



SEDIN

Creative Methods for Successful Inclusion in Multicultural Schools

SITUATION ANALYSIS DOCUMENT



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MULTICULTURAL EDUCATION AND TURKEY: CURRENT SITUATION, PROSPECTS, POSSIBILITIES

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Political, social and economic chaos and conflicts occurring in Europe have prepared the ground for the start of the modern era since the 18th century. Modernity which was the source of the human systems until a certain period has received some criticism, especially due to the understanding of uniformity. Going beyond the critique of modernity, post-modern paradigm became a kind of "revolt" and determined pluralism, diversity and locality as its touchstone. Similarly "multiculturalism" affected by Post-modernism has also argued that the system brought by modernism should be reformed. In particular, from curriculum to teacher training creation of a structure defending the values such as respect for differences, fair and equal opportunities have been discussed.

The main objective of the study is to deal with the policy of "multicultural education" recently discussed and applied especially in the democratic and welfare states in order to manifest the purposes and dimensions of "multicultural education" applied in the world and Turkey.

The research was carried out by theoretical methods. In this context, within the purposes of the research, a lot of scientific resources such as local and foreign papers, theses, books, etc. have been reached. These resources were analysed so as to serve the purpose and were evaluated by significant expression. Accordingly, although multicultural education has progressed especially in countries such as Canada and Australia, the majority of which was formed by the migrants, it was found that it is discussed to some extent in countries such as Turkey. Similarly, it was concluded that countries discuss and apply multiculturalism from different perspectives in terms of purposes and dimensions.



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MULTICULTURAL EDUCATION CURRICULUM DEVELOPMENT IN TURKEY

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In recent years, Turkey has seen an increase in immigration and, consequently, also in the enrolment of international students. These students from many countries, with a variety of cultural, linguistic, ethnic, religious, and educational backgrounds are in need of education that “teaches the value of cultural diversity.” Schools must also deal with issues related to differing socioeconomic backgrounds, and, sometimes, limited awareness of diversity and a lack of cultural competence. Thus, it has become essential for Turkish schools to adopt a multicultural curriculum, restructured in accordance with knowledge of the right of all to education, in keeping with principles of global justice.

Conclusion:

- (a) Turkey’s multicultural society has existed for many centuries already, but the effects of its educational system towards the cultural diversity are still not effective.
- (b) A possible reason for this ineffectiveness is the inability of the Turkish educational system to realign its goals and objectives to the changing attribute of the society;
- (c) Turkey can take advantage of the structure of its educational system by implementing approaches that caters to various socio-cultural levels.

The need for the government to address deeper issues related to cultural diversity such as the issue on education is a fairly novel concept for the Turkish government. As far as the government is concerned, social and political tension within its domains are avoided as much as possible by tolerating individuals from other cultures. One of the many ways of solving the subtle yet existing social and cultural



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inequalities is through education. A successful multicultural education means that the educational program implemented in the Turkish educational system must and should be able to take into account the different cultures and cultural needs. Educators must also make use of professional development in order to increase their understanding of different cultures. If Turkish educators utilize these approaches and strategies, Turkish education might indeed become a model utopia.

INSTRUCTIONAL ENVIRONMENT AND TEACHER COMPETENCES IN THE CONTEXT OF MULTICULTURALISM

Eğitim ve Bilim 2009, Cilt 34, Sayı 152 Education and Science 2009, Vol. 34, No 152

The present study examined different views about culture and some basic characteristics of multiculturalism by defining this controversial concept, to design multicultural learning environments by exhibiting the related competences teachers should have. Multiculturalism emerged within the development of human rights movements as a result of increase in social diversity in Europe and the United States during 1960s and has been discussed in terms of various aspects. While reviewing the literature, it has been seen that oppositional views about multiculturalism were in the foreground. While the main arguments of the proponents of multiculturalism were democratization of the social structure by enriching diversity, it was argued by others that multiculturalism has a disruptive construct of social structure and unity. In the scope of this present study, multiculturalism was treated with the idea that it enriches social structure and rather than causing disruption, it brings integration. It was identified how to take multiculturalism concept into account in the instruction environment by defining the structure of the classroom environments where diverse cultural values hang together. In this manner, multicultural competences that the teachers, who are with students having diverse



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cultural values, should have with various views are explored. Strategies that might be used were also discussed to guide teachers in order to help them use the competences they have in teaching-learning environments.

