



## Inclusion Teacher Qualifications as a Basis for Refugee Education: A Framework Review According to Views of Turkish Teachers

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### Abstract

The present study aimed to discuss the teacher qualifications necessary to create inclusive education environments towards Syrian students who are under the status of temporary protection and educated in Turkey on the basis of the experiences and views of teachers. In the study, the phenomenological design was preferred as it was attempted to address the concept of inclusiveness specific to refugee students and to make sense of the concept based on the views of active teachers. The data of the study were collected through open-ended questions asked to 90 teachers teaching in classes including Syrian students together with Turkish students and the collected data were analyzed by using content analysis. The findings were reported within the context of 6 categories and 2 themes constructed considering 32 codes and each category was presented together with the related frequencies and percentages. The findings of the study showed that the teacher qualifications deemed to be necessary in refugee education were addressed under the dimensions “activity planning/implementation” and “teacher approach” by the participating teachers. Moreover, it was revealed that teacher qualifications regarding the issues such as knowledge and awareness about, attitude towards and communication with refugee students support the teacher qualifications related to activity planning and implementation. In light of the results of the study, various suggestions were made to develop teacher qualifications within the paradigm of inclusive learning.

### Keywords

Teacher qualifications  
Inclusiveness  
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### Introduction

#### *Inclusive Pedagogy in Refugee Education*

The concept of “education for everyone” strongly emphasized in the Salamanca Statement aiming to strengthening educational services to prevent the individuals who are affected by adversities in the society particularly the children with special educational needs from being affected by the restrictions and obstacles (UNESCO, 1994) is still considered to be important in many platforms related to issues of psychology, access to education and equality of opportunity. For example, in the strategy document “The 2023 Education Vision for Better Future” issued by the Ministry of National Education, it is stated that the fact that equality and inclusiveness are the main focus of education directed to all

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children in Turkey should be seen as the indication that “an essential and much anticipated path has been entered” (Düşkün, Arık, & Aydagül, 2018, p. 2) because the new approach to educational activities has moved away from seeing the child and differences as an obstacle or difficulty in education and towards seeing the education system as a problem-solving element (Baykara-Özaydınlık, 2019). At this point, the understanding of inclusive education emerges as a process that deals with the presence, participation and success of all students and focuses on disadvantaged student groups, identifying and eliminating obstacles in the system (UNESCO, 2005, pp. 15-16).

The concept of inclusiveness is defined in the literature as an educational approach that recognizes the need for all students to benefit from educational opportunities equally, and enables them to develop in line with their needs and goals without differentiating them on the grounds of learning skills, disability, gender and socio-economic or cultural identity (Alquraini & Gut, 2012; Bui, Quirk, Almazan, & Valenti, 2010; Çelik, 2017). As the definition implies, inclusive education takes into account a variety of personal, family and social disadvantages ranging from differences in learning skills to gender-based inequalities and social and cultural differences. It aims to offer various opportunities to children who suffer from the above-mentioned factors or who do not benefit from education at the desired level. It also includes (i) measures taken to prevent such children from experiencing disadvantages, and (ii) interventions to prevent exclusion of these students by other students and other components of the education system. International organizations such as United Nations Educational Scientific and Cultural Organization [UNESCO] and United Nations International Children's Emergency Fund [UNICEF] emphasize the need for everyone to benefit equally from educational opportunities and support governments to invest efforts to make this possible.

As for Turkey, children with disabilities, children and young people in underdeveloped regions and rural areas, children and young people in poor urban areas and neighbourhoods, gypsies, children and young people in conflict environments, children whose mother tongue is not Turkish and international migrants are shown among disadvantaged groups (UNICEF, 2012). Syrian children living in Turkey under the status of temporary protection because of the war in their homeland are among the most disadvantaged groups who are in urgent need of inclusive education in Turkey in recent years. According to data from the Ministry of National Education (MoNE, 2018), 91.1% (1,047,536) of all the school aged refugee children in Turkey are Syrian. The rate of schooling among these children is 62.53% and a total of 655,075 (322,525 girls (49.23%), 332,550 boys (50.77%)) children have access to education.

In Turkey, which has the highest population of people under protection in the world (UNICEF, 2016), the Syrian refugees who constitute the greatest portion of the international refugees in the country, can experience the state of being disadvantaged multi-dimensionally in such a way as to include psychosocial, socioeconomic, political, social and educational dimensions (Manap-Kırmızıgül & Kahya-Nizam, 2019). Poverty, trauma, violence, restrictions, language problems and dropouts are the main obstacles that hinder the educational attainments of these children (Candappa, 2000; Çobaner, 2015; Erdem, 2017; Gencer, 2017; Hek, 2005; Kirova, 2001; Stevenson & Willot, 2007). Similarly, children who migrate with their families during seasonal migration are at risk of inadequate education and lose educational opportunities as they are seen as a cheap labour force in the agricultural sector (Lordoğlu & Etiler, 2014; Tabcu, 2015). As the inclusiveness of learning environments develops, the number of child-centred environments that support the interaction and participation of children with different characteristics will increase. Correspondingly, it is anticipated that supporting teachers' professional competencies in the context of inclusive pedagogy in order to create an inclusive learning environment will have positive reflections in terms of increasing the psycho-social adaptation of disadvantaged children and fostering their school commitment. In this connection, the current study aims to come up with a framework of teacher qualifications required to construct inclusive educational environments where Syrian students who are under protection can study together with the children of the host nation.

### *Problems in refugee education*

When the studies conducted to reveal the problems experienced in refugee education in general and in the education of Syrian children in particular in Turkey in recent years (Aydın & Kaya, 2019; Aykut, 2019; Çelik, Kardeş-İşler, & Saka, 2021; Eren, 2019; Kardeş & Akman, 2018; Kılıç & Gökçe, 2018; Kiremit, Akpınar, & Tüfekci-Akcan, 2018; Şahin & Sumer, 2018; Taşkın & Erdemli, 2018; Göktuna-

Yaylacı, Serpil, & Yaylacı, 2017) are examined, it is seen that the frequently encountered problems can be gathered under the headings of access to education, quality of the given education, inclusiveness of the education and social adaptation (See Table 1).

