

Full Length Research Paper

Metaphoric perceptions of the administrators on ARTAS held within the scope of PISCTES project

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Millions of Syrians live under temporary protection in Turkey. However, there are some problems in their integration into the education system. For the integration of Syrian students into Turkish education system, the Ministry of National Education in Turkey (MoET) initiated a Project called “Promoting Integration of Syrian Children into Turkish Education System” (PICSTES) and “Awareness Raising Training for Administrative Staff” (ARTAS), which are supported by the European Union. The aim of this study is to determine the perceptions of the administrators who have participated in ARTAS that was held within the scope of PISCTES through metaphors. Content analysis method was used in the research. The participant group of this study consists of 297 administrators (281 males and 16 females). They work in 21 different provinces. The average working year of the participants is 10.23 and the average age is 43.99. As a result of the research, 62 metaphors were obtained after the analysis of the valid metaphors developed by the administrators regarding the “PISCTES Project: ARTAS Training”. These metaphors were classified under 7 different conceptual categories. The results indicate that refugee students should not study in separate classes or schools but instead the supportive teaching courses for the students and their families should be fostered and the in-service training for administrators and teachers should be given more importance.

Key words: Syrian children, Promoting Integration of Syrian Children into Turkish Education System (PICSTES), Awareness Raising Training for Administrative Staff (ARTAS), metaphor analysis.

INTRODUCTION

As represented in international literature, the protection provided for the Syrians coming to Turkey with a mass influx is the ‘Temporary Protection’. Turkey fulfills three basic elements of the temporary protection including; 1) admission to the country of refuge, 2) respect for the principle of non-refoulement and 3) fulfillment of basic and urgent needs of refugees. According to the data served by Ministry of Interior Directorate General for

Migration Management (MIDGMM) in 2020, there are more than 3.5 million Syrians under temporary protection in Turkey. Based on the data, Turkey has hosted more than two hundred thousand Syrians in temporary refugee shelters settled in 10 cities until now. Besides health, education and food aid are provided to more than 3 million Syrian refugees living outside the temporary refuge shelters. As such Turkey has given a number of

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rights to the Syrian citizens under the Temporary Protection Regulation with protection and support under the Temporary Protection Identity Document (PMDEMP, 2014a).

The protection and support for refugee as documented in many rights, services and assistance, such as access to the acceptance regulations within the scope of non-refoulement principle and fulfillment of basic and urgent needs of the refugees (UNHCR, 2020) can be said that the main function of temporary protection regulation of Turkey accommodating the Syrians is to secure the wellbeing of Syrians who had fled armed conflict. The total number of Syrians in Turkey reported to be more than 3.5 million, mainly under 18 years age group categories constitute about 1.5 million refugees living in Turkey (MIDGMM, 2020). However, Turkey, with its historical mission, has been concerned to this inhuman treatment in Syria and has been the most generous country in terms of providing humanitarian assistance to the Syrian citizens affected by the tragedy and living not only in temporary refuge shelters within the borders and in various cities of Turkey but also in temporary refuge shelters within the Syrian borders and in various cities of Syria (MIDGMM, 2020; PMDEMP, 2014b).

The attendance of children in schools during such situations as war and disaster is not only their legal rights but it also helps them to cope with traumatic experiences (Kolucki and Lemish, 2011; UNICEF, 2019). School administrators and teachers play a major role in ensuring that students are in a healthy school environment. Eren (2019) reported that creating a safe and hospitable school environment is the duty and responsibility of the school. In the report prepared by Kılıç and Özkor (2019) it was found out that Syrian students see school principals and teachers as a supporting mechanism. When the studies conducted by Börü and Boyacı (2016) and Yaylacı et al. (2017) were examined, it was seen that the administrators in this study paid attention to the needs of the Syrian students and they carried out studies for this purpose. The administrators denoted that “they take care of their students” which verifies the metaphor that the Syrian students see them as their ‘fathers’. In the study carried out by Taşkın and Erdemli (2018), it was pointed out that Syrian students were respectful to the administrator’s which was driven from their speeches.

In many studies (Özer et al., 2016; Gencer, 2017; Yaylacı et al., 2017; Eren, 2019), there was a general coordination problem regarding the education of Syrian students and it was emphasized that the regulations are not sufficient (Şimşek and Kula, 2018). Institutions and school administrators have important duties in overcoming these problems. It also revealed the necessity of trainings organized for school administrators (Culbertson and Constant, 2015; Tanrikulu, 2017).

The problems of expression of Syrian students at the points where they had difficulty in expressing themselves were discussed in the study conducted by Kardeş and

Akman (2018). Expression problems made by Syrian students who already had traumatic experiences even more worried and anxious. In addition, school administrators and teachers had an additional duty to solve the problems experienced in expressing oneself especially due to the language barrier. The teachers who participated in the same study stated that the teachers working with Syrians did not have any knowledge and experience to work with this group. They argued that in-service trainings for teachers working with migrants should be organized in order to overcome this deficiency. In addition, it was seen that teachers working with Syrian students thought administrators as a solution channel when they had a problem (Kılıç and Özkor, 2019). The role of the in-service trainings is important for the administrators to have the skills to perform the mediation role here in a beneficial way for the students (Levent and Çayak, 2017). In the study conducted by Gencer (2017), it was emphasized that more holistic studies should be performed in order for the students to survive and adapt to this process in a healthy way. Similar findings were found in the studies conducted by Uzun and Bütün (2016) and Pastoor (2015).