Summary

Purpose

It comes across that considering individual differences is a basic principle in designing teaching-learning environments. Thinking and accepting that students might have different races, ethnicities, classes, languages, belief systems, experiences, sexual preferences and political views; considering these in planning the instructional environment and open to discussion these differences can be accepted as an important indicator of carrying cultural richness into classroom environment. In this manner, teacher profile, especially open to different cultural values and beliefs in the necessity of understanding and keeping alive these values, is needed. It is believed that teachers are required to have information about designing a multicultural instructional environment and be informed on planning classroom environment in a way that different points of views be accepted in order to have this kind of understanding. For this purpose, what the multicultural teacher competences are, what these competences include and how these shape the teacher's behaviours were tried to be exhibited. Besides, it was aimed to introduce various strategies to develop multiculturalism in classroom environment. It is thought that the studies causing teacher candidates to earn multicultural competences might contribute to the design of teaching-learning environments and arranging teacher student relationship in Turkey. It is also believed that teachers should be trained according to multicultural point of views and attempts in this direction should be speeded up and it is thought that the present study might be a step in terms of taking these attempts into action. Results Multicultural education is described as the activities carried out for the aim of intellectual curiosity, self-criticism, making an independent decision after evaluating claims and evidence, respecting to other, being responsive to different thoughts and life styles and becoming distant from an ethnic





central understanding. For this purpose, it is expressed that in multicultural education, learning and teaching processes should be constructed in a mutually accepted manner that it encourages the cultural pluralism and ensures respecting different cultures. In the frame of this understanding, multicultural teacher education gains importance. For the teachers, who will work in classroom environment where students with diverse cultural values are together, being aware of these values, having knowledge about these values and not seeing these as problems that should be overcome and enriching the instruction environment by using these values are considered as multicultural teacher competences. In the literature, it is mentioned that teachers should have multicultural competence especially in awareness, knowledge and skill dimensions. It is also expressed that creating multicultural teaching-learning environments depends on teachers' using various strategies besides having multicultural competences.

Discussion

When the opinions proposed for creating a multicultural instruction environment are reviewed, it is seen that suggestions are provided in terms of planning as well as arranging teacher-student relationships in classroom. In the instruction environments, teachers' valuing all students' cultural backgrounds, accepting diversity, encouraging students to give examples from their own lives, working for creating a social interaction environment, using various methods and techniques by supporting students' learning can be considered as a necessary and important effort for creating a multicultural instruction environment. Including instructors to teaching and learning processes especially in the faculties where teacher candidates are trained gain great importance. Instructors included in teaching and learning processes by this way may also be good models for teacher candidates. Thus, rather than teaching cultural responsiveness to teacher candidates, by providing a multicultural education environment, students can be provided opportunity to make observations and make assessments and contributed to internalize multiculturalism.





Conclusion

In the arguments about multiculturalism, it is seen that opposite views come forward and the ones who oppose multicultural mention that this understanding brings out a point of view that disrupts integration. It is also understood that the ones who defend multiculturalism consider protecting cultural richness and caring different individuals' values. Although it is not sufficiently available in Turkish literature, in the world, multiculturalism comes across as an important field of study for the professions who provide helping service. As is the case in the field of education, it is thought that to reach out students in teaching-learning environment by providing an effective service, it is necessary for teachers to have multicultural competence. Thus, it can be expressed that it is required for teachers to design instructional process in a structure open to cultural richness.

MULTICULTURAL EDUCATION IN TURKEY AND TEACHERS' COMPETENCIES IN MULTICULTURAL EDUCATION

YYÜ Eğitim Fakültesi Dergisi (YYU Journal Of Education Faculty),2013,Cilt:X, Sayı:1,352-372,<http://efdergi.yyu.edu.tr>

The purpose of this study is to make a review of literature on multiculturalism, multicultural education in Turkey and teachers 'competencies in multicultural education. Recently, the importance of including cultural differences in curriculum has been emphasized widely among educational institutions from primary schools to higher education. It is known that the success of any change conducted in curriculum mostly depends on the capabilities of the teacher. The teachers should be knowledgeable



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about multicultural education, how to apply the principles of multicultural education in class. Hence, the role of teacher has crucial importance in doing multicultural education and giving rights to all children coming from different cultures. In this review, firstly, multiculturalism was defined and different perspectives on multiculturalism were presented. Secondly, the application of multicultural education in Turkey was explained. At last, self-efficacy of the teacher in multicultural education was discussed in detail.