**Table 1.** Problems Experienced in Refugee Education in Turkey

<b>Obstacles to the access to education</b>	<b>Adaptation problems of refugees</b>
<ul style="list-style-type: none"> <li>• Problems concerning administrative processes</li> <li>• Refugee families' views of education</li> <li>• Coordination problems between institutions</li> <li>• Student absence</li> <li>• Familial problems (illnesses, deceases)</li> <li>• Socio-economic problems (Poverty)</li> <li>• Language barriers</li> <li>• Reluctance stemming from uncertainty about future</li> </ul>	<ul style="list-style-type: none"> <li>• Communication problems arising from language deficiencies</li> <li>• Academic performance</li> <li>• Behavioural problems</li> <li>• Adaptation problems to school culture</li> <li>• Negativities in the societal perception</li> <li>• Problems experienced by refugee students among themselves</li> <li>• Problems experienced by refugee students with other students</li> </ul>
<b>Deficiencies in the quality of education</b>	<b>Inclusiveness of education</b>
<ul style="list-style-type: none"> <li>• Quality of the instructional materials</li> <li>• Quality of the counselling services</li> <li>• Quality of the psycho-social services</li> <li>• Quality of the language teaching</li> <li>• Content and difficulty of the curriculum</li> <li>• Teacher qualifications</li> <li>• Quality of the instructional qualifications</li> <li>• Physical conditions of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequacies in including cultural differences</li> <li>• Inadequate family participation</li> <li>• Not being able to ensure active participation of students</li> <li>• Discrimination, exclusion and alienation in the school environment</li> <li>• Inadequate support to teacher education</li> <li>• Inappropriate curriculum and content</li> <li>• Lack of parent-teacher communication</li> </ul>

As seen in the table 1, the problems are affected by many factors and a problem experienced in a certain area triggers another problem. This situation has also been emphasized by different studies (Aydın & Kaya, 2019; Aykut, 2019; Çelik et al., 2021; Kılıç & Gökçe, 2018). For example, Çelik et al. (2021), have highlighted the importance of psychosocial development, language communication skills, and adaptation processes, which are thought to be related to each other and are also affected by familial situations and systemic barriers in the field of refugee education. It has been determined that the discrimination, absenteeism and adaptation problems experienced by refugee students in educational environments are associated with language barriers, social loneliness and psychological problems in another study (Kılıç & Gökçe, 2018). Similarly, it has been observed that refugee students' attendance and academic performance differ depending on their language level and family support (Aydın & Kaya, 2019). According to another study, the way the school environment treats immigrant children affects the adoption of immigrant children to their peers and teachers, and educational activities based on respect for differences and human rights improve immigrant children's level of respect for differences and attitudes towards school (Aykut, 2019). As can be seen, while the problems experienced in different dimensions of refugee education increase the likelihood of experiencing another problem, it has a structure which is diverse and complex enough to be affected by these problems.

When the quality of refugee education, the diversity of the problems related to the adaptation of refugees and the inclusiveness of learning environments and the interaction of these problems are considered, it can be seen that systematic, alternative and inclusive perspectives are needed for the problems experienced in refugee education. The main point here is to see the differences of refugee students in the education system as enriching elements in terms of learning environments and to make education inclusive (Heckmann, 2008). In the process of bringing inclusive pedagogy to learning environments, the professional competence and performance of teachers who are expected to manage diversity in their classes while working with students with different psycho-social characteristics are believed to play an important role. However, in the relevant literature, it is stated that many educators working with immigrants and / or refugees do not have the pre-requisite competences necessary to use

the language correctly, prepare appropriate course content, use teaching strategies effectively, find the necessary tools and materials for effective teaching, implement effective assessment and evaluation practices, establish good communication (Erdem, 2017) and ensure the participation of the family and meet the educational needs of students (Yaşar & Amaç, 2018). It is also nationally and internationally known that many teachers are not yet ready to teach students with different cultural values and beliefs (Arslangilay, 2018; Gay & Howard, 2000; Yaşar & Amaç, 2018). In addition, Goodwin (2002, 2017) pointed out that there are few studies questioning teacher education in terms of meeting the socio-emotional, cultural, and other educational and linguistic needs of refugee students.

#### *Teacher qualifications complying with inclusive pedagogy in refugee education*

There are many approaches based on inclusive pedagogy that sees diversity as an attainment. While Loreman (2017) talks about differentiated teaching, universal design and inclusive education, Mugambi (2017) mentions human rights-based approach, culturally sensitive education and multicultural education approach.

Educational approaches based on inclusive pedagogy include flexible and universal perspectives that offer alternative solutions to problems that are thought to be caused by the inability to manage diversity and differences in the classroom (Sousa & Tomlinson, 2011). The main point emphasized here is that in inclusive pedagogy, contents, activities and tools that make up the learning environments allow students to benefit from educational opportunities equally, are flexible enough to take into account the differences and needs of all students, contain high-level learning expectations, create an atmosphere where differences are valued and develop knowledge, skills, attitudes and values required for creating an inclusive society (Baykara-Özaydınlık, 2019, pp. 70-71).

Research on inclusive pedagogy emphasizes that the overall goal is to develop sound and inclusive education policies with the support of motivated and well-trained educators (Beltekin, 2016; Kırkık, Kırkık, & Berberoğlu, 2018; Kotluk & Kocakaya, 2018). In contrast, teachers often lack awareness of the importance of educational support and hence prejudices about disadvantaged students can get stronger (Kiremit et al., 2018). However, what should be done is to respect the values, backgrounds and cultures of all students in classrooms including diversity, regardless of their ethnic origin, belief, disability status, and mother tongue, and to use these dynamics constructively through classroom practices (Gutierrez & Rogoff, 2003).

Admittedly, teachers working with disadvantaged students and striving to create an educational environment suitable for inclusive pedagogy should have some additional competencies beyond the common qualifications that any teacher should have (Kurbegovic, 2016). Problems related to qualifications of teachers working with disadvantaged students all around the world hinder the sustainability of inclusive education globally (Woolis, 2017). Teachers participating in inclusive education should have knowledge and awareness about multicultural education, intercultural communication, and diversification strategies in teaching (Arslangilay, 2018), and should exhibit an inclusive attitude towards intolerance and discrimination (UNESCO, 2005). If teachers remain silent against discriminatory situations or discourses against disadvantaged students, they create an educational culture in which inequalities are ignored and the status quo is maintained (Castagno, 2008). In addition, teachers should use their knowledge, awareness, and perspectives to design and maintain learning and teaching processes (Villegas & Lucas, 2002) and to improve students' cultural competence, critical perspectives, and interactions with their environment (Ladson-Billings, 1995).

Inclusive learning environments offer equal and adequate learning opportunities to each student - whether refugee or not - who differ in their learning levels, interests, needs, cultural characteristics and past experiences. According to Mugambi (2017), teachers play a key role in increasing the capacity of education systems for transition to a more inclusive system. However, in a study conducted in Turkey, it was determined that teachers do not generally do any specific arrangements for the education of refugee children in their classrooms, and the teachers who try to do something generally end up with activities to support the language development and hang visuals all around the classroom (Kardeş & Akman, 2018). However, activities in inclusive learning environments should include materials and methods designed to involve all students in the process, should appeal to

every student equally, be open and contain sufficient variety and diversity (Spooner, Baker, Harris, Ahlgrim-Delzell, & Browder, 2007). In light of the reviewed literature, the points to be taken into consideration by teachers to form inclusive learning environments in classes including some refugee students and having differences in terms of cultural and learning levels are summarized in Table 2.