In the studies carried out by Gungor and Senel (2018), Taskin and Erdemli (2018), Eren (2019), the opinions of the teachers and refugee students were taken. According to these opinions, it was found out that the students did not get enough psychological support, and the students and parents who were able to receive it were not followed up regularly. Karataş and Baloglu (2018), and Kardeş and Akman (2018) emphasized the necessity of psychological counseling services to refugee students and their parents in order to reduce compliance problems. In addition, Şirin and Rogers-Şirin (2015) stated that the psychological support to be given to refugee students would not only facilitate the adaptation process of the students. Similarly, in the study of Akay et al. (2018), it was emphasized that it would play a role as a support mechanism in overcoming problems such as non-attendance or drop-out of school.

Millions of Syrians who have migrated to Turkey face force majeure with multi-dimensional problems regarding integration of Syrian children into the education system. Thus, this problem has gained importance in the eye of the Ministry of Education in Turkey (MoET, 2014), just as in many countries, organizations and institutions that are to provide humanitarian aid (Castles, 2000; Erdoğan, 2014; Durmuş and Baş, 2016). In order to support access of Syrian citizens under temporary protection to the education in Turkey, numerous public and private institutions and organizations are putting measure in place within the framework of human rights. In actualization of this measure, MoET has conducted many studies on Syrian children (UNHCR, 2020; UNICEF, 2019). In this study, ARTAS (Awareness Raising Training for Administrative Staff) by MoET supported by the European Union was focused on. Within the scope of the

project, the following studies are carried out; 1) Increasing access of Syrian students to the education system, 2) Improving the quality of education provided to Syrian students, and 3) Improving the operational capacity of educational institutions and staff. According to the literature survey, no metaphorical study was reported on determining metaphorical perceptions of administrators about "ARTAS that was held in 2018 within the scope of PICSTES Project" (APP). It is believed that determining the perceptions of the administrators will affect further studies to promote the integration of the Syrian children into Turkish Education System. Therefore, this study will make a great contribution to the literature and provide an insight to the other studies addressing this subject.

This study reveals the perceptions of administrative staff participated in the APP through metaphors and categories under which these metaphors are grouped. The following questions are investigated:

- (1) What are the metaphors developed by the administrators participating in the PICSTES training?
- (2) Which conceptual categories can be used to list the metaphors developed by the participants?

METHODOLOGY

In this study, one of the qualitative research methods, phenomenology design was used. In this approach, cases that the authors are aware of but do not have detail understanding on were investigated. The aim of the phenomenology approach is to present and interpret individual perceptions about a case in general (Yildirim and Simsek, 2018). The data analysis was carried out within the scope of qualitative research tradition. The content analysis technique was used to analyze the "Metaphorical Perception Writings" filled by the participants. The metaphors determined from the content analysis and the categories based on the similarities, simulation direction and semantic relations between them related to these metaphors were arranged according to certain concepts and themes.

Research setting and study population

The participant group of this study consisted of 297 administrators, both male and female. They were working with at least 15 Syrian students in their schools and they were from 21 different provinces in 10 different cities. Participants were selected among the staff participated in APP. They participated in the study voluntarily.

Data collection and analysis

For data collection, "Metaphor Analysis Form" and "Demographic Information Form" prepared by the researchers. The research data were collected during the ARTAS. Prior to the dissemination of the forms, the participants were given brief information about the metaphor concept. The participants who were willing to participate in the research voluntarily were asked to complete "PICSTES Antalya training is as/like, because" statement in order to determine metaphors about ARTAS. They were asked to write these statements with their own hand scripts onto the sheets given to them. These sheets and documents were accepted as basic data

sources for the research and used in the content analysis. A demographic information form was prepared to determine the status of the participants in terms of age, gender, province, type of their institution and seniority variables. A five-stage process was followed in the metaphor analysis. For this purpose, similar studies in the literature were utilized (Turnage, 2013; Durmuş and Baş, 2016; Uzun and Özcan, 2017). The stage processes include (1) Coding and elimination, (2) Sample metaphor compilation, (3) Categorization, (4) Validity and reliability testing and (5) Transfer of data to computer environment. The first process of coding and elimination stage, metaphor analysis forms and demographic information forms that were filled by the participants were examined. Seventeen forms were incomplete and incorrectly filled and the unanswered questions were not included in the analysis. The forms that were filled appropriately were numbered according to the participant codes, and the data were transferred to the SPSS software. In the second process of stage sample metaphor compilation, metaphors were primarily evaluated in two categories, positive and negative.

