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War-weary in the Classroom: A Literature Review on Seeking Justice in Refugee Student Education in Turkey, Jordan, and Lebanon

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It was Aya's turn to say what she wanted to be in the future. She didn't respond to me. I smiled at her and repeated my question: "Come on sweetheart, please, tell us! What do you want to be when you grow up?" Her friend whispered to her ear something, then Aya said loudly some Arabic words. Her friend translated for us: "She said that she wants to be an astronaut and a lawyer in future." I said "This is great! Why not? Amazing!". But, deep inside, I felt so sorry. She didn't know Turkish, she had to do all of the house chores at home by herself, she had to look after her siblings, she was poor, and she wanted to go to the university in a few years in Turkey. Aya wanted to be very successful, but how could it be possible? (True story that I experienced in my school in Turkey, 2018)

i. Introduction

According to United Nations High Commissioner for Refugees (2018), like my student Aya, there are 68,500,000 people who had to leave their countries because of civil war, terror attacks, poverty and other reasons all around the world. Especially after the outbreak of the Syrian Civil War in March 2011 (Carpenter, 2013), Syrian refugees mostly migrated to the border countries of Turkey, Jordan, and Lebanon, the three of which shared most of the socio-economic burden of the Syrian Civil War (Culbertson & Constant, 2015).

After five years of mathematics teaching experience in Turkey (between 2013-2018), I have recognized that one of the biggest problems facing the Turkish education system is refugee students' education. The number of refugee students in my school in Ankara increased more than 100% each year during my teaching career. We, as teachers, did not have any background education on how to handle this issue, and we were not alone in this regard.

Unfortunately, children are one of the most affected groups during the Civil War. They feel the trauma of the war and death of people that they loved, and now, they are suffering from many problems (Gomleksiz & Aslan, 2018). More than half a million Syrian refugee students are not enrolled in school in Turkey, Jordan and Lebanon (Culbertson & Constant, 2015). If they are lucky enough to attend school like Aya, many education problems are waiting for them such as adapting to a new educational culture, classroom environment, curriculum and language problems. Before these problems are solved, many of them are expected to engage in the classroom and be graded on the same level as native students (Emin, 2016). To provide a better and fairer learning environment in classrooms, comparative studies on refugee education across national contexts should be conducted (Ficarra, 2017). Since Turkey, Lebanon and Jordan struggle with similar issues, a comparative

study about the fairness problems such as expectations of academic achievement, school discipline and other forms of inequity that Syrian refugee students experience in the classroom can potentially offer solutions to these problems facing educators and policy-makers. Accordingly, this literature review will be conducted to compare studies about these areas. This literature review investigates the following question: How is the equality between refugees and native students especially in mixed classes provided during assessments of students' academic achievement in Turkey, Jordan, and Lebanon?

ii. Positionality

Between 2013 and 2018, I was working as a mathematics teacher in a slum neighborhood in Ankara, Turkey. Since the crime rate was high there, housing prices were cheap. This was why Syrian refugees who wanted to live in a big city with more job opportunities preferred to come to that neighborhood. In five years, I witnessed how dramatically the number of Syrian refugee students at our school increased. At first, when I started my teaching career in 2013, there were only a few refugee students in each class; however, by 2018, almost half of the students were refugees in some of my classes.

In the first years of the refugee flow, refugees were taught Turkish in some centers and they could enroll in some programs to make their adaptation to social life in Turkey easier. However, when the number of refugees increased unexpectedly, those programs became too expensive, and they had to be limited. This is why many of our refugee students did not receive Turkish language course before attending to the schools, and they were in mixed classes with the native students at same age without knowing enough Turkish to communicate with others. Like the majority of my colleagues, I did not know Arabic. Therefore, it was extremely difficult to manage the classroom during my courses. Typically, I would teach in Turkish for 15 minutes. Then, one refugee student who knew Turkish would translate what she understood to other refugee students. If the translator student also did not understand (or even worse, if s/he misunderstood), it became more and more difficult to create a good learning environment for all students in my class.