**Table 2.** Features of Educational Environments Suitable for Inclusive Pedagogy

Objectives	Things to be done	Resource
<b>-To access on the students' learning outcome</b>	Visual, functional, related to past experiences, increasing the affective participation	(Ontario Ministry of Education, 2016)
	Interesting, increasing motivation,	(Rose and Meyer, 2002, as cited in Moore, 2007)
<b>-Activating and reconstructing prior knowledge,</b>	Process-oriented, satisfying interest, needs and expectations, including measurement and evaluation and contents ,	Using multiple strategies and tools. (Erdem, 2017; MEB, 2018)
<b>-Allowing the expression of learning process experiences,</b>	Including effective, suitable and positive channels of communication, Giving information and raising awareness about the profile and needs of refugee students,	(British Columbia Ministry of Education, 2015) (Arslangilay, 2018; Baykara-Özaydınlık, 2019; Villages & Lucas, 2002)
<b>-Increasing full participation</b>	Making arrangements for refugee students	(Atlıhan, 2019; Kardeş & Akman, 2018; Villages & Lucas, 2002)
<b>-Supporting social adaptation</b>	Taking social and cultural differences into account	(Erçetin et al., 2018; Dryden-Peterson, 2015; Erçetin & Kubilay, 2017)
	Making multiculturalism visible,	(Özer, Komsuoğlu, & Ateşok, 2016)
	Including social and cultural activities,	(Atlıhan, 2019)
	<b>-Developing social skills,</b>	Including the cultural structure of refugee students in the process,
<b>-Fostering variety,</b>		
<b>-Decreasing discrimination,</b>	Oriented to getting to know the student and fostering the feeling that the other culture is welcomed,	(Ontario Ministry of Education, 2016)
	Including tolerance towards the problems arising from systemic discrimination such as language barrier and paying attention to such problems	(Alidou, 200; British Columbia Ministry of Education, 2015; UNESCO, 2005)
<b>-Involving each student in cooperation and interaction,</b>	Cooperative learning models,	(DeLong, 2009; Nind & Wearmouth 2006)
	Research-inquiry-discovery,	(DeLong, 2009)
<b>-Encouraging students to acquire independent learning strategies,</b>	Peer support,	(British Columbia Ministry of Education, 2015; Ontario Ministry of Education, 2016)
	Play, art and dance activities	(Szente et al., 2006)
	Activities to foster cultural competences, critical viewpoints, and interaction with the environment	(Ladson-Billings, 1995)



As can be seen in Table 2, there are many factors to be taken into consideration to create inclusive learning environments for the participation of students, their access to education and supporting them. However, ensuring that all students can equally make use of learning opportunities may not be easy for teachers (Florian & Black-Hawkins 2011; Nind & Wearmouth, 2006) and teachers may find it difficult to apply their pedagogical knowledge in learning environments involving refugee children (Nilsen, 2018).

At this point, it is important to reveal the characteristics that should be possessed by class environments including refugee students, both in terms of its contribution to the literature focused on the issue of refugee education and inclusion together, and in terms of guiding teachers working in this field in creating an inclusive classroom environment. Therefore, the purpose of the current study is to determine the views of teachers about teacher qualifications required to create inclusive learning environments in classrooms with refugee students and cultural and learning level-based differences. To this end, the main research problem was worded as "What are the teacher qualifications required to create an inclusive learning environment on the basis of the views of teachers who have refugee students in their classes?" The sub-problems constructed on the basis of the main problem of the study are given below:

- Which teacher qualifications do the teachers having refugee students in their classes emphasize in their suggestions made to create an inclusive learning environment?
- Which pedagogical concepts do the teachers having refugee students in their classes emphasize in teacher qualifications they consider necessary for creating an inclusive learning environment?
- Is there a relational framework in terms of the teacher qualifications proposed by the teachers having refugee students in their classes for creating an inclusive learning environment?

## **Method**

In this section, information is given about the design, study group, data collection tools, validity and reliability and data analyses of the study.

### ***Research Model***

In the current study aiming to elicit the teacher qualifications required to create inclusive learning environments in classes having refugee students, the phenomenological design, one of the qualitative research designs, was preferred. Phenomenology, the starting point of which is the values and meanings related to reality, how people perceive the reality and their experiences of these perceptions, aims to investigate the phenomena that are not completely unfamiliar to us, but which we do not fully understand (Yıldırım & Şimşek, 2018). Phenomenology, which is based on the interpretative paradigm, requires interacting with people in the social context related to the subject area to be researched (Glesne, 2013). Although the phenomenon of inclusiveness has been frequently addressed in various studies and detailed explanations have been made about this phenomenon, it is anticipated that the phenomenological method constitutes a suitable research ground in order to address the concept of inclusiveness specifically for refugee students and to make sense of inclusion according to the views of the teachers working in this field.

### ***Study Group***

Criterion sampling method was used in the present study and the criteria was constitute according to the literature. Criterion sampling methods are recommended in phenomenological research as data sources in phenomenological research are individuals or groups who experience the phenomenon that the research focuses on and can express or reflect this phenomenon (Yıldırım & Şimşek, 2018). The aim of this sampling method is, as highlighted by Merriam (2013) and Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, and Demirel (2011), to guide the identification of information-rich situations through the constituted study group.

When considered in the context of the relevant literature, the study group of the current study is the teacher groups who are thought to have a key role in terms of duties and responsibilities related to the language problem and the concepts of psycho-social inclusion in refugee education. In many studies conducted in the field of refugee education, a great importance is attached to language problems (Candappa, 2000; Dryden-Peterson, 2015) and psycho-social inclusion (Anderson, Hamilton, Moore, Loewen, & Frater-Mathieson, 2004; Pinson & Arnot, 2007; Szente, Hoot, & Taylor, 2006). In a meta-synthesis study aiming to reveal the educational problems of refugee students in Turkey, it is seen that linguistic, cognitive, affective and socio-cultural problems of refugee students are frequently emphasized (Sarier, 2020). Within the context of the difficulties and solutions regarding the dimensions of access, participation, adaptation, communication, family and peer support of refugee students at school level, it is predicted that the experiences and inferences of Psychological Counselling and Guidance (PCG), Turkish, Elementary school, Turkish Language and Literature teachers are critical. Therefore, the main criteria adopted in the selection of the teachers for the study group are their teaching language (Turkish, Elementary school, Turkish Language and Literature teachers) and their carrying out psycho-social activities (PCG). The data collection tool of the research was sent to a total of 100 teachers who met these criteria, but 10 teachers did not return. Information about the profile of the participating teachers is given in Table 3.

**Table 3.** Participant Profile

<b>Criteria</b>		<b>Number of Participants</b>
Gender	Female	53
	Male	37
Branch	Elementary school teacher	40
	Turkish teacher	23
	PCG	14
	Turkish Language and Literature	13
Education Level	Graduate	8
	Undergraduate	82
<b>Total number of participants</b>		<b>90</b>

Correspondingly, the study group of the study consists of 90 teachers working in schools including refugee students. Of these 90 teachers, 53 are females and 37 are males. The distribution of the teachers across branches is as follows= 40 elementary school teachers, 23 Turkish teachers, 14 psychological counselling and guiding teachers and 13 Turkish Language and Literature teachers. Eight of the teachers hold master's degree while 82 hold bachelor's degree.