After this process, the grouped metaphors as positive and negative were listed and analyzed by comparing the common features and similarities with other metaphors. For this purpose, a 'sample metaphor' list was formed, which was thought to best explain the metaphor, using the participants' forms. This list was developed to be (a) used as a source of reference and (b) to verify the data analysis process and comments about the research (Schmitt, 2005). In addition, at this stage, (i) corresponding metaphor, (ii) corresponding simile and (iii) relationship between them were analyzed in the mental image that participants wrote (Yildirim and Simsek, 2018). In this process, 13 participants were excluded since their comments were not relevant to PICSTES Antalya training, and 9 participants were excluded because they did not use metaphors in their writings. Consequently, a total of 22 forms were excluded in this stage which was agreed with the expert. Including the ones eliminated in the first stage, a total of 39 participant forms were excluded. After these forms which did not meet the scientific criteria, 60 metaphors were obtained related to ARTAS. A list of the obtained metaphors was created.

This list was primarily used as a reference source for grouping the sample of metaphors. In the third categorization process stage, data was evaluated according to the common characteristics of the semantic relations adopted by the participants related to ARTAS. For this purpose, based on the sample metaphor list prepared in the second stage, each metaphor image was associated with a suitable theme according to the corresponding metaphor, the simile and the comparison between them. As a result, 7 different conceptual categories were obtained related to the metaphors. In the fourth validity and reliability testing process stage, firstly, analysis of the data stage was detailed to provide validity of the research. Secondly, the metaphors obtained and the samples selected from the participants were presented in the findings section. In addition, "the correspondence direction" is described in the metaphor categories. In the reliability test of the study, the metaphors obtained were independently coded and the opinions of three experts including an assessment and evaluation expert, a psychological counselor and a sociologist were used to categorize them. The categories evaluated according to expert opinions and lists of coded metaphors in these categories were finalized after revision. Finally, the list prepared by the researchers and the list organized by the experts were compared to determine the number of consensus and disagreement. The reliability of the study was calculated by using the obtained ratios in the formula which was formulated by Miles and Huberman (2013), "(Reliability= consensus/(consensus + disagreement))x100". As a result of the reliability analysis, disagreement was formed on 5 metaphors (salad, Mexican wave, gesture, cake, and air). According to Saban (2008), the reliability of the research is confirmed in cases where

Table 1. Participants' demographic information.

City	F	%	Institutions	f	%
Konya	13	4.40	Preschool	8	2.70
İzmir	60	20.2	Primary School	208	70
Kahramanmaraş	64	21.5	Secondary School	49	16.5
İstanbul	24	8.10	High School	16	5.40
Kayseri	96	32.3	District Directorate	16	5.40
Bursa	4	1.30			
Gaziantep	24	8.10			
Kırıkkale	4	1.30	<i>Gender</i>	f	%
Karaman	4	1.30	Male	281	94.6
Diyarbakır	4	1.30	Female	16	5.40
Total	297	100			

the compliance between the expert and the researcher assessments is 90% or more. In this study, the reliability calculated as follows: [Reliability= $((62)/(62 + 5)) \times 100 \Rightarrow$ Reliability = 92.54%]. In the fifth and final process stage, the data were recorded in the computer files and the number of participants (f) representing metaphors and conceptual categories, and percentage ratios (%) were calculated using a computer software.

RESULTS AND DISCUSSION

The distribution of the administrators according to their institutions was 8 (2.70%) Kindergarten, 208 (70%) Primary School, 49 (16.5%) Secondary School, 16 (5.40%) High School and 16 (5.40%) District Directorate of National Education. The average working year of the participants was found to be 10.2 and the average age was 44.0. The information about the participant group was provided in Table 1. In order to give more information about the participants, encodings were used after the citations in the findings section. A sample coding was provided below:

Coding Formula: List order (1-296) + Gender (M-F) + (Institution of staff) (1-5)

(a) + (b) + (c)

Sample coding: A female staff in a preschool with a list order of 180 is coded as [180F1].

Metaphors created by staff participating in ARTAS

The valid metaphors, the number of participants (f) and percentage ratios are shown in Table 2. In this context, 60 metaphors are found be relevant to ARTAS. Some of these metaphors are: 1) holiday (f = 36, 12.1%), 2) medicine (f = 17, 5.70%), 3) light (f = 11, 3.70%), 4) candy (f = 9, 3.0%), 5) solidarity (f = 8, 2.70%), 6) intensive program (f = 8, 2.70%), 7) sun (f = 8, 2.70%) and 8) opportunity (f = 8, 2.70%).

A total of 62 valid metaphors were obtained in terms of

the participant group; 27 of them are given in Table 2. According to the frequencies of the metaphors used by participants, the top five metaphors were; holiday, medicine, light, candy and solidarity. It was found that, while 55 of these metaphors have positive perception, 7 had negative perception. It was observed that the administrators did not use animal images in the use of metaphors. Instead, they used plant, food, item and emotional and social images to indicate positive perceptions. In order to express their negative perceptions, generally they preferred to express their thoughts directly, instead of using metaphors. It was also noticed that they participated in such a metaphorical study for the first time.