MULTICULTURAL EDUCATION IN TURKEY: AN ANALYSIS OF 1ST-5TH GRADES CURRICULUM OBJECTIVES

Demet SEBAN, Hatice UYANIK – Pegem Eğitim ve Öğretim Dergisi, 6(1), 2016, 01-18

The aim of this study is to evaluate 1st-5th grades curriculum objectives with regards to multicultural education principles in Turkey. To achieve this goal, document analysis of qualitative method was used. The curriculum standards of compulsory courses were examined by using Castagno's (2009) framework that offers six approaches for multicultural education. According to the results of this study, the total number of 2.44% objectives has been found related to multicultural education principles. There are not any objectives related with education for assimilation and education for social action approaches. When the number of objectives has been examined, it has been found that these programs answer education for amalgamation (0.51%), pluralism (0.93%), cross-cultural competence (0.89%), and critical awareness (0.67%) approaches. Overall, the programs do not include any objectives for education, for assimilation and social action; however, the curriculum did not appear to be designed to reflect the key principles of multicultural education.



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Results

According to the results of this study, traffic safety, game and physical activities and music courses do not include any objectives related to multicultural education. There are no any objectives related with education for assimilation and education for social action approaches either.

There are 7 objectives (3 objectives in Turkish and 4 objectives in Life Science) reflect the issues of education for amalgamation. Education for pluralism was found in 21 objectives in total; specifically 1 objective in Turkish, 4 objectives in Life Science, 7 objectives in Social Sciences, 2 objectives in, Math, 4 objectives in Visual Arts, 1 objective in Science, and finally 2 objectives in Education of Religion and Ethics. Total of 15 objectives for cross-cultural competence distributed to, 1 objective in Turkish, 7 objectives in Life Sciences, 2 objectives in Social Science, 4 objectives in Visual Arts and lastly 1 objective in Physical Education courses. Education for critical awareness was found totally in 12 objectives broken down as 1 objective in Turkish, 5 objectives in Life Sciences, 3 objectives in Social Science, 1 objective in Visual Arts and finally 1 objective in Physical Education courses.

Discussion, Conclusion & Implementation

This study examines the following question: 'What is the level of coherence of the objectives in curriculums for 1st through 5th grade with multicultural education and if there is coherence, how much are these objectives reflect the multicultural education program approaches?'. Overall, the programs do not include any objective for education for assimilation, which is an important point. On the other hand, no objective was found to educate students for social action. This also means students are not educated for critical consciousness and commitment to the social justice and equity.

Distribution of the objectives in according to the typology used in the study is fairly small percentage: education for amalgamation 0.51%, education for pluralism 0.93%, education for cross-cultural competence 0.89%, and education for critical awareness approaches 0.67%. When looking at the





number of objectives in each category, the curriculum has not been designed to educate students in accordance with the key principles of multicultural education. The result of the study is similar to Cırık's (2008) research.

While this study echoes relevant literature's suggestions, it also gives essential discussion points for future implications. First of all, even though multicultural education has no significant core relationship with the design of current Turkish elementary courses curriculums, the results of the study show it still exists in curriculums. Thus, this delicate relationship between multicultural education and current elementary courses may present a critical foundation for future curriculums design. Some scholars (Aydın, 2012, Cırık, 2008, Esen, 2009) also highlighted the necessity of multicultural education for Turkish education system as providing natural solutions for the eclectic Turkish society.

Hereby, this study suggests as the literature preceding, the curriculum is an important key factor for multicultural education and needs to be designed to reflect the key principles of multicultural education. The frameworks provide lenses through which the official decision makers can consider about their multicultural education. In relation with this noteworthy discussion point and future implication, a total multicultural education experience for a lesson might be a starting point to broaden the horizons of current curriculums. According to the results, Life Sciences, Social Sciences, Visual Arts and Turkish courses might be the most relevant courses to start with designing and implementing multicultural education.





MULTICULTURAL EDUCATION AND CURRENT SITUATION IN KARSIYAKA

The Ministry of National Education published the Pre-school Education Program on innovative approaches to education in 2013 on a business alliance with UNICEF. The program offers an innovative perspective on the pre-school area for especially multicultural education.