#### ***Data collection tools***

With the data collection tool prepared within the context of the current study, it was aimed to provide the participants with summary information specific to teaching refugee students and to elicit their opinions about the competences necessary for teaching refugee students. During the development of the data collection tool, the opinions of 6 expert teachers, who had professional knowledge on the relevant literature and experiences about inclusive classroom environments, were used. At the stage of preparing the summary information to be presented to the teachers, "structured" and "semi-structured" interviews were conducted with these experts to create a conceptual framework about teacher competences. The conceptual framework developed on the basis of the literature review was rearranged in line with the expert opinions and the data collection tool was given its final form. Then, the semi-structured interview form was transferred to the online environment (Google forms). This form was shared with teachers in the spring term of the 2017-2018 school year and the responses of the teachers returning the form were used as data source.

### *Data analysis*

The data collected in the study were analyzed using content analysis technique, which is one of the qualitative data analysis techniques. In content analysis, data are coded, themes are found, codes and themes are organized, and finally the findings are defined and interpreted (Merriam, 2013; Yıldırım & Şimşek, 2018). The raw data of the study were first read by the researcher and made ready for coding by removing the unnecessary information. One of the researchers conducting the current study is an academic who is an expert in the field of inclusive education and has also carried out academic studies on Syrian students who are victims of migration. The other researcher is a specialist elementary school teacher who has experience with students who are victims of migration and has carried out studies focused on inclusive education. Consistency analysis was conducted by the researchers working together on the themes, categories and codes created during the analysis, and the data were examined repeatedly on different days to increase the reliability. The reliability of the determined themes and codes was also checked and confirmed by an expert in the field of educational sciences.

In the data analysis process, 6 different categories were created by considering the 32 codes produced from the opinions of the participating teachers. These categories were grouped under 2 themes. Within the context of the research problem, it is necessary to determine and compare the teacher qualifications that emerge from the teacher suggestions and to examine the relationships between these qualifications. Therefore, the percentage and frequency values of the codes produced to compare the frequency of teacher opinions, of the categories created by taking these codes into account, and of the related themes were calculated. While making these calculations, it was taken into account that a teacher might have expressed more than one opinion. To do so, while calculating the numerical values of the themes, the names of the teachers who expressed at least one opinion in the category under each theme were brought together. Likewise, while calculating the numerical values of the categories, new calculations were made by bringing together the names of the teachers who expressed at least one opinion related the codes under the calculated category. In order to clear the calculations from random errors, the procedures were repeated by the researcher on different days, and the frequency and percentage values were checked. In the presentation of the data, direct quotations about the views of the participants were included. By the beginning or the end of sentences, abbreviations were used to indicate which teacher the direct quote belongs to.

### *Limitations of the study*

The limitation of this study is that the research questions were answered online and the data were not diversified by techniques such as interview and observation.

## **Results**

In this section, the findings obtained from the data analysis are presented under the sub-headings created within the scope of the research questions.

### *Findings on the qualities of an inclusive learning environment*

It is seen in the findings obtained for the first research question "Which teacher qualifications do the teachers having refugee students in their classes emphasize in their suggestions made to create an inclusive learning environment?" that qualifications related to activity planning-implementation (72%) and teacher approach (62%) were emphasized the most. While 33% of the teachers stated qualifications related to both planning-implementation and teacher approach, 38% stated qualifications only related to the activity planning and implementation and 29% of them stated qualifications only related to teacher approach. Another finding is that many of the teachers (43%,  $f=39$ ) emphasized the importance of a positive attitude towards refugee students in the creation of an inclusive learning environment. They also emphasized the importance of making students engaged in active learning through activities (34%,  $f=31$ ), including cultural differences in activities (26%,  $f=24$ ), supporting the adaptation process via activities (23%,  $f=21$ ), having information and awareness about refugees (19%,  $f=19$ ) and having positive communication skills (7%,  $f=6$ ).



**Table 4.** Comparison of the Themes related to Qualifications on the basis of the Teachers' Views

Theme	Frequency	Percentage	Total Theme
<b>Qualifications in the Theme of Activity Planning and Implementation</b>	<b>(f)</b>	<b>(%)</b>	<b>(%)</b>
1. Providing active learning environments	31	34	72
2. Including cultural differences	24	26	
3. Supporting the adaptation process	21	23	
<b>Qualifications in the Theme of Teacher Approach</b>	<b>f</b>	<b>%</b>	
1. Positive attitude towards refugees	39	43	62
2. Knowledge and awareness about refugees	19	19	
3. Positive communication skill	6	7	
<b>Total participant</b>	<b>90</b>	<b>100</b>	

When Table 4 is examined, it is seen that the teacher qualifications suggested by the teachers are mostly emphasized in terms of "having a positive attitude towards refugees" and "providing an active learning environment" in the activities they have implemented. They are followed by teacher qualifications of "the inclusion of cultural awareness" in the activities that they have implemented or designed and "to be able to support the adaptation process" with these activities and the qualifications of "knowledge and awareness about refugees" and "having "positive communication skills" in their approach to students.

#### *Findings related to the creation of an inclusive learning environment*

In the findings obtained for the second research question "Which pedagogical concepts do the teachers having refugee students in their classes emphasize in teacher qualifications they consider necessary for creating an inclusive learning environment?", it was seen that the teachers emphasized various pedagogical concepts under the themes of "Designing-implementing inclusive activities" and "Inclusive teacher approach".

According to the findings of the study, 72% of the teachers stated that they should have various inclusive qualifications for designing and implementing instructional activities. The codes produced for the teacher qualifications emphasized by the teachers were listed under 3 categories "providing an active learning environment, including cultural awareness, supporting the adaptation process". In table 5, the frequency and percentage values of the relevant categories and codes are presented.

**Table 5.** Qualifications That Teachers Should Have for The Planning and Implementation of Activities

CATEGORY	CODES	Code		Category		Theme	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
		(f)	(%)	(f)	(%)	(f)	(%)
<b>Providing an active learning environment</b>	Using rich/different methods and techniques	17	19				
	Using rich/different materials	8	9				
	Frequently using visual materials	3	3	31	34		
	Educational games	3	3				
	Including different learning styles	2	2			65	72
Providing concrete experiences	2	2					
<b>Including cultural awareness</b>	Including global issues	14	15				
	Employing cultural similarities	8	9	24	26		
	Drawing attention to cultural elements	2	2				

Table 5. Continued

CATEGORY	CODES	Code		Category		Theme	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Supporting the adaptation process	Increasing intrinsic motivation for the target language	10	11				
	Including psycho-social activities	5	5				
	Teaching the target language (Turkish)	5	5				
	Activating the target (Turkish) culture	4	4	21	23	65	72
	Including counselling activities	3	3				
	Using a common language elements	2	2				
	Creating goals and expectations in students	1	1				
	Family counselling	1	1				

Based on Table 5, of the participating teachers, 34% (f=31) stated that it is necessary to “provide an active learning environment” in various ways. They have several beliefs about how to provide this inclusively active learning environment. The generated suggestions by the teachers provided a pedagogic perspective reflecting a higher quality through more actively performed learning tasks, versatile learning styles and techniques.