In which conceptual categories can the metaphors developed by the participant group be grouped?

The findings about the conceptual categories developed according to the metaphors created by the participant group were presented in Table 3. The metaphors obtained from the analysis of the valid metaphors developed by the administrators about the ARTAS were gathered under 7 different conceptual categories. These conceptual categories were named as follows in the order of frequency and percentage: (1) Relaxation / holiday / motivation, energy source (f = 88, 29.6%), (2) educatory / sweet (f = 60, 20.2%), (3) guiding (f = 44, 14.8%), (4) life support (f = 28, 9.40%), (5) negative thoughts (f = 28, 9.40%), (6) butterfly effect / solidarity (f = 25, 8.04%), and (7) both training and holiday (f = 24, 8.10%) as shown in Table 3. Detailed descriptions of these categories were presented with percentages in Table 4. The metaphors given in the tables are given in alphabetical order.

As shown in Table 4, there were 14 different metaphors in the "Relaxation/Holiday/Motivation, Energy Source" category specified by 88 of staff (29.6%). According to the order of frequencies and percentages of metaphors in this category, the most commonly used image was the

Table 2. The metaphors created, the number of participants and percentage rates.

Order	Metaphor	f	%
1	Holiday	36	12.1
2	Medicine	17	5.7
3	Light	11	3.7
4	Candy	9	3.0
5	Solidarity	8	2.7
6	Intensive program	8	2.7
7	The sun	8	2.7
8	Opportunity	8	2.7
9	Training section is too long	7	2.4
10	Awareness	7	2.4
11	Breath	6	2.0
12	Course	6	2.0
13	Seminar	6	2.0
14	Both training and holiday	5	1.7
15	Camp	5	1.7
16	Holiday	5	1.7
17	Mexican Wave	5	1.7
18	Doctor	5	1.7
19	Training	5	1.7
20	Reference Book	5	1.7
21	Candle	5	1.7
22	Guide	5	1.7
23	In-service training	5	1.7
24	Helpful	5	1.7
25	Honey	5	1.7
26	Turkish Bath	5	1.7
27	A newly charged battery	5	1.7

Table 3. Conceptual categories formed by metaphors of participants about Syrian defectors and refugees.

Conceptual categories	f	%	
1	Relaxation / holiday / motivation, energy source	88	29.6
2	Educatory / sweet	60	20.2
3	Guiding	44	14.8
4	Life support	28	9.40
5	Negative thoughts	28	9.40
6	Butterfly effect / solidarity	25	8.40
7	Both training and holiday	24	8.10
	Total	297	100

holiday with 36 participants (40.9%), followed by images linked to "honey" (f = 5, 5.70%), "vitamin C" (f = 3, 3.40%) and "a newly charged battery" (f = 5, 5.70%) associated with energy source. Other images were generally associated with the fact that they were lucky and their motivation increased. It was found out that the images in this category were generally defined by the

staff as fulfilling their relaxation, holiday, energy storage and escaping stress. This finding showed that the staff of the MoET had an intense working routine and it was thought that fulfilling the holiday and relaxation needs of teachers and staff would improve their efficiency and motivation and strengthen their loyalty to the organization. The medicine metaphor was included in both "life

Table 4. The metaphors related to “recreation / holiday” category.

Category	%	Metaphor	Simulation direction	f	%
Relaxation / holiday / motivation, energy source	29.60%	Antidepressant	Keeps the person away from stress	4	4.50
		Honey	Energy	5	5.70
		Jackpot	Who gets lucky, he is happy one	4	4.50
		Vitamin C	Provided quite energy	3	3.40
		Waterman watering the thirsty heart	We were having very troublesome processes in the provincial organization	4	4.50
		Turkish bath	Relaxing	5	5.70
		Medicine	It's like a medicine against the intense work pressure	4	4.50
		Gesture	The service to sacrificing administrators is a noteworthy beauty	4	4.50
		Cream /Medicine	We get rid of the stress of the school and Syrians even just a week but, we relaxed	4	4.50
		The winter sun	It warmed us up in the middle of the term	4	4.50
		Dream	I recover myself	2	2.30
		Palace	Provided a rest for the mind	4	4.50
		Holiday	Because it makes us get rid of stress / the environment is scrumptious / gives a holiday feeling / increasing motivation / like a medicine	36	40.9
A newly charged battery	The depleted battery must be recharged.	5	5.70		
Total			88	100	

support” and “both training and holiday” categories. However, as the relationship between the metaphor and the smile is considered, the reason for evaluating this metaphor in the “relaxation/holiday/motivation, energy source” category was not relevant to PISCTES, but rather this metaphor was used for their drained energy, motivation, fatigue, intensive work load and escaping stress. The relationship about the “medicine” metaphor was defined by participants as follows: “ARTAS is like an antidepressant, because it keeps the person away from stress” [85M1]; “ARTAS was like a medicine, because it was a medicine used against the intense work pressure” [194M2]. Some other examples suggested by the participants about this category were as follows: “ARTAS was like a cream/medicine, because even just for a week, we moved away from the stress of Syrians and got refreshed” [198F1]; “ARTAS was like a dream, because I recovered myself” [21M1]; “ARTAS is like a gesture, because the service to sacrificing administrators is a noteworthy beauty” [149M3]; “ARTAS is like a Turkish bath, because it is relaxing” [207M4].

