difficulties in adopting to the teaching-learning process.

The attention was drawn to cultural conflicts between families in regard to the cultural differences code of previous themes. Because families coming from different cultures wish to continue living their culture, cultural conflicts arise.

In regard to the future anxiety code, families take education to the background because of their concern about the future. TT_1 says, "*These people are concerned about their future. Anxiety about future overpowers the education*" in relation to this issue mentioned by Turkish teachers (3). The accreditation of diploma also becomes another dimension of the future anxiety problem.

The most important issue mentioned in regard to war trauma is the fact that families still experience the war psychology. It was uncovered that the war psychology is being reflected on the children. TT_{12} says, "*It is obvious that parents with weak psychological state, coming from the war and forced to live in tent camps are not in a condition to deal with the student problems as well. Parents are not in a cooperation with the schools*" in order to draw attention to the issue.

Education materials and program related problems
The planlessness, adaptation codes were created in regard to the education program theme.

In regard to the ambiguity code, both Turkish and Syrian teachers indicate the absence of an educational program and plan for the children. Turkish teachers indicate the fact of Syrian teachers applying Syrian programs, and the fact that these programs are not applicable in camp conditions to be a problem. Syrian teachers draw attention to the problem and state, "*There is no program, there is no program. The program is being prepared by teachers or managers*". ST_{15} draws attention to another aspect of the problem stating "*There are no activities in the program and it is compacted*". Syrian teachers (6) mentioned that teachers and several students leave the school due to lack of a plan and a program.

In regard to the adaptation code, both Turkish and Syrian teachers indicate the issue of lacking unity among the teachers and the administration due to absence of programs. ST_5 draws attention to the adaptation problem stating, "*There is lack of connection between the administration and teachers and between the teachers and students due to absence of programs*". $TÖ_5$ draws the attention to the adaptation problem in application of program by saying, "*There is no unity in practices for identification of class selection by school administration*".

As for the extra-camp problem code, TT_{13} state "*The actual problems exist in schools outside of camps. They are funded by different charity organization with unknown sources and the schools are forced to apply their regulations*" in an attempt to emphasize another aspect of the problem.

Education tools/materials related problems in camps
The *education materials deficiency, personal needs of students, insufficiency of physical environment and effectiveness* codes were identified in regard to the material theme.

In regard to the material deficiency code, both Turkish and Syrian teachers mentioned the insufficiency of tools and instruments used by the teachers during the teaching process and used jointly by teachers and students. "*there are no tools and instruments in classes other than the chalkboard. There are no physical relief maps in geography classes*" says ST_{15} in order to emphasize the deficiency.

In regard to the material related problems code, issues resulting from deficiency of course books, tools, instruments were mentioned. One of the problems indicated by both Turkish and Syrian teachers is the dressing issue. Teachers attempted to mention that there is no unity in student clothing such as aprons, jackets and trousers, skirts.

Deficiency of notebooks, books, stationery was mentioned in regard to the personal deficiency of students code.

In regard to the physical environment deficiency code, the problem with storing things in tents was mentioned.

In regard to the efficiency code, both Turkish and Syrian teachers drew attention to teaching-learning issues resulting from the lack of tools and instruments. TT_{13} mentions the issue as follows, *"Deficiency in tools and instruments decreases the interest in classes and efficiency"*. ST_8 states, "*Students cannot understand the classes due to insufficient tools and instruments*" in order to draw attention to the effect of the tools and instruments on learning. ST_7 indicates the proficiency of teachers by saying, "*Tools and instruments are not utilized by teachers*".

4. Suggestions of the participants in regard to solving the problems

In regard to the solution theme, participants made suggestions related to *professional sufficiency, physical structure, programs, students and families*.