Teachers often highlighted that using rich/different methods and techniques (f=17) and rich/different materials (f=8) is critical for creating active learning environment. For instance, Teacher 30 (T30) stated:

*Using new techniques according to the educational environment when necessary in the teaching process and making the lesson more enjoyable. Conducting activities such as case studies, drama, theatre that shows that culture has its own characteristics and importance.*

Similarly, some teachers reported that teachers should be able to use rich and different materials considering the refugee children. For instance, T68 specified this issue by telling “Having the competence required to design creative and didactic materials suitable for each lesson...”

In addition, the teachers pointed out that learning environments in which refugee students are active can be created by using visual materials (f=3). To illustrate, T67 referred to necessity of using visual materials by saying “Putting greater emphasis on materials that are sufficient to enable children to learn visually”.

Also, some teachers (f=3), for instance T66, underlined the importance of using educational games for creating active learning environment by saying “Designing materials and turning them into games through which they can learn”.

Some teachers (f=2) postulated, for example T4, the necessity of using different learning styles in the teaching process by told “visual, audio, model-based materials will make a better quality of teaching possible”.

Teachers (f=2) also claimed that culturally diverse learning settings should have supported with efficient experiences derived from the real life situations. Accordingly, T11 indicated the functionality of “Organizing activities that will help students to transfer what they have learned at school to daily life.”

As Table 5 indicates, of the participating teachers, 26% (f=24) emphasized the qualification of “creating cultural awareness”. They are often highlighted that including cultural issues in the activities (f=14) and employing cultural similarities/differences (f=8). As one of the teachers believing that learning activities should convey cultur-related contents and messages, T61 pointed out that:

*Activities to promote food culture can be organized within the scope of getting to know different cultures. Mutual acculturation can be encouraged. Social activities regarding cultural values and identities can be organized. Different cultural promotion programs can be arranged.*

Accordingly, some teachers underlined the necessity of exploiting cultural similarities and differences to generate a culturally inclusive and harmonic learning environment. To elaborate this point, T83 noted that:

*Cultural transfer is important because students also learn by living, which is one of the most effective ways of learning; I usually explain the similarities between the two cultures and then move on to the differences and explain the reasons for this; the functional dimension should be well explained.*

Besides, teachers (f=2) also put the emphasis on the role of the culture to take the attention of the students and motivate them to mentally focus on the learning tasks. One of the teachers possessing this idea pointed out that that:

*Introducing refugee students into the values of our country after touching upon a few elements that reflect the values of their own culture. In this way, we can draw the attention of students.*  
(T8)

As Table 5 reflects, of the participating teachers, 23% (f=21) emphasized the qualification of “supporting the adaptation process” within inclusive education. They often highlighted the rationale under the importance of supporting adaptation process by means of providing intrinsic motivation for language development (f=10), including psychosocial activities (f=5), and teaching the target language (f=5).

To exemplify, T47, who is one of the teachers putting the emphasis on the necessity of accelerating the intrinsic motivation while teaching languages to the refugee students noted that:

*Helping refugee students realize that Turkish is necessary for them and that they will have many advantages when they learn Turkish if we want to teach them Turkish (middle school and high school). But, more importantly, we need to endear Turkish to students (primary school students). We need to do these if we want to teach Turkish to Syrian students.*

Correspondingly, a vast majority of the participated teachers urged the critical role of the skills in target language for the social cohesion of the refugee students. For example, T35, shared his/her experiences on this issue and pointed out that:

*Those who know Turkish love Turkey. Those who don't know Turkish do not love Turkey. We need to teach Turkish to them all.*

On the other hand, some participants underlined the role of psycho-social activities to support the integration of the students by focusing on the problems emerged out the traumatic experiences and xenophobic attitudes targeting the refugee students. To illustrate, T82 noted that:

*Overcoming the problem of gender discrimination and students' inability to integrate due to cultural differences is so important. I believe in the role of providing psychological support to refugee students to reduce the effects of the war environment they came from.*

In addition, the teachers stated that the pedagogic adaptation process of the refugee children could be supported by activating the target culture in learning activities (f=4), by making use of counselling activities (f=3), and by using common language elements (f=2).

Correspondingly, T7, emphasizes that “Pedagogic activities should ease the integrating them into Turkish culture more effectively. Thus, it becomes easier for refugee children to learn about our social values and culture and they become happier individuals in the society”. Similarly, T16 underlines that:

*Counselling services in the schools should serve in a more active way. Refugee students should not be made feel alone, helpless, hopeless. Counselling for adaptation problem should be in cooperation with family, teacher and student.*

However, one of the repondents stated that the adaptation process could be supported by creating goals and expectations in students (f=1) and providing counselling for the family (f=1). Quotations related to these findings are given below:

*The motivation of these students is very low. Let alone the lesson, they have no motivation for life. Therefore, we must strive to transform them into people with expectations, goals, and hopes for life. (T21)*

*Family information and family rehabilitation activities should be conducted. (T28)*

According to the findings of the study, 62% of the teachers stated that they should have some inclusive qualifications regarding their approach to refugee students. The codes produced for the teacher qualifications emphasized by the teachers in relation to the approach to refugee students were listed under 3 categories “positive attitude towards refugees, knowledge-awareness about refugees, positive communication skills”. In Table 6, frequency and percentage values of the categories and codes are given.

**Table 6.** Qualifications to be Possessed by Teachers in Relation to The Approach to Refugee Students

CATEGORY	CODES	Code		Category		Theme	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
		(f)	(%)	(f)	(%)	(f)	(%)
<b>Positive attitude towards refugees</b>	Taking student characteristics into consideration	16	18				
	Avoiding discrimination	7	8				
	Unconditional acceptance	7	8				
	Making them feel safe	6	7	39	43		
	Unconditional love	4	4				
	Making them feel valued	3	3				
	Being a role model	1	1				
	Taking cultural differences into consideration	1	1			56	62
<b>Knowledge &amp; awareness about refugees</b>	Knowing about the other culture	13	14				
	Knowing student characteristics	5	5				
	Knowing traumas and their repercussions	2	2	17	19		
	Knowing cultural differences	1	1				
	Continuing professional development	1	1				
<b>Positive communication skills</b>	Being in cooperation with parents	4	3				
	Establishing effective communication with students	2	2	6	7		

Based on Table 6, of the participating teachers, 43% (f=39) stated that they should have “positive attitude towards refugee students”. They often highlighted that taking student characteristics into account (f=16), avoiding discrimination (f=7), offering unconditional acceptance (f=7) and making them feel safe (f=6) are critical features of inclusive pedagogy.

To exemplify, T8 posits the role of “Monitoring students properly and supporting them in meeting their needs (love, relationship with friends, etc.).”