If there was something more difficult than teaching, it would definitely be the assessment of native students and refugee students in the same classroom. As I mentioned before, refugee students had many experiences of hunger, fear, poverty, death, and war. With all these traumatized backgrounds, they were being assessed with tests in a language that they did not know. On the other hand, in that neighborhood, native Turkish students were also living in poor conditions. Some of their parents were in jail because of murder, drug usage or involvement with the drug trade. These students also needed extra care

and attention. Like my other colleagues, I did not know how to handle this situation. It was so hard for me to be fair in that classroom. At the end of the middle school, students would take a common exam to go to high schools. In that national exam, the classroom assessments of the teachers were taken into account to place the students. This is why I believe that being fair in classroom assessment was extra important.

In this study, I wanted to learn how other teachers who taught in mixed classrooms in which refugee students and native students are taught together coped with these challenges, and how they provided fairness in assessment in those classes. My experiences showed me how difficult it was. I also wonder how education systems of Turkey, Jordan, and Lebanon are dealing with this unfairness in assessments of these students. I want to write a study about this issue that can be helpful to other teachers. If this is a general problem, then the policy makers can take this study into account to provide solutions for this problem.

iii. Background and Conceptual Framework

It can be better to understand how this refugee flow started first. The Arab Uprising, as known as the Arab Spring, started with a protest of a young man who tried to take care of his widowed mother and six siblings by selling fruits and vegetables in Tunisia. After he was publicly humiliated by a policewoman, he set himself on fire in front of the government building in 17 December 2010. This event spread on social media very fast, and it became the start of governments being overthrown in Tunisia, Egypt, Libya, and started severe long lasted protests in many countries in Yemen, Algeria, Iraq, Kuwait, Morocco, Oman and Syria. (NPR, December 17, 2011).

The consequences of the Arab Spring have been considered with many different perspectives such as politics (e.g. Aras & Yorulmazlar, 2016; Gasiorowski, 2016; Salloukh, Barakat, Al-Habbal, Khatlab & Mikaelian, 2015) , economy (e.g. Awad & Eid, 2017; Cammett, 2018; Matta, Appleton & Bleaney, 2016), social media (e.g. Hanska Ahy, 2016; AlSayyad & Guvenc, 2015; Schroeder, Everton & Shepher, 2017) , women (e.g. Khalil, 2016; Moghadam, 2016; Sjoberg & Whooley, 2015), and tourism (e.g. Avraham, 2015; Mansfeld & Winckler, 2015; Tomazos, 2017). Since the Arab Spring is very broad topic to handle in only one literature review with all related consequences, I have mainly focused on the educational consequences of the Syrian Civil War when my positionality is also taken into account.

The keywords of this study, which are *Syrian Refugee Education in Turkey and/or in Jordan and/or in Lebanon*, *Assessment of Syrian Refugee Students in Turkey and/or in Jordan and/or in Lebanon*, and *Refugee Education in Turkey and/or in Jordan and/or in Lebanon*, give general clues for the conceptual framework of this study. When I decided to study the assessment problems of Syrian refugee students, I focused

on the students who had to leave their country after the Syrian Civil War. Therefore, this study covers the literature of Syrian refugee children who became refugees after March 2011.

This study is not restricted to specific classes (for example, specific subjects or grade levels) because of the lack of data. In other words, there are only a few studies which are conducted about this issue, so those studies are synthesized without making restriction of classes, ages or subjects (branches).

A mixed classroom environment, the integrated classroom in which native and refugee students are taught together, is another important concept of this study because the justice issues are researched between assessments of native students and refugee students in those three countries.

There is another crucial concept that I want to focus because of my own experiences here which is *Positive differentiation*. It can be described as providing extra attention to the disadvantaged group or treating some groups differently than others to balance their disadvantaged situation. For example, if a teacher gives volunteer tutoring after class to refugee students, this is positive differentiation. This can be seen as unfair to other groups in class, but I believe that disadvantaged groups deserve more care. This study may also provide insight into how teachers and/or administrators and/or policymakers decide when extending this extra care is necessary and applicable.