In relation to suggestions regarding professional sufficiency, all of Syrian teachers mentioned the issue of paying salary. They emphasized that if salaries are to be paid, the teachers will not take jobs outside the schools. Another issue indicated by Syrian teachers is that managers are not adept at their jobs. On the basis of salary, adept managers leave to work on other jobs and thus inexperienced managers come to the schools. Turkish teachers indicated that managers are not acknowledged about the education. Another suggestion made with regard to the professional sufficiency is the continuation of seminars. ST_{13} indicates the need to develop professional sufficiency saying, "*These seminars have been very useful to us. Therefore, they need to be continued*". Suggestion of both Turkish and Syrian teachers in regard to professional sufficiency is bringing branch teachers to the schools. Both Syrian and Turkish teachers suggest appointing guidance counselors.

Construction of a building was suggested in regard to the physical structure. The problem with absence of a building was mentioned by both Turkish and Syrian teachers.

Both Turkish and Syrian teachers indicated the need to prepare a student-oriented program in relation to the issues with programs. Turkish teachers (8) suggested establishing a coordination between all camps.

In regard to the student-related suggestions, all Syrian teachers suggested ensuring the accreditation of diplomas. Both Turkish and Syrian teachers suggested provision of uniform for the students. The clothing format requested here is a uniform such as the one of Turkish students. Another student-related suggestion is organization of activities among the students. One of the student-related suggestions is elimination of regional differences.

Organization of education, seminars for parents was suggested in regard to the parent-related issues.

5. Dıscussıon and Conclusıon

The war in Syria is a tragedy known to all.   Millions of people were forced to migrate from their country because of the war. These people live in camp conditions in their places of migration and experience many problems. One of these problems is the issue with education. Findings obtained during a study performed with the goal to identify these issues helped to reach the following conclusions.

Together with the density of population in camps, the need for school and classes rose. The most mentioned issue related to physical problems is the crowdedness of classes.
One of the problems mentioned by both Turkish and Syria teachers in regard to the class organization code was the regionalism issue due to the fact that students come from different regions. Students make

regional differentiation among each other. Psychological issues of students arising from experiencing the war affect the class organization as well. Erden & Gökçe (2009) indicated in their study that the psychological effects of war are being reflected on the environment.

One of the most important factors with negative effect on class organization and education is lack of teachers and multitude of teachers with no pedagogic formation.

The fact that parent indifference and disregard of their children affects the class organization in negative ways was identified.

Most mentioned problem related to human resources is non-payment of wages to the teachers. As a result, problems arise such as extenuation of the job by teachers and teaching activities being carried by teachers with no formation. Observations carried out at camps showed that most of the teachers are female. Because no salary is provided, male teachers work outside the camps. Another issue is that managers are not specialized and incompetent.

Compliance with camp conditions is another problem encountered by teachers, which affects the teaching-learning activities. Adaptation of Turkish managers to camp problems, Syrian teachers living in camp conditions negatively affects the teaching-learning activities.

Professional sufficiency is one of the most important characteristics that need to be present in teachers for a healthy education. The fact that both teachers and managers are not adept at their jobs is the largest problem mentioned in education of Syrian refugee students. Attention is drawn to the compliance issue between the teachers and managers. Since the teacher is not being paid, the manager cannot impose sanctions to the teacher. When attempting to impose sanctions, a bigger problem arises when the teacher decides to leave. The teachers indicated that they are not treated with respect by the parents and managers. They also indicated that parents exhibited behaviors up to insults. It is disputable as to what extent a teacher with no respectability could be successful in the educational process.

The most mentioned problem in regard to the personal problems of teachers code is that teachers experience psychological problems. Psychological problems are probable situations that can be experienced by people, who had seen war, the ruthlessness of war, had been forced to stay far away from their homeland.

War affects human life from the very deep. It is likely that children, who witnessed violence during the war, will reflect the violence onto their behaviors. Especially Syrian teachers indicated that children traumatized by wars are being affected in their lives by these traumas. Traumatized children constitute a long term problem for the society (Fletcher, 2003). It can be said that the future adults will live with issues. The participants suggest appointing guidance counselors to the camps.

The uncertainty regarding the continuation of war, when it will be over, the state of these people in future leads to negative attitude and behavior in students. The teachers also indicated that such ambiguities affect the students' attitude towards the school, causes them to become distant from the school. Another issue mentioned by Syrian teachers is the accreditation of diplomas. The attention was drawn to the uncertainty regarding the accreditation of diplomas issued here after returning to Syria. It was emphasized that this uncertainty causes the students to skip school. In continuation of this issue, Turkish teachers indicated the excessive indifference issue towards the classes and the school.