It was seen that the metaphoric perceptions of the staff about the ARTAS were primarily positive and there were images that they had used to express their appreciations. This finding showed that the staff of MoET had an intense working routine and it was thought that fulfilling the holiday and recreation needs of teachers and staff would improve their efficiency and motivation and strengthen their loyalty to the organization. This education, which was perceived as a “favour” of the state, was also

important in terms of the empathy of recognizing “this difficult job performed by them” by official authorities.

As can be seen in Table 5, different metaphors were stated by 60 staff (20.2%) in the “Education/Sweet” category. According to the order of frequencies and percentages of metaphors in this category, the images were generally regarded as food with pleasant flavors like “toffee apple, candy, cake” or “course, seminar, getting valuable information, an opportunity to earn awareness”. From the metaphors examined, candy was in the first place with 9 participants (15%); with the addition of the pleasant flavored foods such as cake (f=1, 1.70%), toffee apple (f=2, 3.30%) and salad that has different tastes (f=2, 3.30%), a total of 14 participants represented 23.3% of this category. In the second place the “opportunity” (f = 8, 13.3%) was seen; in the third place outstood the “awareness” (f=7, 11.7%); and the other metaphors in this category related to getting new information were “course” (f = 6, 10%), “seminar” (f = 6, 10%), “useful” (f = 5, 8.30%), “in-service training” (f = 5, 8.30%), “diamond” (f=1, 1.70%). Total percentage of these metaphor groups is 38.3%. In addition to these, other metaphors used by participant staff were “flower” (f=3, 50%) and “a multi-colored article” (f=1, 1.70%).

The experts suggested different opinions for the metaphor “PISCTES ARTAS is like a toffee apple, because outside is sweet, inside has a different taste.” [290M2]. As a result, it was determined that the “toffee apple” metaphor would be more appropriate to be included in this category rather than negative conceptual

Table 5. The metaphors related to “Education/Sweet” Category.

Category	%	Metaphor	Simulation direction	f	%
Educatory / sweet	20.20%	Flower	Growing flowers is a fine work.	3	5.0
		A multi-colored article	It is remarkable	1	1.70
		Course	Teaches	6	10.0
		Toffee apple	The outer side is sweet, the inner side has a different taste.	2	3.30
		Awareness	We have noticed that we are different.	7	11.7
		Opportunity	It's possible for sharing	8	13.3
		In-service training	It has contributed to our development.	5	8.30
		Diamond	We get really valuable information.	1	1.70
		Cake	Loving person learns how to do it better, and which materials he can put in.	1	1.70
		Picnic	Everybody puts what's in his basket. The knowledge is shared.	4	6.70
		Salad	Different people from different cities offer different opinions like different vegetables/ Everyone gives a different taste.	2	3.30
		Seminar	Information about PISCTES has been given.	6	10.0
		Candy	Gives taste to my world.	9	15.0
Helpful	We get some information.	5	8.30		
Total				60	100

Table 6. The metaphors related to “guiding” category.

Category	%	Metaphor	Simulation direction	f	%
Guiding	14.80%	Moonlight	Gives light at night	4	9.10
		Reference book	Find solutions to the problems we face in integration.	5	11.4
		World	It's inclusive	2	4.50
		The sun	It's illuminating	8	18.2
		Light	It's illuminating our path	11	25.0
		Candle	It's illuminating surrounding	5	11.4
		Guide	It's guiding us about the work to be done.	5	11.4
		Wheel	Can't go without it. /it's necessary for the motion of the car	4	9.10
Total				44	100

category because the “toffee apple” is enjoyable, appealing, has different delicious flavors, and has a property that makes apple sweeter when eaten together with its candy. It may be interpreted that “ARTAS is like a candy that gives delicious flavors and can help us on the hard issue of PISCTES”. Some of the other metaphor examples stated by the participants in this category were as follows: “ARTAS is like a salad, because different people from different cities offer different opinions like different vegetables.” [188M1]; “ARTAS is like a cake, because a loving person learns how to do it better, and which materials he can put in.” [77F7]; “ARTAS is like a multi-colored article, because it is remarkable.” [66M3]; “ARTAS is like a flower, because growing flowers is a fine work.” [111M4]; “ARTAS is like a flower because it reminds us that every living thing has the right to life.” [178F2].

In a study conducted by Güngör and Şenel (2018), it

was determined that the activity examples played an effective role in reducing the acculturation stress in both students and their parents. It shows that in-service training can be an important issue in order to overcome negative prejudices due to false information and integrate with the society which supports the findings of this study.