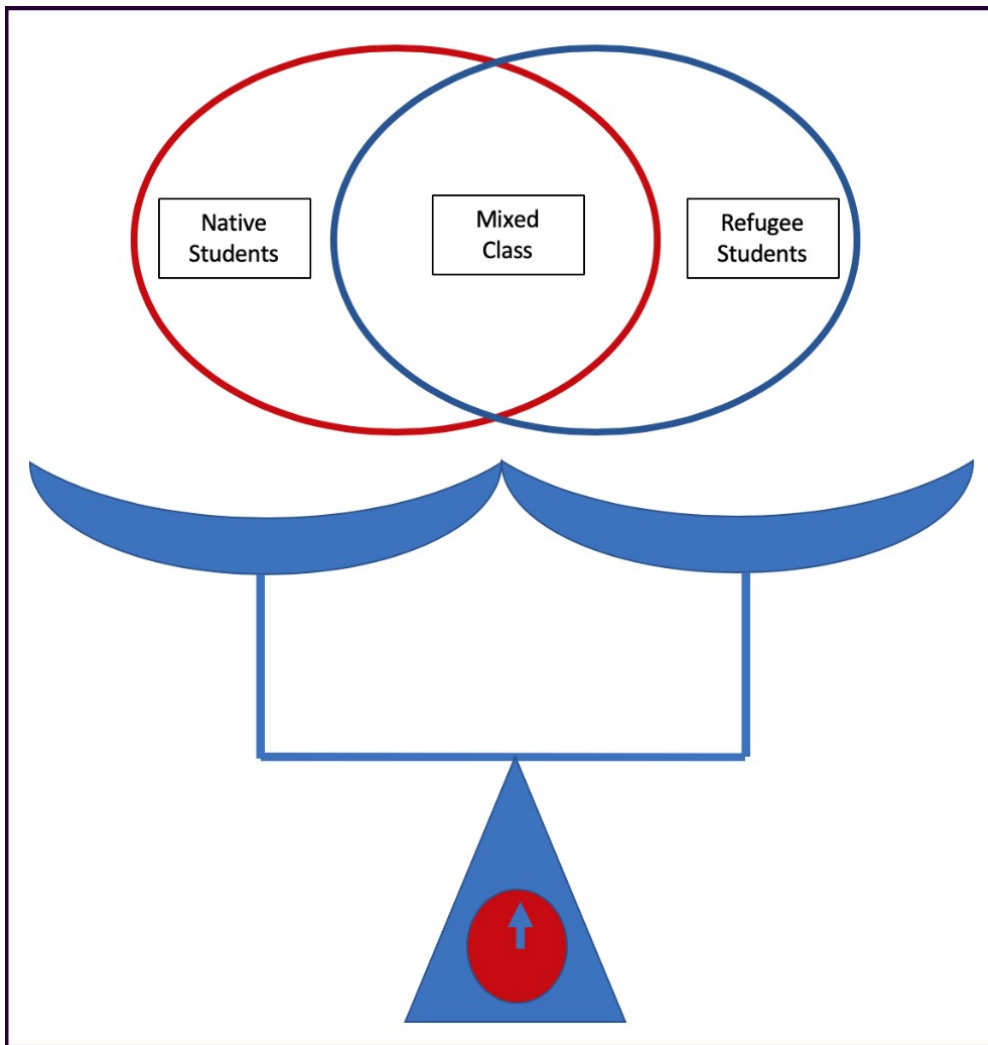


Figure 1. The conceptual framework of this literature review

Figure 1 is the general view of the conceptual framework of this study. A pair of scales represents seeking justice in the mixed classroom environment (or it can be accepted as whole education system). The red circle is assessments of native students and the blue one is for Syrian refugee students. The intersection area is assessments of students in mixed classrooms. This study situates itself under the intersection area.

iv. Theoretical Framework

Throughout my work and study life, I dedicate myself to support justice and equity. I believe that all people are equal and have the right to live in equal conditions. For me, providing equal conditions does not mean taking from the rich and giving to the poor. If we want to provide this fair system, we should raise the standards of disadvantaged people until they have equal opportunities with the others.