Furthermore, some teachers put the emphasis on the preventive role of teachers on eliminating discriminations and xenophobia in school settings. For instance, T23 elaborates that:

*Ensuring that refugee students are not discriminated against on the grounds of religion, language and race, and controlling and minimizing discrimination within themselves. Refugee students and teachers need to be mutually free from cultural prejudices and need to respect each other's cultures.*

One of the other teachers underlined the notion of unconditional acceptance and welcome for the refugee children and claims that:

*Making them feel that we make room for them here, even though they have lost their homeland, we now see them as a part of us and that they are not separate. Knowing that body language is more important than verbal language and what a look and a smile mean to them. (T22)*

In addition, the teachers also pointed out positive attitudes such as showing unconditional love (f=4) is guiding them for inclusiveness. To exemplify, T 46 specified this by telling:

*I love and care about my students and this feeling guides me...*

In addition to unconditional love, teachers highlighted that feeling valuable is significant to refugee children. In this respect, 3 teachers shared the belief that caring about refugee's cultural values enables them to feel valued and secure. T85 described this as follows:

*Caring about their cultural values and making them feel this. Making them feel that they are safe and secure and that everything is done for their good.*

Similarly, T10 exemplified the importance making them feel secure by saying:

*Providing an environment where they will feel safe and making them trust our country so that they can continue their education. Avoiding actions and discussions that remind refugees of the war in their homeland.*

Only one teacher referred to teachers' capacity and power to positively change a person or a society. T30 used the term of being a role-model while describing the importance of teachers' capacity and power for creating an inclusive classroom environment. T30 stated:

*Even if the students who are of the same nationality differ cognitively, affectively and socially, it should be known that the situation of refugee students is more difficult. Teachers have the greatest responsibility here, and they must have the capacity and power to positively change a person, a society. If the teacher becomes a role model for students, the students will also be individuals who will fulfil their responsibilities towards society and humanity.*

In addition, a teacher mentioned that it would be positive effects from taking care of student's cultural differences on refugees:

*Taking into account the cultural differences of students and acting accordingly. (T3)*



As Table 6 indicates, of the participating teachers 19% (f=17) emphasized that they should have “knowledge and awareness about refugees”. In this respect, they frequently highlighted that knowing the other culture (f=13), student characteristics (f=5), are essential to have inclusive approach to refugee student.

T89 exemplified the necessity of knowing the other culture as much as culture of themselves by saying “You need to be familiar with the culture of the refugee as much as you know your own culture.” One of the teachers who stated to necessity of knowing student characteristics, T76 said that “We need to know students’ lives and act accordingly. It is necessary to know how and in what environment students live and act accordingly.”

Two teachers also stated that knowing traumas and their repercussions are among the necessary teacher qualifications for creating an inclusive classroom environment. To illustrate, T5 stated that “Knowing post-traumatic problems and approaching students accordingly” is important for creating inclusive classroom environment.

In addition to this, only one teacher used the term of cultural differences related to refugees while describing knowledge and awareness about refugees. T4 stated: “It is necessary to know and pay attention to cultural differences.”

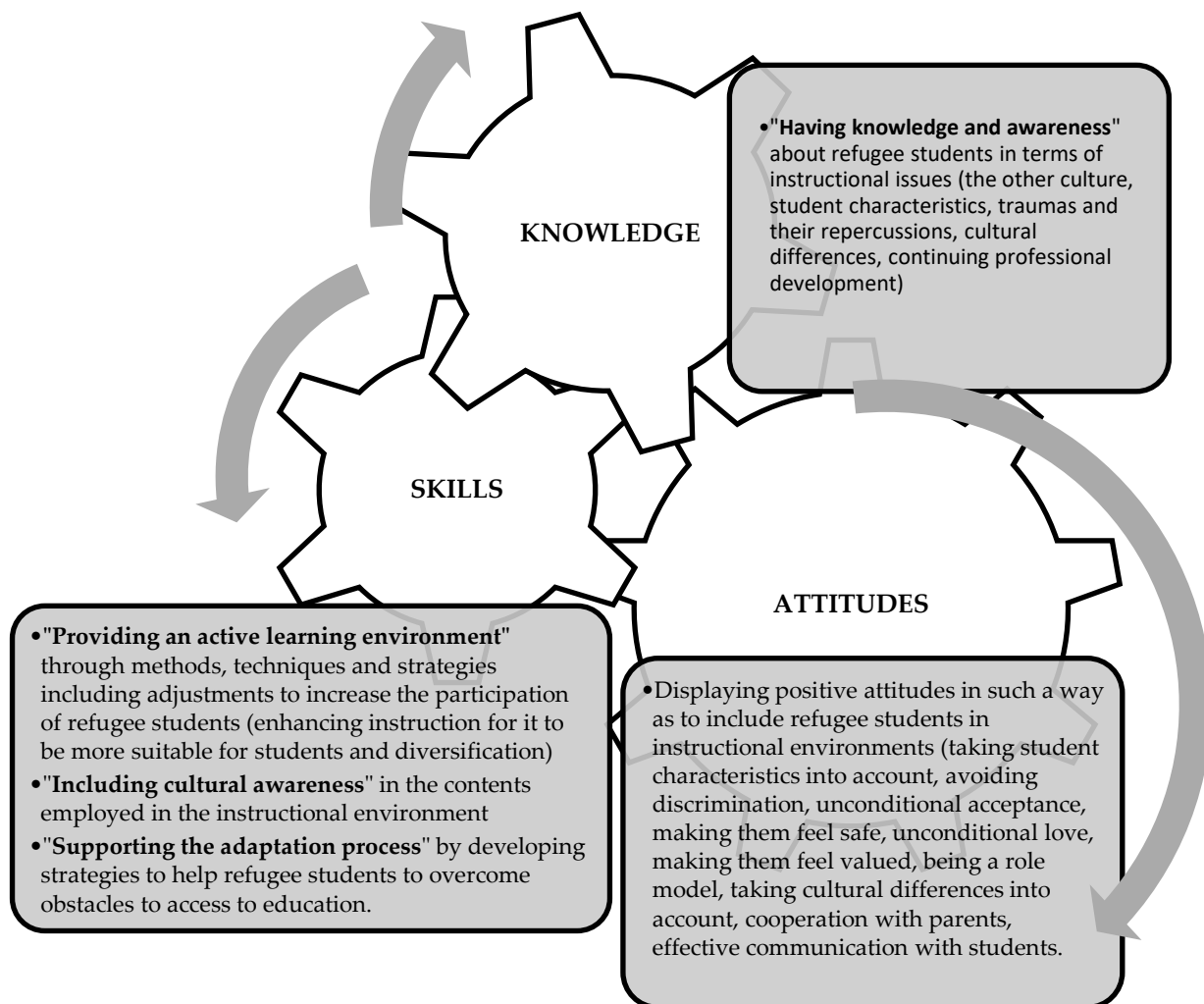
Only one teacher used the term of continuing professional development as a necessity, in consequence of none of them fully training to be teachers to refugees, while describing knowledge and awareness about refugees for creating an inclusive classroom environment.