Educational materials have been highlighted that support scientifically proven preschool education approaches and approaches that are recognized around the world and provide high benefit for children. Again; the program also supports the implementation of studies for special needs and disadvantaged students and provides effective solutions. Pre-school Education Program states that the more pre-school children have a rich educational environment, the more they will be able to support different developmental areas effectively. However, it is very important for teachers, administrators, and support staff to be trained in these approaches so that the Program can be effectively implemented.

Karsiyaka District National Education Directorate received a local project grant (200.000€) from İzmir Development Agency (İZKA) (TR31 / 13OME / 0008) in order to provide integrity in pre-school education institutions in 2014, 29 classes of 6 independent Kindergartens; adopting innovative approaches in educational practices and making arrangements in education methods and techniques; the diversity of educational materials has been enriched by the materials of the Montessori approach, which provides meaningful learning experiences for children with special needs, centered on students with special needs, but the physical characteristics of the learning environment have been improved and the necessary infrastructure for the nursery schools has been improved. Because the teachers



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have not yet had sufficient experience with this program, they have been trained by the experts (in Germany and Turkey) in order to implement the methods effectively in their classes. As a result, they have been using the new methods for a few years so, we have the least difficulty in multicultural education at pre-school level in our region.

That is why for multicultural education; we need to develop basic and cross-functional skills, digital skills and multilingualism of the staff by learning about the different methods that can be applied, as well as the personnel, family seminars and group work in the fields of education and training by renewing and increasing the quality and scope of education in all the member institutions of the consortium and we need to adapt these competencies to our institutions. For this purpose, we should apply different education and training methods in order to develop different types of learning methods in our institutions, to utilize different education systems on the methods and techniques that can be applied to develop positive behaviors in children, to improve the qualification of the personnel who work in our institutions voluntarily and to raise awareness of innovative and student-centered pedagogical approaches to family education for self-improvement.



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SEDIN Interviews Report

SEDIN-situational analysis-Teachers/Principals

Name of the Partner's institution

Nezahat Ertan Anaokulu	Kindergarten
Engin Hayri Özmeriç İlkokulu	Primary School
Örnekköy İlkokulu	Primary School
Lamia Karer İlkokulu	Primary School
Şemikler İlkokulu	Primary School
Emine Lahur Ortaokulu	Secondary School
Girne Ortaokulu	Secondary School
Mürşide Altınçubuk Ortaokulu	Secondary School
Mehmet Ali Lahur Mesleki ve Teknik Anadolu Lisesi	Vocational High School
TOKİ Ticaret Mesleki ve Teknik Anadolu Lisesi	Vocational High School

For the analysis of the SEDIN Project on behalf of KMEM, we interviewed 50 teachers of different subjects and 10 school principals from 10 different schools under our institution KMEM's control in our region; 1 Kindergarten, 4 Primary Schools, 3 Secondary Schools and 2 Vocational High Schools. Both the teachers and principals have been working at the same school for 1 year to 8 years. In most of the classes, there are students from different cultures (Roman, Syrian, Kurdish) and there are 2 mother tongues spoken among pupils. Because Roman and Kurdish students have been living in Turkey for many years, they speak Turkish.





RESULTS OF PRINCIPALS' INTERVIEWS

1. For how long have you been principal/manager in this school?

2 years	4 years	4 years	Approximately 11 years	4 years	4 years	4 years	10 months	5 years	3 months
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2. For how long have you been teaching in this school?

2 years	4 years	4 years	Approximately 11 years	4 years	4 years	4 years	10 months	5 years	3 months
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3. What is your academic and professional background?

- Master degree - field based education and conference
- 6 of them have Bachelor's degree
- One is a graduate of the Institute of Education.
- Master degree - field based education and conference
- Master degree in the area of education management and inspection

4. According to you, what are the main strengths of your national educational system?

- The solutions of the problems-communication skills
- Organizational structure
- A very big society
- Basic infrastructure of National Education
- Young teaching staff open to innovation, increasing the use of technology in education
- Common organizational network.