As Tables 6 and 7 shows that different metaphors were stated by 44 staff (14.8%) in the guiding category. According to the frequency distribution of the metaphors in this category, the images used by the staff in the order of frequency and percentage were as follows: “light” (f = 11, 25.0%), “the sun” (f = 8, 18.2%), “reference book”, “candle” and “guide” metaphors were listed on the same frequency: (f = 5, 11.4%), “moonlight” and “wheel” metaphors were listed on the same frequency also: (f = 4, 9.1%) and finally “world” (f = 2, 4.5%). Some of the examples stated by participant staff on this conceptual category were as follows: “ARTAS is like the sun,

Table 7. The metaphors related to “life support” category.

Category	%	Metaphor	Simulation direction	f	%
Life support	9.40%	Doctor	It's a little bit of medicine for our painful wounds.	5	17.9
		Medicine	It began to cure the problems of our Syrian students / There's a bleeding wound.	10	35.7
		Breath	It provides continuation of life	6	21.4
		Parenting to special education students	Parents protect them	2	7.10
		Artificial respiration	It resurrects	4	14.3
		Waterman watering the thirsty hearts	They were thirsty to this subject	1	3.60
Total				28	100

because it is illuminating” [13M1]; “ARTAS is like light, because it illuminates our path” [68F1]; “ARTAS is like the world, because it is inclusive” [231M4]; “ARTAS is like a candle, because it illuminates our surrounding” [222M1].

Regarding the findings of some studies (Sağlam and İksenKanbur, 2017; Kiremit et al., 2018), many of the teachers and school administrators stated that they were not ready to work with refugee student groups and requested in-service trainings for this purpose. During the interviews with teacher groups with refugee students in their classrooms, two opinions were formed: “Syrian students should receive education in separate classes” (Yaylacı, et al., 2017; Eren, 2019) and “Syrian students should continue to receive education in the same class with Turkish students”. It was determined that the administrators and teachers who advocated the education of Turkish and Syrian students in separate classes complained about communication problems. As a basis, they cited the system applied in countries such as Germany and Norway in which foreign students are educated in another class or school until they learn the language of the country of immigration at a basic level (Rousseau et al., 2005; Crul et al., 2017; Van Heelsum, 2017; Madziva and Thondhlana, 2017; Güngör and Şenel, 2018). In the studies conducted by Başar et al. (2018) and Culbertson and Constant (2015), it would make it more difficult for the refugee students to learn Turkish language as it will encourage them to speak in their own language among themselves in separate classes, and instead of long-term parallel education. The students should attend language training courses in the same classes. This is also the case observed in Turkey. The results of this work support the conclusion that the refugee students should not study in separate classes or schools but instead the supportive teaching courses for the students and their families should be fostered and the in-service training for administrators and teachers should be given more importance.

Tables 7 and 8 display that different metaphors were stated by 28 staff (9.4%) in the guiding category. According to the frequency distribution of the metaphors in this category, the images used by the staff in the order

of frequency and percentage are as follows: “Medicine” (f=10, 35.7%), “Breath” (f=6, 21.4%), “doctor” (f=5, 17.9%), “Artificial respiration” (f=4, 14.3%), “Parenting to special education students” (f=2, 7.1%), and “Waterman watering the thirsty hearts” (f=1, 3.6%). Some of the examples stated by participant staff on this conceptual category are as follows: “PISCTES awareness raising training for MoET administrative staff is like a medicine, because it solves the problems of our Syrian students.” [53M5]; “ARTAS is like breath, because it provides continuation of life.” 128M4]; “ARTAS is like a doctor, because it is a little bit of medicine used for painful wounds” [297M2]; “ARTAS is like an artificial respiration, because it resurrects” [96F3].

School administrators and teachers play a major role in ensuring that students are in a healthy school environment. Eren (2019) reported that creating a safe and hospitable school environment is the duty and responsibility of the school. In the report prepared by Kılıç and Özkör (2018) it was found out that Syrian students see school principals and teachers as a supporting mechanism. When the studies conducted by Börü and Boyacı (2016) and Yaylacı et al. (2017) were examined, it was stated that the administrators in this study paid attention to the needs of the Syrian students and that they carried out studies for this purpose. The administrators denoted that “they take care of their students” which verifies the metaphor that the Syrian students see them as their ‘fathers’. In the study carried out by Taşkın and Erdemli (2018) it was found that Syrian students were respectful to them when the administrator’s sentences were analyzed.

This situation could be interpreted as the attitude and thought of an administrator who is aware of his/her responsibilities and tries to do his/her best. During the interviews with the staff, they stated that they considered themselves as a protective father for Syrian children. It was suggested that they had adopted a role not only because of their own will, but also with the influence of Syrian students and parents. Additionally, with the individual interviews, it was observed that most of the administrators preferred to use “ensar” (people from Medina who helped immigrated Muslims) / “muhacir”

Table 8. The metaphors in the “negative thoughts” category.