As to how I try to live, I am writing this literature review based on three main theories. The first theory that informs this study is Equity

Theory (Adams, 1963) which can be interpreted in terms of education that each student should have equal access to resources such as textbooks, computers and the internet, and each of them deserves to be assessed equally. The second theory is Justice Theory (Rawls, 1999): a key goal for this study is to contribute to social justice, especially for children. Under the light of Rawls's Justice Theory (1999), Social Justice Theory in education (Gewirtz, 1998) can be more relevant to the classroom environment because it claims that the distribution of resources and benefits should be fair in education besides being equal. Therefore, it can be interpreted as implying that positive differentiation may be necessary in some contexts. For example, during an exam in class, some refugee students may need extra explanations about the questions. Although explaining some questions to some students may seem a violation of equity, in some classroom settings, this can be a way to provide justice. The third theory is Humanism (Sartre, 1948) because refugee students are also educated to reach their own potential as human beings without regard to their nationalities or religions, just as native students are.

Besides these three theories, I have used Culturally Responsive Teaching (Aceves & Orosco, 2014) which is an important pedagogical approach to this study because I am focusing on the education of students from different cultures in the same learning environment. Although Aceves & Orosco (2014, pp. 9-12) mention the relevant themes of culturally responsive teaching (instructional engagement; culture, language and racial identity; multicultural awareness; high expectations of students' learning capability; critical thinking, and social justice) concerning the multicultural classrooms in the United States, these are all applicable for refugee education in other parts of the world because language barriers, culture shocks, traumatic backgrounds, comprehensiveness of curriculums, and teachers' cultural, pedagogical, and instructional fluency problems are general concerns in mixed classrooms in Turkey, Jordan and Lebanon as in the mixed classrooms in the US.

v. Methods

Hallinger (2013) explains three types of search procedures: selective, bounded and exhaustive (p. 134). A selective search is the review based on author's judgment, and there are not obvious criteria stated by the author. Since I have clearly stated which criteria I used in my study, this is not a selective search. I have started with a bounded search which I have delimited my review through stated criteria as below, and then I continued with an exhaustive search which is the combination of all possibly related sources to deepen the understanding of this specific issue.

Firstly, so as to make a consistent and bounded literature review, I grouped the literature with respect to subjects as *Syrian refugee*

students, locations as Turkey, Lebanon and Jordan, time as between 2014-2019, and concern as education.

Since the refugee education in mixed classes issue is a recent issue, I was expecting not to find many articles about it. That is why I have started my search with Google Scholar to reach every related word with my keywords which are *Syrian Refugee Education in Turkey, in Jordan, In Lebanon, Refugee Education in Turkey, Lebanon, and Jordan*. The search is limited in terms of time between 2014-2019 because, after the start of the civil war, Syrian people didn't immediately settle in cities in the interior of their host countries. At first, they were hosted in refugee camps in border cities. Refugee education became a crisis after 2014, and the Turkish Government regulated this problem by law (Circular Letter No: 2014/21). After 2014, the studies about this issue show the problem and attempts to address it more clearly because they include also the latest regulations. When I delimited my study by date (2014-2019) in Google Scholar, I found 23 results as in the Table 1.

Table 1. Google Scholar Search Results

Keywords	Total number of Results	Directly related results with this literature review in the first five pages (in first 50 results)
Syrian Refugee Education in Turkey	16,200	13
Syrian Refugee Education in Jordan	16,100	3
Syrian Refugee Education in Lebanon	16,200	4
Refugee Education in Turkey, Lebanon and Jordan	13,200	3

After the Google Scholar search, I have used databases Education Source, ERIC (EBSCO) and PsycINFO to which free access is provided by UCLA Library for the searches related to education subject in order to reach full version of articles that I have found in the Google Scholar search.