*Our expertise is different... None of us were fully trained to be teachers to refugees. So we are distant to this issue ... In first days, I was completely ignorant of the issue. That's why, here is my suggestion= "Developing myself continuously ... reading about and doing research on the issue. (T21)*

As Table 6 indicates, of the participating teachers, in the last category, 7% (f=6) emphasized “positive communication skills” such as cooperating with parents (f=4) and communicating effectively with students (f=2). For instance, T69 stated that: “More cooperation with families is needed.” and T3 stated that: “Having strong communication with students, being able to talk to them”

#### ***Findings related to the framework of teacher qualifications complying with inclusion***

When the codes produced in relation to the third research problem of the study “Is there a relational framework in terms of the teacher qualifications proposed by the teachers having refugee students in their classes for creating an inclusive learning environment? are considered, it is seen that there is a relational framework (a pedagogical model) within the context of the teacher qualifications proposed by the teachers. This relational framework has three dimensions: knowledge, skills, and attitudes. This relationship between the qualifications categorized using content analysis is illustrated in Figure 1.



**Figure 1.** The Relationship between the Professional Qualifications Necessary for Teaching Refugees

Figure 1 shows the professional qualifications recommended by teachers in six categories within the framework of knowledge, skills and attitudes about inclusive teaching. When the qualifications of the inclusive learning environment (Table 4) and the qualifications for creating these learning environments (Table 5, Table 6) emerging on the basis of the teachers' views are considered, it is thought that the teacher qualifications are related to the framework of inclusive teaching knowledge, skills and attitudes.

The professional knowledge dimension in the framework of the professional qualifications of teachers, which emerged in the light of the findings obtained, mostly points to the issues related to inclusion specific to refugee education. These are knowledge and awareness about the other culture, student characteristics, traumas and their repercussions, cultural differences and continuing professional development. It is seen that the professional skill dimension points to teachers' inclusive teaching practices. These practices include the skills of activating the teaching processes with methods, techniques and strategies that include adjustments that will increase the participation of refugee students in the teaching environment, including cultural awareness in teaching environments, supporting the psycho-social development of refugee students and their adaptation processes in terms of language barriers through teaching activities. Similarly, positive attitudes of teachers such as paying attention to student characteristics and cultural differences in teaching environments, avoiding discrimination, showing unconditional acceptance and love to students, making students feel safe and valued, being a role-model for students, cooperating with parents and establishing effective communication with students can be considered to be another part of this relationship.

## Discussion

In the current study, the views of the teachers teaching inclusive classes including refugee students about the teacher qualifications seen to be necessary to create inclusive learning environments were investigated. The participating teachers, in relation to the creation of an inclusive learning environment, emphasized both the professional qualifications to be possessed by an inclusive teacher and the pedagogical activities necessary to create learning environments supporting inclusive learning. As a result of the study, it was revealed that teachers should have knowledge, skills and attitudes that support refugee students in terms of access to and participation in education regarding the inclusive teacher qualifications framework.

Teachers stated that the greatest care should be taken to provide active learning environments for refugee students to be involved in the process while planning and implementing activities in the instructional process and then they emphasized the importance of inclusion of cultural differences in the activities and of designing activities supportive to the social adaptation process. The remarkable point here is that teachers emphasize planning and implementing activities by highlighting the learning and teaching process in relation to creating an inclusive learning environment. Consistent with this finding, Spooner et al. (2007) underline the need for teachers teaching classes having students with disabilities such as learning disabilities or social interaction or language problems to be able to develop functional learning activities involving these students.

Moreover, in the current study, the teachers emphasized the ability to create active learning environments that encourage the participation of refugee students by using enriched and differentiated methods, techniques, materials and different learning styles, providing concrete experiences and including educational games. This finding supports the studies suggesting that the learning process should be designed with multiple tools (Rose & Meyer, 2002, as cited in Moore, 2007), each student should be involved in collaboration and interaction (Nind & Wearmouth, 2006), various strategies such as research-examination and discovery should be used in order to increase active participation required to achieve the anticipated learning outcomes. The participating teachers, while explaining their ideas about creating an active learning environment, stated that they mostly aim to increase the motivation and interest of refugee students and to make the lesson more enjoyable. It is of course important to design the learning process with multiple tools that attract and increase the motivation of each student in order to provide equal opportunities in accessing learning products and increase full participation (Rose & Meyer, 2002, as cited in Moore, 2007), but the academic aspects of the activities should not be ignored in this process (Nyborg, Mjelve, Edwards, & Crozier, 2020). Planning incentive strategies in such a way as to improve both the social and academic success of all students, along with immigrant students is as much important as encouraging the participation of refugee students in creating active learning environments.

The reason why teachers emphasized using strategies to improve the academic aspects of refugee students may be due to the fact that teachers' goals for the developmental progress of refugee students are mostly aimed at eliminating the "language barrier". Another finding that is consistent with this inference of the study is the emphasis on "supporting social adaptation processes" of students. The point that draws attention here is that the teachers tended to prioritize the target culture and language (Turkish) while expressing this qualification. It has been stated that in many studies examining the problems of refugee students, problems related to learning Turkish come to the fore, and this has negative repercussions on students' academic achievements (Erçetin & Kubilay, 2017), communication skills and adaptation processes (Erçetin, Potas, & Açıkalın, 2018; Kardeş & Akman, 2018; Kılıç & Gökçe, 2018; Şahin & Sumer, 2018). Therefore, when the findings of the current study are considered together, although it is not certain, it can be concluded that the negative reflections of refugee students' language development and language-based communication skills on the classroom environment are intensely felt and experienced by the teachers.

The teachers pointed to the importance of cultural belongingness and communication in inclusive education through the inclusion of cultural elements in activities. This finding is supported by research that advocates the inclusion of the elements of students' culture in the learning environment by the teacher in order to attract minority students in classrooms and to support their learning (Goldenberg, 2014; Gutierrez & Rogoff, 2003). It is predicted that making connections with the culture of the country of origin can alleviate the emotional pressures of refugee students due to adaptation (Sirin & Rogers-Sirin, 2015). In addition, there are opinions indicating that teachers are willing to know the culture of their students and that intercultural communication between students and teachers reveals the potential to increase the academic and social development performance of the child at school (Goldenberg, 2014; Redding, 2019). Therefore, it can be assumed that a (refugee) student who encounters elements from his/her own culture, interests, language, behaviours or values during the learning process will feel that his/her existence as an individual is cared about, and thus, he/she can be prevented from feeling a gap between himself/herself and a teacher who does not know his/her culture (Kaplan & Lewis, 2013).

Another teacher qualification that teachers deemed to be necessary in creating inclusive learning environments is a functional cooperation with parents and having positive communication skills and channels with students. As Ayan-Ceyhan (2016, p. 10) stated, "putting the student in the focus requires the ability to include the student's out-of-school life. This reveals how essential it is for parents to be included in both social adaptation and learning processes." Our research findings at this point are also supported by studies that emphasize the importance of communication and cooperation between teachers and students and parents. Many studies have revealed the importance of communication between teachers and families and emphasized that teachers' learning about the family's cultural characteristics, history, and moods has positive effect on the creation of a multicultural, non-prejudiced and non-discriminatory classes open to development (Hek, 2005; McBrien, 2005; Sackreiter, 2018). Most of the time, teachers cannot be consistent and inclusive in classroom management, as they perceive the maladaptive behaviours of refugee students in the classroom as a threat to their authority (O'neal et al., 2018). This may be because of teachers not knowing the reasons for the maladaptive behaviours of refugee students. In this connection, teachers' cooperation and communication with parents will be useful in finding the underlying reasons for students' maladaptive behaviours (Alidou, 2000). However, because of reasons such as parents' not being able to speak Turkish and their perceiving their state in Turkey as temporary, parental involvement and cooperation can be maintained at a low level (Zengin & Ataş-Akdemir, 2020). Therefore, teachers should be able to develop effective strategies to increase the family participation of refugee students and to improve communication and cooperation, and diversify their educational environment accordingly. In addition, teachers should be able to effectively manage the diverse structure of the classroom in multicultural classrooms having refugee students, since the communication and cooperation that teachers develop with refugee students as well as with their parents will reflect on classroom management and thus on the quality of teaching activities.