Category	%	Metaphor	Simulation Direction	f	%
Negative thoughts	9.40%	Training	It's a little long	5	17.9
		Training section is too long	It must end at 13 o'clock	7	25.0
		Air	Neither flows, nor smells	2	7.10
		Accelerated program	A course that should be as long as an educations season is taught just in two hours	8	28.6
		Story	Once upon a time	1	3.60
		Belt	The signature detail was too tight	4	14.3
Total		A colorful balloon	Can blow anytime	1	3.6
				28	100

(immigrated Muslims) image.

Different metaphors were stated by 28 staff (9.4%) in the “negative thoughts” category. According to the frequency distribution of the metaphors in this category, the images used by the staff in the order of frequency and percentage were as follows: “accelerated program” (f=8, 28.6%), “training section is too long” (f=7, 25.0%), “training” (f=5, 17.9%), “belt” (f=4, 14.3%), “air” (f=2, 7.1%), and finally, “story” and “a colorful balloon” were placed in the same frequency and last place (f=1, 3.6%). Some of the examples stated by participant staff on this conceptual category were as follows: “ARTAS is like an accelerated program, because a course that should be as long as an educations season is taught just in two hours” [192M3]; “ARTAS is like a belt, because the signature detail was too tight” [19M1]; “ARTAS is like air, because neither flows, nor smells” [290M1]; “ARTAS is like a story, because it is once upon a time” [36F2]. There has been a difference of opinion among experts on the story metaphor. If one thought about the correspondence of the story metaphor, “once upon a time” could be interpreted as it was too short, or it could also be interpreted as this training was like a story, nothing to do with realities. As a result, it was suggested that this metaphor should be included in the conceptual category of “negative thoughts” in terms of respecting the views of the participants, but it was also stated that this metaphor could be explained in a different way.

Table 9 indicates that different metaphors were stated by 25 staff (8.4%) in the “Butterfly effect/Solidarity” category. According to the frequency distribution of the metaphors in this category, the images used by the staff in the order of frequency and percentage were as follows: “solidarity” (f=8, 32%), “Mexican wave” (f=5, 20%), “mother/mothers' love” and “Summer” (f=3, 12%), “circular and constantly expanding waves formed by the stone thrown into the sea” (f=2, 8%) and “showcase of the bakery” (f=1, 4%). Some of the examples stated by participants on this category were as follows: “ARTAS is like solidarity, because it is necessary to aid Syrian children in a difficult situation” [49K1]; “ARTAS is like

future, because it shapes children” [135M3]; “ARTAS is like circular and constantly expanding waves formed by the stone thrown into the sea, because it starts with a person and spreads around” [260M4]; “ARTAS is like summer, because the fruits will ripen and gather on the way back” [5F2]; “ARTAS is like showcase of the bakery, because you cannot see the bakery's workshop, but there are results of the work” [5F2]. There was a difference of opinion among experts about that the “showcase of the bakery” metaphor should be placed in the “education” conceptual category. As a result, it was suggested that this metaphor should be included in the “butterfly effect / solidarity” conceptual of category.

In the studies carried out by Taskin and Erdemli (2018), Eren (2019) and Kılıç and Ozkor (2019), the opinions of the teachers and refugee students were taken. According to these opinions, it was found out that the students did not get enough psychological support, and the students and parents who were able to receive it were not followed up regularly. Güngör and Şenel (2019) emphasized the necessity of psychological counseling services to refugee students and their parents in order to reduce compliance problems. These studies support our findings that education of administrators will help to improve their attitudes towards Syrian students and reduce their problems.

As seen from Table 10, different metaphors were stated by 24 staff (8.1%) in the “Both Training and Holiday” category. According to the frequency distribution of the metaphors in this category, the images used by the staff in the order of frequency and percentage were as follows: “Both training and holiday”, “camp” and “holiday” metaphors were placed at same frequency: (f=5, 20.8%) “A nice in-service training as well as a nice holiday”, “medicine” and “efficient” metaphors were also placed at same frequency: (f=3, 12.5%). Some of the examples and interpretation direction stated by participants on this category were as follows: “ARTAS was like a camp, because it's both out of the city and has educational content” [166M3]; “ARTAS is like a medicine, because we were a bit away from the intense routine of the school

Table 9. The metaphors related to “butterfly effect / solidarity” category.

Category	%	Metaphor	Simulation Direction	f	%
Butterfly effect / Solidarity	8.40%	Mother/mothers' love	To show the mother's love to children out of the war environment.	3	12.0
		Solidarity	Aid for Syrian children.	8	32.0
		Circular and constantly expanding waves formed by the stone thrown into the sea	It starts with a person and spreads around.	2	8.0
		The future	It shapes children.	3	12.0
		Mexican wave	It starts from here as a wave and spreads throughout the country in waves	5	20.0
		Showcase of the bakery	You can't see the bakery's workshop, but there are results of the work.	1	4.0
		Summer	The fruits will ripen and gather on the way back.	3	12.0
Total				25	100

Table 10. The metaphors related to “both training and holiday” category.