There is a point in Table 1 that should be emphasized. The articles that I have found are not directly related to assessment problems in mixed classrooms in Turkey, Jordan, and Lebanon. Because of the lack of research about this specific issue for these countries, I had to do exhaustive search; in other words, I had to add all articles that are

indirectly related and might give a better understanding about this issue. When I was doing this research, I took advantage of my background knowledge. I have stepped back a little bit to look into the literature with a broader perspective, and I have tried to find the nuances that are hidden in other possibly relevant literature. Actually, there is no specific way to explain how I search those possibly related articles. I am diligent about staying abreast of daily news in Turkey and the Middle East. My daily readings with different points of views as Turkish, American, Russian and British daily news about the region have led to related search. For example, news articles that I read about the mayoral election in the south-eastern cities of Turkey can give some clues about refugee lives there because I know from previous experiences that there are many refugee neighborhoods in those cities. For another example, there are some organizations which publish general subjects about the Middle East, and sometimes I can notice some details about refugee education in those publications. Or, there are some documentaries about daily lives of refugee children in which they share their own experiences. Besides their daily lives, they give some information about their schools and their teachers. I have used these information sources to provide a clearer picture of the situation there with relevant articles. Therefore, I can say that I used exhaustive search procedure to support bounded search of literature.

The Figure below (Figure 2) represents the literature map for this study after the bounded and exhaustive search. I started with writing countries' names in the middle. Then, I have added articles specifically relevant to each country (Thirteen articles for Turkey, three articles for Jordan, and four articles for Lebanon). After that, I have added three articles related to all countries.