Everyone wishing to live according to their own culture and cultural differences form a different problem. Turkish teachers characterize the issue as cultural difference. Syrian teachers, on the other hand, characterize it as regionalism. Communication problem arises due to differences between the regions. Traumatized children may experience guidance problems due to absence of specialists able to guide the

students in their problems because of absence or insufficiency of guidance counselors in camps.Lack of social life areas in camps, insufficient activities in schools create the deficiency in guidance during the teaching-learning process.

Attention was drawn to the multitude of children from families separated due to the war. Children, who lost their fathers to war, children located in Turkey, whose fathers remain in Syria, have difficulties in adopting to the teaching-learning process. Because families coming from different cultures wish to continue living their culture, cultural conflicts arise.

Parent bring education to background due to their anxiety with the future. The accreditation of diploma also becomes another dimension of the future anxiety problem. Karakaş (2013) has concluded in his study that future anxiety may lead to a tense and different identity.

The most important issue mentioned in regard to war trauma is the fact that families still experience the war psychology. It was uncovered that the war psychology is being reflected on the children. Studies supporting the finding are available. Fear, despair and terror, sometimes shame and anger could be densely experienced during the traumatic experience of a person (Brewin & Holmes 2003; Grey, Holmes & Young 2005; Grey & Holmes 2008).

The problem mentioned by both Turkish and Syrian teachers is the absence of an education program and plan for children arriving from Syria with the status of refugee. It was found that unity cannot be ensured among the teachers and the management due to lack of programs. Güllüpınar (2010), found in a study directed to the causes of unsuccessfulness of children in Germany that the problem arises from family related causes, as well as from lack of intra-cultural regulations and other structural factors.

Both Turkish and Syrian teachers mentioned the insufficiency of tools and instruments used by the teachers during the teaching process and used jointly by teachers and students. Deficiency of notebooks, books, stationery was mentioned in regard to the personal deficiency of students. In regard to the physical environment deficiency, the problem with storing things in tents was mentioned. The fact that lack of tools, instruments, materials negatively affects the educational process was observed.

In relation to suggestions regarding professional sufficiency, all of Syrian teachers mentioned the issue of paying salary. They emphasized that if salaries are to be paid, the teachers will not take jobs outside the schools. Another issue indicated by Syrian teachers is that managers are not adept at their jobs. Still in relation to wages, adept managers leave to work on other jobs and thus inexperienced managers come to the schools. Turkish teachers indicated that managers are not acknowledged about the education. Another suggestion made with regard to the professional sufficiency is the continuation of seminars. Several of Syrian teachers indicate the need to develop professional sufficiency saying, "*These seminars have been very useful to us. Therefore, they need to be continued*". Suggestion of both Turkish and Syrian teachers in regard to professional sufficiency is bringing branch teachers to the schools. Both Syrian and Turkish teachers suggest appointing guidance counselors.

Construction of a building was suggested in regard to the physical structure. The problem with absence of a building was mentioned by both Turkish and Syrian teachers.Therefore, suggestions can be made to provide buildings with proper characteristics for educational activities or recurrent activation of YIBOs for such children.

Both Turkish and Syrian teachers indicated the need to prepare a student-oriented program in relation to the issues with programs. Turkish teachers (8) suggested establishing a coordination between all camps. Studies performed by Barenbaum et al. (2004), Gupta & Zimmer (2008) emphasize the need for thorough preparation of programs for children, who experienced war traumas, by taking into account the individual and cultural conditions.

In regard to the student-related suggestions, all Syrian teachers suggested ensuring the accreditation of diplomas. Both Turkish and Syrian teachers suggested provision of uniform for the students. The clothing format requested here is a uniform such as the one of Turkish students. Another student-related suggestion is organization of activities among the students. One of the student-related suggestions is elimination of regional differences.

Organization of education, seminars for parents was suggested in regard to the parent-related issues.

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