Category	%	Metaphor	Simulation Direction	f	%
Both training and holiday	8.10%	Both training and holiday	We did both holiday and got information.	5	20.8
		A nice in-service training as well as a nice holiday	We both got rid of stress and relieved, and increased our knowledge about Syrians	3	12.5
		Medicine	We were a bit away from the intense routine of the school and realized new things	3	12.5
		Camp	It's both outside the city and has educational content	5	20.8
		Holiday	Out of the classes, rest, sea, swimming pool and eating	5	20.8
		Efficient	Nice place	3	12.5
Total				24	100

and realized new things” [144M2]; “ARTAS is like a nice in-service training as well as a nice holiday, because we both got rid of stress and relieved, and increased our knowledge about Syrians” [266F1]. According to the expert opinions, it was decided that this conceptual category should be stated differently from “education” or “holiday” conceptual categories. While the “medicine” metaphor placed in this conceptual category was also included in the “life support” conceptual category, the recreation in the “relaxation/holiday/motivation, energy source” conceptual category was closer to escaping from the intense work pressure, however, because of “getting information and awareness by training” was also stated by participants, “medicine” metaphor was placed in this category also. Similarly, “holiday” metaphor was also included in this category, because of “training, getting information and learning new methods” aspects were included differently from “relaxation/holiday/motivation, energy source” conceptual category.

During the interviews with teacher groups with refugee

students in their classrooms, two opinions were formed: “Syrian students should receive education in separate classes” (Yaylacı et al., 2017; Eren, 2019) and “Syrian students should continue to receive education in the same class with Turkish students”. It was found out that the administrators and teachers who advocated the education of Turkish and Syrian students in separate classes complained about communication problems.

UNICEF is currently expanding its support to Non-Formal Education (NFE) activities to prevent a “Lost Generation” of Syrian children and in particular invest in the learning of out-of-school refugee children and adolescents.

The Accelerated Learning Programme (ALP) is being implemented in 75 Public Education Centres (PECs) covering 12 provinces. The ALP component of the NFE programme is implemented in collaboration with the Ministry of National Education (MoET). It aims to support 20,000 out of school refugee children to be able to access formal and non-formal education opportunities

after the completion of the ALP two learning levels. After the ALP enrolled students complete each level of the ALP, students are evaluated and successful candidates receive equivalency certificates accredited from MoET that allow them to continue with their education and be integrated into the formal education system.

In the studies conducted by Başar et al. (2018) and Culbertson and Constant (2015), it would make it more difficult for the refugee students to learn Turkish language as it will encourage them to speak in their own language among themselves in separate classes, and instead of long-term parallel education. The students should attend to language training courses in the same classes. This is also the case observed in Turkey. The results of this work support the conclusion that the refugee students should not study in separate classes or schools but instead the supportive teaching courses for the students and their families should be fostered and the in-service training for administrators and teachers should be given more importance (Ohinata and Van Ours, 2012).

In particular, it has been seen that primary and secondary school students behave towards the Syrian refugees in a way affected by the news they see on social media (Başar et al., 2018). In such cases, activities can be organized for students and parents in order to overthrow these prejudices and promote cultural cohesion. In the study conducted by Güngör and Şenel (2018), it was determined that the activity examples played an effective role in reducing the acculturation stress in both students and their parents. It shows that in-service training can be an important issue in order to overcome negative prejudices due to false information and integrate with the society.

Conclusion

In the examination of the metaphorical perceptions of staff participating in ARTAS, seven critical conceptual categories were obtained. These are as follows in terms of frequency and percentage:

(1) Relaxation/holiday/motivation, energy source, (2) educatory/sweet, (3) guiding, (4) life support, (5) negative thoughts, (6) butterfly effect/solidarity, (7) both training and holiday. According to the frequency distribution, "Relaxation/holiday/motivation, energy source" category came in the first order.

The frequently used metaphors by participants are: "holiday", "relaxation", "Turkish bath", "like a medicine", "kept us away from stress", "we stored energy", "I'm like a newly charged battery", "vitamin C", "gesture", "like a cream", "like a winter sun", like a dream", "like a palace", "like a toffee apple", "like a candy", "like honey", "like a camp", "a nice holiday" etc.

The data that emerged in this study once again demonstrated the importance of combined studies that are carried out together with quantitative and qualitative

studies. It can be said that such studies in the summer are more preferred to the studies carried out in the winter, by the effect of the season. No comparison could be made with other studies due to the fact that there are no similar studies reported in the literature on this subject. This study indicates the perceptions of the administrators about ARTAS. The students should attend to language training courses in the same classes. The refugee students should not study in separate classes or schools but instead the supportive teaching courses for the students and their families should be fostered and the in-service training for administrators and teachers should be given more importance. Syrian children are not/cannot get enough psychological support. Increasing the employment of psychological counselor and guidance teachers recruited within the scope of UNICEF projects can be extended and taken as permanent staff. Administrators and teachers do not have sufficient information should be trained.

Overall, it will be significant if the scope of the study can be expanded and the sample group can cover all school administrators working with the Syrian students in Turkey in the future. A further study can be conducted not only with Syrian migrants but also with migrants from different cultures. Studies reflecting the perspectives of migrants on their own situations may also be suggested.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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