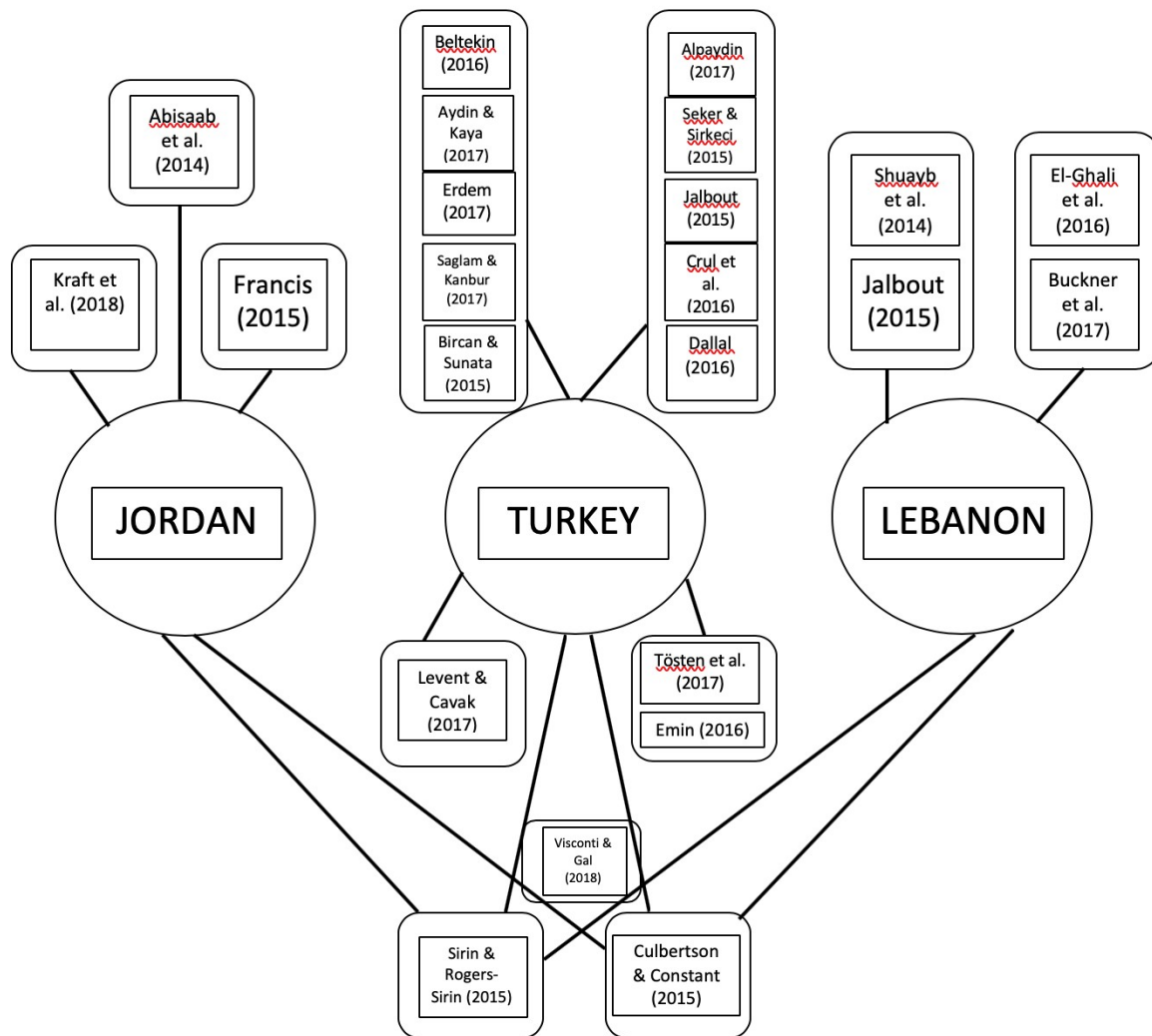


Figure 2. Literature Map after the Bounded Search

While analyzing the literature review, I expected to find different challenges in Turkey compared to Jordan and Lebanon because of the language difference. At the end of this literature review, I have prepared a table related to the issues around providing justice in the classroom in order to clarify the challenges each country faces with regard to this particular problem. Furthermore, I have provided suggestions derived from this literature review to address those challenges.

vi. Literature Review

This literature review is aimed to understand the assessment problems in mixed classroom environments in which refugee students and native students are taught together in Turkey, Jordan and Lebanon. As a five-year experienced teacher in mixed classes in Turkey, I expected that there will be a gap in the literature about assessment of these students because this was very recent issue. I was not wrong, and I could find 23 articles which can be accepted as related to this study even they do not totally answer the research questions of this literature review. Throughout

this section, I will firstly provide some literature review for each country and schema for them, and then I will share the comparison of these countries and a comparison table.

Articles about the *Syrian Refugee Education in Turkey* between 2014 and 2019 are generally about primary school (first, second, third and fourth grades). The main concern of them is teaching Turkish to refugee students and evaluation of Turkish learning programs for refugees. As expected, the majority of relevant articles is written in Turkish. I have also shared education and educational assessment sections of some broader articles. I have written one by one each article's related emphasizing points, and then summarized them.

The first article that I have found directly relevant is the article of Bircan and Sunata (2015). They focused on the current educational assessment of Syrian child refugees in Turkey by using mixed research method (gathering quantitative data from current resources and analyzing them). They have found that to access to basic education and inadequacy of the program due to financial problems are the most important problems. They emphasized the importance of collaboration of public and private partners at local, national and international levels.

The other articles are not directly related to the assessment focus, but they can give some information about the needs and the points that should be developed. For example, Erdem (2017) conducted a qualitative study to understand instructional problems that teachers experienced in mixed classes and their suggestions for these problems. He found that the main problems are language, inadequacy of teachers' education and materials for refugees, and lack of objective assessment methods for mixed classes. According to this study, refugee students need to take language courses before participating in mixed classes, and teachers need to be educated in areas of analysis of instruction contents, instruction strategies, instruction equipment, development of assessment instruments, and evaluation.

Alpaydin (2017) conducted a study to examine educational policies for Syrian school-aged refugees. He mentioned the INEE Minimum Standards of Education: Preparation, Intervention and Recovery (2010) which includes a related rule with this study "Appropriate methods are used to measure and evaluate the learning results." He pointed out problems of refugee education in Turkey which affect the justice in the classroom environment. These problems are financial problems, staff shortage, the lack of appropriate curriculum for integration of refugees, and inadequacy of support for traumatized children. He also emphasized the shortage of qualified teachers regarding the education in mixed classes and refugee students' needs.