- Young teacher staff who are open to innovation and development Active use of information and communication technologies in education and training processes Finding advanced human resources with national and international project preparation and conducting competence
- Supporting the Education with Interactive Board is the strength of our National Education system.
- Providing opportunity equality.
- Young teacher staff

5. According to you, what are the main weaknesses of your national educational system?

- Installed curriculum-limited time
- Too many subjects to be taught
- A bad management and school projects, given value to the learning more than training
- Very frequent system changing
- Too many teaching hours, paid teachers
- The level of motivation and organizational commitment of employees,
Cooperation between the central organization and teacher training institutions,
Qualification level of social, cultural and scientific activities,
Paid teaching practice,
- Motivation and organizational commitment levels of employees Level of proficiency in foreign language education
- Frequent changes in the curriculum
- Lack of staff
- Frequent system changing





**6. According to you, what are the main values promoted by your national educational system?
Discipline / Performance / Respect / Autonomy / Cooperation / Assertiveness/ Politeness /
Debate / Consensus / Competitiveness**

- Discipline-respect-cooperation-consensus
- Respect,cooperation, debate, performance
- Discipline, performance, respect, autonomy, assertiveness, cooperation,debate, consensus,competitiveness, merit, nature awareness
- The emergence of national unity and solidarity
- Discipline, performance, merit
- Discipline, cooperation, assertiveness, debate
- Respect, autonomy, cooperation, consensus, assertiveness, debate
- Love, performance, respect, autonomy, debate, assertiveness, politeness,consensus, competitiveness
- Discipline, respies, cooperation, politeness, debate, consensus
- Discipline, cooperation, assertiveness, debate

7. Your school is located in a multicultural area/Your pupils are from different socio-cultural backgrounds. According to you, what benefits/opportunities and what risks do this intercultural situation bring within the class?

- Fail to adapt to school culture and programme
- Our students recognize different cultures and it prevents to be prejudice. Students' adaptation process may be delayed
- They learn to respect and empathize in different situations within society
- Positive aspects :cultural interactions
- It causes harmony problems and causes difficulties in the implementation of existing rules.
- They recognize Farklı cultures and their customs. To be more respectful of each other they learn.





- Not in the multicultural area.
- Differences are wealth. I consider it positive
- Learning different cultures and participation; problem with the different levels in the same class
-

8. Is the educational system able to respond to these identified risks?

No	Yes	These risks can be reduced in relation to the attitude of the teacher	No	Different strategies for cultural adaptation can be developed	Yes	Yes	Yes	No	Yes

9. What would you need to be able to respond to these risks?

- Regional education program, distribution of the students to the other schools and creating sample individual
- Human love-empathy
- Teachers can renew themselves through in-service training.
- Supplies for the schools and the teachers
- Orientation policies should be developed
- We need financial resources and human resources.
- Risk-oriented trainings based on our teachers' sensitive approach as well as our existing structured conditions





- Teachers should be provided with in-service training on the subject.
- Staff, opportunity, source
- Experience

10. According to you, do the refugee/migrant children have specific needs?

Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
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11. If so, how to respond to them?

- They need fluency usage of Turkish-cultural support-educational materials
- Accepting, without excluding
- With the contribution of state contribution, NGO and philanthropy, these children's needs in education and training are met.
 - Language Education, by giving values education
 - More time for orientation training
 - There is absolutely. We should give these children room in the community. Social, cultural, etc. in all areas of them we must support, bring to society.
 - Collaboration with NGO and foundations can be established.
 - By the help of the orientation
 - Providing necessary health care, language education
 - Teaching our culture

12. At local and regional level, are there networks and collective spaces for discussing these situations with other schools?

Six of them say "NO"; Three of them say "Yes"; One says: A workshop can be organized by the discussing solutions can be produced.





13. According to you, is the official teachers training programme adapted to multicultural contexts?

- Three of them say "YES".
- Four of them say "NO",
- Teachers who work in multicultural settings can be trained on the job and through in-service courses through expert trainers and their deficiencies can be eliminated
- In-service trainings can be given.
- I do not think it is enough. The adaptation of teacher education to multicultural contexts should be initiated during undergraduate education.

14. In your school, what kind of challenges have your teachers been facing within their class and with their pupils?

- Violence, noise, slangs language.
- Negative behaviours of the students-indifference to the course.
- In our school, which is in a disadvantaged area, our teachers do not meet the needs of the students adequately; are experiencing difficulties in their subjects.
- Lack of infrastructure in almost every subject.
- Class management.
- They are confronted with some behavioral disorders.
- Since our teachers are solution-oriented, they do not face any difficulties. In such a situation, I provide verbal communication and provide the necessary support.
- Not enough support from the parents.
- Adaptation problem of the children coming without pre-school education.
- Parents' indifferences.