The results of the current study indicate that having awareness of students' psycho-social situations is deemed to be necessary by the teachers. Teachers have important responsibilities in identifying problems such as post-traumatic stress disorder, asocial behaviours and tendency to violence in the education of refugee children in the world and in our country and in supporting the solution process of these problems. In order to overcome the problems in the education of refugee students, teachers must have the ability to understand student behaviours brought about by trauma (Sirin & Rogers-Sirin, 2015). Castellanos (2018) underlines the potential of the training to be given to teachers within the framework of educational psychology on trauma in children in terms of increasing teacher competencies. Such training is suggested to include community-based programs designed to alleviate stress factors, migration history and cultural education of the highest international refugee population in the school district and some certain strategies that facilitate the recognition of cognitive and behavioural effects of trauma on students and to alleviate the excessive behaviours of refugee students (Castellanos, 2018; Rousseau, Drapeau, Lacroix, Bagilishya, & Heusch, 2005).

Another point that draws attention in the research findings is the emphasis of the teachers on the necessity of continuing their professional development in the field of inclusive education. Many studies show that a large number of teachers are generally not ready to teach students whose cultural values and beliefs differ from the mainstream (Gay & Howard, 2000). As stated by Goodwin (2017), when general teacher education programs are examined, it is seen that a curriculum or content that addresses the flexibility and challenges that immigrant or refugee students bring to their classrooms has not yet been implemented. Similarly, it should be emphasized that teacher training programs implemented in Turkey do not have practice and solution-oriented content connected with the needs and learning realities of disadvantaged students.

When the findings of the study are examined, it is seen that the teacher qualifications, which the teachers deemed necessary to create an inclusive learning environment, point to a framework related to knowledge, skills and attitudes. In this framework, it was emphasized by the teachers that it is necessary to know student characteristics (needs, level, expectations, interests, cultural issues, etc.) and to reflect this knowledge and awareness on this subject to the teaching processes through positive attitudes and inclusive skills. This finding concurs with the literature. In the relevant literature, it has been emphasized many times that teachers should have knowledge and awareness about inclusive teaching environments (Arslangilay, 2018), show an inclusive attitude towards disadvantaged students (Castagno, 2008; UNESCO, 2005) and use inclusive teaching skills in designing and maintaining learning and teaching processes (Ladson-Billings, 1995; Villegas & Lucas, 2002). This finding is also parallel to the results of the studies emphasizing the importance of strategies compatible with students' interests and needs in creating inclusive learning environments (DeLong, 2009), tolerating refugee students when necessary, and a solution-oriented approach to the problems experienced (Alidou, 2000). For this reason, it can be said that in developing the inclusive professional qualifications of teachers, inclusive knowledge, skills and attitudes in refugee teaching should be considered as a whole and the relationships between these dimensions should not be ignored.

### **Conclusion and Suggestions**

The findings of the current study, which aims to reveal professional qualifications that prioritize inclusive pedagogy from the perspectives of the teachers experienced in the field of refugee education, are important in two respects. One of the issues that emerges from these findings is point out that the most important qualifications to be possessed by teachers teaching inclusive classes can be addressed under the headings of attitudes towards refugee students and activity design and implementation in the teaching process. The results of the study show that activities in learning environments where refugee students take part should offer active learning opportunities, should include awareness that supports cultural communication, and support social adaptation processes of refugee students. In addition, teachers should have positive attitudes towards, knowledge about and awareness of refugee students, and skills necessary to establish positive communication with refugee students. Another important result of the study is that the qualifications of teachers, who play a key role in refugee education, related to their attitudes, knowledge/awareness, and communication skills will have a reflection on the activities they design and implement. These results are important for further research. Therefore, the current study shares the following suggestions for improving teacher qualifications in inclusive education:

- Teachers should be informed and supported on issues such as culture, individual characteristics, past experiences (trauma, etc.) of refugee students and their reflections on the educational environment that will contribute to the development of their knowledge/awareness, positive attitudes and communication skills.
- In addition to adopting positive approaches towards refugees (attitude, knowledge / awareness, communication skills), teachers should be able to make arrangements for the education of refugee students in their classes, plan and implement activities to develop students' intercultural skills, support their adaptation processes and activate them.



- Starting with teacher training programs, it should be ensured that teachers acquire inclusive teaching practices that include cultural awareness, provide an active learning environment and support the adaptation process in both their pre-service and in-service training.
- Teachers should be supported in designing, conducting and evaluating activities in order to bring both the culture of refugee students and the target culture and language to the learning environment.

Within the context of the limitations of the study, actual classroom practices could not be focused on and the teachers' experiences and opinions were taken into consideration. Teachers working with refugee children face a variety of problems and often there is no plan or program to guide them (Kardeş & Akman, 2018). In addition, factors such as the physical conditions of classes, economic opportunities, and the high number of students increase the workload of the teacher and make the teaching process difficult (Ayan-Ceyhan, 2016). Although it is known that all stakeholders in the school organization must meet the prerequisites such as cooperation, coordination, and continuous improvement in order to establish an inclusive education system (Oral, Aksay, & Gürsan, 2016), this study focuses on teacher characteristics that should be in an inclusive classroom environment. In addition, the research does not include actual classroom practices, but focuses on teachers' experiences and opinions. Another result, which is thought to be due to the limitations of the study, is that there is no clear line between the opinions of the teachers in the literature in the conceptual context. This may be due to the fact that the participants focused on answering the questions in the order given because the data collection tool was online. This result is important in terms of indicating that future research on this subject should prefer data collection methods such as interview and observation. Thus, the teacher qualifications framework obtained as a result of this study can be strengthened with data obtained from different methods and groups. Considering these limitations of the study, some suggestions for future research can be made.

- Future research can investigate how the qualifications possessed by teachers in refugee education can reflect on their classroom practices,
- Future research can focus on the design of activities to develop inclusive and intercultural skills and the observation of how effective they are when implemented in the class,
- Future research can investigate teacher qualifications needed to design and implement activities to address different subject areas and learning objectives so that inclusive and intercultural skills can be developed, and
- Future research can investigate the effects of the experiences to be gained by pre-service teachers within the context of teaching practice and practicum teaching courses on their perspectives of inclusive education and their readiness for such education.

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