Tösten, Toprak and Kayan (2017), Aydin and Kaya (2017) and Seker and Sirkeci (2015) have interviewed with teachers about refugee

education in Turkey. These studies pointed out the similar issues such as financial and social problems, language issues, curriculum and educational structure problems, teachers' education in terms of refugees' needs, etc. There is a specific section in the article of Tösten, Toprak and Kayan (2017) which is "Performance Assessment Process". According to this study, some of the teachers mentioned that they had problems during assessment of refugee and native students together. Furthermore, some teachers admitted that they were applying positive differentiation to refugee students especially for verbal & contextual parts of their classes. Although there is no specific section for the assessment, some of the teachers who were interviewed with Aydin and Kaya (2017) said that exams were more challenging for refugee students because of their inadequacy in Turkish. On the other hand, refugee students are generally better in class performance, and the topics which are mathematical in nature.

Sağlam and Kanbur (2017) examined attitudes of 501 classroom teachers towards refugee students with a quantitative approach. They found that male teachers have better attitudes towards refugee students. They also found that teachers in the school located in the medium socioeconomic level environment and teachers who have refugee students have more positive attitudes towards refugees.

Levent and Çayak (2017) examined the views of school administrators on the education of Syrian students in Turkey by using a qualitative approach. They found that school administrators suffer from communication problems with refugees especially during registration process and educational activities. They also pointed out the inadequacy of the registration system for Syrian students. They suggested to increase language courses for refugees, to provide additional psychological support programs for refugees to deal with traumas, to start school coordinators for refugee students to organize related activities and events for their needs, and to provide additional culture and instruction workshops for teachers.

Another important source from Turkey part that is related to this literature review is from SETA Foundation for Political, Economic and Social Research which is a non-profit research institute in Turkey. SETA researchers conduct studies on national, regional, and international issues. This institute is important because they give policy recommendations to policy makers and related private and public institutions. Emin (2016), a researcher at SETA, claims that the policies followed by the Turkish Government in 2012 were based on the belief that the Syrian Civil War would end soon, and refugees (they were being referred to as "guests" then) would go back their countries soon. However, the reality was different, and the Ministry of National Education in Turkey had to start new policies for refugee students in 2013 to solve urgent problems in education. Emin (2016) conducted a qualitative study to analyze refugee education policies and needs. She gave many

suggestions to institutions such as Prime Ministry (now Presidency), Ministry of Internal Affairs, Non-Governmental organizations and international organizations in her research. Those suggestions were parallel to the previous researchers' findings and suggestions.

There are four more articles (Beltekin, 2016; Crul, Keskiner, Schneider, Lelie & Ghaemina, 2016; Dallal, 2016; Jalbout, 2015) which are not directly related to the assessment problems in mixed classes in Turkey, but these studies provide a general perspective about educational needs of Syrian refugees in Turkey. They are all focusing on more needs of education policies, financial support, language education, teachers' education towards specific problems and psycho-social support. Indeed, these are general problems which are repeatedly mentioned in all relevant articles. So, these problems can be accepted as the summary of problems which cause injustice during assessment in mixed classrooms in Turkey.

Compared to the search of articles related to Turkey, I had more difficulty finding English-language articles related to the assessment in mixed classes in Jordan. I could not find any article directly related to the assessment. I barely found three articles which includes some details about mixed school and refugee education in Jordan along with other aspects such as economy, health and security.

The article by Krafft, Sieverding, Salemi, and Keo (2018, April) mentioned Syrian refugee education problems in Jordan. In this qualitative research, they have found that the most important problem is school drop-outs which are caused by the violence in school. Not surprisingly, no language problem is mentioned in the article. It is emphasized that the Jordanian Government tried to take precautions to provide better education environment for refugees. To sum up, I could see that there are mixed classes and there is a problem with refugee education in Jordan, but I could not find any assessment-related problems or solutions in this article.

A study conducted by Abisaab, Balsari, Siam, Fuller, Hamill, and Leaning (2014) explains that a significant amount of Syrian refugee children has not enrolled in schools. Those who attended schools have faced with many problems such as the low quality of education, inexperienced teachers, high costs of school materials and transportation. Although these problems do not seem as assessment problems in class, but not surprisingly, these can directly affect the academic achievement balance in the classroom.