15. How do they report them to you? How do you collectively handle them? Please give an example.

- Written and orally e.g: interviewing with children and their parents.
- Written and orally e.g: try to find solution with the cooperation of students, teachers, and parents.
- As the school director, we see these problems at the meeting, the conversation and the observations and we are looking for solutions together.
- It is spoken in oral and meetings. It is handled at the administrators and community meetings. The status of people in meetings is evaluated in all aspects.
- Written and orally e.g: interviewing with children and their parents.
- It is sent to the counselors. Interviewed with the students and their parents.
- As an executive with high empathy ability, I always approach sensitive problems or come from my teachers. I'm looking for necessary solutions after verbal communication with my teachers orally.
- Written and orally. Communication with the parents of these kinds of children.
- Written and orally. By discussing.

16. How would you describe the involvement of the parents? What are the main ways for you to involve them in the school life?

- Insufficient and enjoyable activities.
- Changing the level of the education.
- Parents' contribution and contribution is inadequate, Parent Meetings are provided by the help of the counselors and we provide parents' training seminars and we will continue to give.
- Parents' participation is moderate. The main ways to involve them in school life are to organize activities for parents
- Parents' meeting is held at school.
- There may be family education. Acting with the counselors





- Parents can be informed; steerable.
- The student-teacher-parent is an indispensable combination of education. Specially for the pre-school age, the student's time with his / her parent in the classroom increases the student's confidence in the school.

In addition to the inclusion of activities in the school, we must ensure that the students participate in the training in the processes of activities such as observation. We have been applying in our school

- It is sufficient when we think that they have long hours work.
- Cooperation and opening courses for the parents.
- Insufficient. Seminars and activities should be held at school.

17. Have you heard about alternative and active educational methods, such as Montessori and Creative learning?

Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
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18. If so, what do you think about these methods and their compatibility with your education?

- They can be applied regionally.
 - Applicable.
 - All stakeholders of the school should be informed and educated about the subject
 - You need to do a detailed study.
 - One of them thinks learning by doing and living is more effective and lasting.
 - It is not sustainable and the physical conditions of the school are adapted to this educational system.
 - Since our education system is a system with strong strengths, it will make every approach that can be integrated easily applicable.
 - It can be applied in our schools.
 - Necessary materials should be provided and the classes should be organized.





- Curriculum should be changed by national system?

19. Would you wish to add any comment?

In-service trainings should be serious and should be in the areas that the teachers feel the need for. In the end of the training, teachers should be given a written or applied exam. A fee per certificate must be reflected in the salary. In this way, teachers will be trained in the best way at work, will increase their knowledge in the field and will specialize in education.

I think that it is essential to do an extra study on Vocational and Technical Education.

RESULTS OF TEACHERS' INTERVIEWS

1. How many mother tongues are there among your pupils?

The number of refugee or immigrant students vary from school to school in terms of their location. The numbers of students in a class in poorer parts are higher. Although it can create a problem to give a rule, we can still have an idea, as the number of ethnicities is not so high.

We have asked 50 teachers from 10 different schools and all of the teachers that answer this question report to have at least 1 language among the pupils in their classroom, being 4 the most common answer. The mother tongues that children speak in Karşıyaka schools are Turkish, Kurdish, Romane and Arabic (Syrian).

2. How would you describe the participation of your pupils within the class?

The interviewees have stated that they have an active participation in multicultural classrooms. 60 % of them say that participation is very active. Some of them noted that children are willing to learn and curious. In addition, 17% of them mentioned that the students are participative, dynamic and willing to collaborate.





Some teachers stated that with some refugees, especially Syrians the lack of competence in the language of Turkish may affect the quality of participation. As well as language problems, teachers stated that there are some behavioral problems as talking at the same time, not respecting to the friends, etc.

In cases of students with Romane background whereas, students are not so successful as they cannot have the opportunity to study at home or have support from their parents. Mostly, they have to go to work after classes.

In some schools teachers stated that they have achieved active participation by using intriguing methods and techniques.

However, in other schools, teachers have expressed that there is no participation problems at all.

And some teachers stated that the high participation depends the nature of the lesson.

3. How would you describe the relations among pupils in your class? Are there strong group identities? How to explain these cleavages?

