



Transnational  
Collaboration on Bullying, Migration and  
Integration at School Level (TRIBES - Action  
CA18115)

Exploring School Climate Among Migrant Students  
and School Educators in six Countries: A  
Qualitative Study

Reflections from Turkiye

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# Context in Turkiye

The world's greatest refugee population 3.6 millions

%63,7 of all Syrian refugees in the world

Turkiye adopted open-door policy

Some legal issues: 'refugee' 'asylum seeker' or "people with temporary protection"

In 2016, refugee children started to be enrolled in public schools instead of temporary schools in camps.

children ages 0 to 18 making up the majority of this population (1.6 million)

# Current Situation

3.6 millions of Syrian refugees live in Turkiye.

320.000 migrants, refugees or asylum seekers of other nations! (Iraq, Turkmenistan, Azerbaijan, Afganistan, Syria, Iran, Russia)

Migration to big cities (Istanbul, Ankara, Antalya, Bursa , Izmir)

Syrian refugees mostly located in southern-southeastern cities (Hatay, Gaziantep, Adana where the earthquake hit ! )

# The case in the city data collected!

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The city is in the north west.  
Population : 60.000

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Hemogenous community

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Academic mobility (1800 international  
university students)

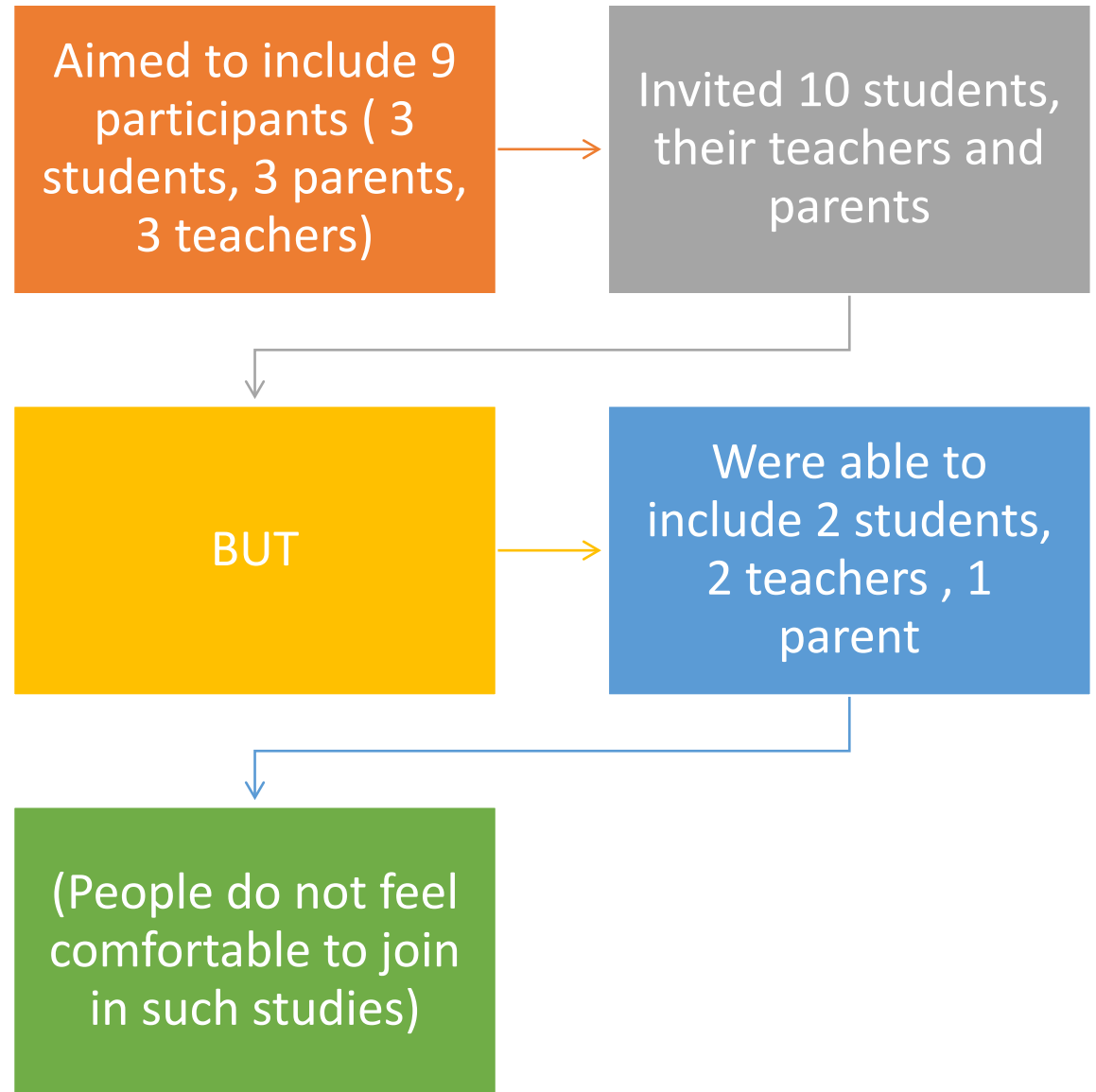
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40 migrant children enrolled in K12  
schools

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13 of them were in different middle  
schools

# Recruiting Participants






Participants

Student 1	F	Russia	13 y
Student 2	F	Syria	13 y
Teacher 1	F		32 y
Teacher 2	M		31 y
Parent	M	TR	44 y

# Student 1

- Father – Turkish / Mother –Russian / born in Russia
- Needed translation for the interview
- Not happy
- Communication problems
- Experienced bullying in terms of language!
- No systematic support from school
- Communicates with only one teacher !

## Student 2

- Syrian / born in Turkiye
  - Speaks Turkish
  - Feels included
  - Confident
  - Have family and socio-economical problems
  - Supported by the government social aid
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# Teacher 1

- Teaches Turkish
- Doing Master in the field of Teaching Turkish as a Second Language after she encountered migrant students.
- Feels insecure about teaching to migrants
- Needs support for teaching to migrants

## Teacher 2

- Experience of teaching 8 years
- He regards the problem multi dimensional: family , government etc
- Needs support to teach migrants / multicultural classes



# Parent 1

- 44 , M
- Undergraduate degree
- Aware of the problems his child experiences BUT can not help!
- Travels a lot, his child stays with grandparents!





## Conclusion / Reflections

- Language is a big barrier for migrant students in school.
- Migrant students do not feel comfortable, needs to be included in social and academic life. Otherwise they feel isolated.
- Teachers need support for teaching /educating migrant children.
- School administrations can not develop policy (centralized system).
- Schools in Turkiye do not have a common policy on how to teach multi cultural classes or migrants . A framework and in service training needed!
- **AN INCLUSIVE SCHOOL CLIMATE NEED TO BE CREATED!**