Some of the students are eager to participate. Some response some questions. Some teachers have said that they can see strong group identities only in smaller groups. There are fewer students who have a strong group identity. First, we focus on values of respect and confidence by highlighting the feelings of friendship. Occasionally, however, jealousy occurs. In that case, we have a rather competitive environment.

Generally, there are healthy peer relationships and groups are created according to their individual characteristics. There are no strong group divisions.

4. How would you describe the nature of relations between pupils, from competitiveness to cooperation?





The relations between our students are collaborative. Our number of competitive students is small saying some teachers. Strong ties between children; their love for each other minimizes the negative behaviours. In addition, because of their age they tend to cooperate rather than being competitive. However, there is competition between successful students.

Giving many activities that can be done with group work in the classes lessen the competitiveness and enhance the cooperation. This increases the collaboration among students.

The relations between the students are collaborative. The number of competitive students is small.

5. Would you say refugee/migrant children have specific needs? Explain.

The most important needs of our refugee migrant children are language. They are in financial trouble. Parents also need language training and it is difficult to adapt to school and its environment for them. They also need psychological support and healthy nutrition.

They also have special needs in terms of harmony, friendship relations and trust. Problems with teaching can be solved over time. First, we have to feel like we are on their way.

As well as language and economic problems, refugee students have orientation needs, too.

6. What would you need for responding to theirs?

First, there is a need to know their language for a better communication. There may be guidance services together with the family. Excessive financial needs and housing needs can be met.

I have to have detailed information about all kinds of their life outside the school.

7. Do the national educational system and/or the civil society offer further education training programmes for teachers in order to respond to those needs?

If the teachers who ask professional studies from the Ministry of National Education, they are trained through some courses and if the necessary permissions are provided, civil society institutions work with all kinds of devotion.





**7. According to you, what are the main values promoted by your national educational system?
Please discuss them.**

Discipline / Performance / Respect / Autonomy / Cooperation / Assertiveness/ Politeness / Debate / Consensus / Competitiveness

Even though the world changes rapidly, the values that students need to develop are actually not really much different to those that were taught in by gone generations. It is just the application of those values in education that has changed.

Showing respect to others, for instance or caring for the environment is just as important as they ever were. Similarly, good citizenship, showing tolerance and understanding to those less fortunate. School is the ideal place to start teaching the correct values towards refugees and develop understanding of different cultures around the world.

In particular, values such as respect, discipline and cooperation are highlighted in our education system.

9. Have you heard about alternative and active educational methods, such as Montessori and Creative learning?

Most teachers in Turkey know the new and alternative training methods as the National Ministry of Education arranges different courses for teachers to choose for themselves according to their needs and interests. Therefore, many teachers are familiar with these methods. These methods are also taught at university. Nevertheless, since the teachers have to follow the curriculum, they cannot adapt these methods to their learning environment because of the lack of time and some other reasons, such as minimal resources, the excessive number of students in the classes, permission from the parents and headmaster, etc.

10. If so, what do you think about these methods?

The main comment about the Montessori Method is:



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The Montessori Method is an approach to working with children and the teacher should be passed through a very comprehensive training. It is a dynamic system of education in which the teachers have the opportunity to pass on the knowledge gained through training and experience to the students. The Montessori Method is a way of life -- it is a method of teaching that enables to give each child love for learning and gives them the confidence to deal with any challenge that they are faced with. However, since The Montessori method of education teaches to individuals instead of to groups, it is difficult to put in our classrooms as we have rather crowded classes.

In many other classrooms, lessons are presented to the whole class and sometimes to small groups; however most of the time, the teacher presents lessons to individuals. Other children can watch if they are interested. On the other hand, if they are not interested, they create noise, even misbehaving.

This method requires the teacher knows every individual and this individual attention helps the teacher to be much more familiar with each child and its needs. On one hand, the teacher understands the child more fully and better provides for that child, on the other hand the high number of refugee children and the excessive needs of them put the teacher into a very hard situation.

Montessori schools are well known for children's development of self-discipline. Children choose to work long and hard. They treat materials and others with respect. This prevents misbehaving and develops respect in the children. They also display patience and resistance to temptation and the ability to attend for long periods. If it is applied in national curriculum, it will create a difference.

Creative method main opinions:

Unlike the ordinary models of giving the direct answers for questions, this method aims to encourage students to find the answers on their own. It helps the students to learn how to observe, imagine, judge and reasoning. One of the successful examples of applying this method is Albert Einstein.

Creative teaching means anything that is not the traditional in which the teacher gives information and the students take notes, do homework, come with questions and comments to discuss, and so forth. It often means a more student-centered class with less focus on the teacher and more peer interaction. Often also, it includes incorporating activities from other disciplines that include actual creative



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activities such as drawing pictures, writing poetry, dancing, and so forth. There are several reasons to include such activities in the regular curriculum.

Although there are many advantages of creative learning it has also disadvantages, such as; It is time consuming and it the teacher as an adult can have difficulty to present innovative ideas, writing poetry, displaying dance, music, etc. in the classroom. Moreover, this is tru for students as well. Since the immigrant and refugee children have some diffulties in socialazing, it is diffucult for them to sing or dance in front of others. Som emay not have the ability to draw, writing poetry etc.

It will be successful if used correctly. If the teacher practices according to his / her environment and class level and provides opportunities, good results can be obtained.

If we use it in our schools, interests are created according to individual differences.

11. Are there gaps in the educational performance between native and migrant students? If yes, which are they?

There are significant differences in performance between immigrant and native students. One reason for that they have language problems. Another reason is their coming from disadvantaged socio-economic backgrounds and this affects continuing their further studies. One of the finding is that socio-economic status of parents is strongly linked to the size of the gap, as is the importance of neighbourhood of residence. So we can conclude that family background and socio-economic status of parents key to school performance.

With the case of Syrian students, we have different problems. Genereally students may be disinterested because of the fact that the child lives with a depressed family who struggle to adjust. Coming from a war-torn country have some big influences on them and this appearantly have a direct impact on student's success. Mental health is essential to learning as well as to social and emotional development.





Educators need to equip refugees with an understanding of the challenges they will face in Turkey if they are economically disadvantaged, or because of their ethnicity or colour that does mean that these students will live the simpler lives of some native born.

Success is equalized when shelter and nutrition problems are minimized. Students are students everywhere. Shortcomings can be completed. CHILDREN MUST BE HAPPY.

GENERAL RESULTS OF THE INTERVIEWS

According to the survey results; about 80% of the participants stated that these migrant pupils need language and professional support urgently. The courses given by the students at school are not enough. These courses must be organized individually during the school time not after the school time. The National Education System cannot meet the needs in this context. We have the least problem in Kindergartens, because different creative teaching methods are applied in these schools professionally. These schools have Montessori equipment in each class and the teachers were trained before how to use the equipment and apply the method while teaching. They also use different alternative teaching methods such as Waldorf and Reggio Emilia. At the end of the interview, the participants were more hopeful that we as SEDIN team could find alternative ways of solving these problems.

Conclusion:

As a result, because of the low living standards of the Roman and Syrian students, they are forced to work and earn Money by their families. Especially Syrian students have social interaction problem at school, so their school performances are not good enough. The principals and teachers need professional support in order to get these kids into the community. This professional support should



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include family work as well. The curriculum is not enough to reach these students. Because they are trained at the same class with other students, the teachers do not have a special time enough to teach individually to these students. Some family programs are applied in some schools but they are insufficient and families do not join in these programs regularly.

Comments:

There are certain assumptions we know from our educational sociology. For example, the family school relationship should be healthy for the child's academic success. Again there is a much debated topic in education sociology: is education an opportunity, or is it a system that is legitimate with diplomacy between rich and poor? If we look at it more positively, if we are talking about an equitable educational environment, we need to consider here. What happens to students from childhood when they do not receive education in their mother tongue or spend years in an institution that does not accept their own cultural value? What's happening with the parents? What happens to your school communications? There is very clear information in this regard. "The students are drawn back from various forms of education when they feel that they are not accepted as literate, their religion, their values, their norms, their class, and their cultural and religious values when they come to school. These may be mental processes; such as aggression, inward closure. It is not just a sociological process; it has social psychological and psychological processes. Sociologically, if we can talk about more concrete things, we always want to start hanging lessons at school, not falling asleep. It's a very normal thing; you do not want to go where people are pushing."

Since when do students feel this? Believe they feel it from primary school. He does not see, he does not see, he feels very clear. Because school functioning and structure are different from norm values in the family and you condemn the child to two different worlds.





Where there is such a structural problem, the curriculum, the quality of the teacher, and the multiculturalism remain a bit idle. While the main mechanism itself is so exclusive...

THANK YOU!



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