The qualitative study conducted by Francis (2015) covers all perspectives of the refugee crisis in Jordan. Under the Governance topic, refugee education is briefly mentioned. Francis explains that the Jordanian Government had to resort to double-shift classes to decrease class sized although they had been trying to decrease the number of double-shift

schools before the Syrian refugee crisis. This can provide some clues that fair in-class assessment may not be a problem in double-shift schools because there are fewer mixed classes. However, there is not enough information about how Syrian refugee students pursue the higher education. Although the justice is provided in classroom by separating the classes of natives and refugees, outside of the class is still a question in terms of equal access to higher education and better career.

The number of English-language studies about refugee education in Lebanon is slightly higher than Jordan. I still could not find any English articles directly related to assessment in mixed classes, but I could find some articles about refugee education in Lebanon. The problem with the published articles in refugee education in Lebanon is covering many refugee groups at the same time as Palestinians, Syrians and Iraqis. Palestinian refugee flow is not recent issue for Lebanon, so there are more articles about it. However, since this literature review focuses on Syrian refugees, I have not included those articles in this study.

Jalbout (2015) explains very well the Lebanese Government action plan regarding refugees with a qualitative report. Although the native language of Lebanon is Arabic, the education language after 7th grade is English or French. So, despite of knowing the native language, Syrian refugees in Lebanon encounter similar language problems in education as in Turkey. The Ministry of Education and Higher Education in Lebanon has loosened the language restrictions by allowing students to answer official exam questions in Arabic. Jalbout says that the language support is needed to pursue further education in spite of the flexible curriculum. So, it can be concluded that the Lebanese Government tries to deal with the language problem in mixed schools by making some restrictions more flexible such as language, registration and curriculum.

The study of El-Ghali, Ghalayini, and Ismail (2016) generally focuses on refugee education in Lebanon. As in other articles, it gives a general perspective about refugee education, and points out funding issues and the limited collaboration among government agencies and between nongovernmental organizations. While Buckner, Spencer, and Cha (2017) investigate the gap between policy and practice in refugee education in Lebanon, they also emphasize the similar issues with El-Ghali, Ghalayini, and Ismail (2016).

Another qualitative report is conducted by Shuayb, Makkouk and Tuttunji (2014) to explain education of refugees with different perspectives. They provide all details of the exam system, but these details are generally about how Syrian refugees receive their diplomas, which countries accredit these diplomas, and some technical details. There is no evidence to show how justice or fairness is provided during the assessment in mixed classes.

There are two qualitative studies which compare these three countries (Turkey, Jordan and Lebanon) in terms of Syrian refugee education (Sirin & Rogers-Sirin, 2015; Culbertson & Constant, 2015). They both focus on the problems that refugee children faced during their education and find that language, new curricula and monocultural school atmosphere affect refugee children negatively. They do not particularly mention assessment problems, but they point out the justice problem that refugees faced. Language, inadequacy of teachers and schools, and lack of policies are common points. Besides these two articles, there is another article which focuses only Arabic-speaking host countries conducted by Visconti and Gal (2018). This article might provide a view for Lebanon and Jordan, but I believe that some recommendations are applicable for Turkey, too. They found that there are some common problems in the region such as political instability, education system problems and uncertainty about refugee policies. They provided three recommendations for refugee education to create fair learning opportunities regardless students' socio-economic statuses and nationalities. These recommendations are standardizing relevant curricula in STEM and accreditation; developing a regional database for best practices in Arabic and improving the collaboration between universities and industry to include needed skills for modern economy in school curriculum.

As mentioned before, the education of Syrian refugees is a very recent issue, this is why the number of articles about this topic is not surprising. The table below shows the problems that Turkey, Jordan and Lebanon have faced during refugee education in mixed classes. Due to the lack of literature related to the assessment of Syrian refugee students, I have not been able to make conclusive findings about in-class assessments. (See Table 2.)

According to the relevant literature, language and culture are problems for refugee students in Turkey while they are not for those who live in Jordan and Lebanon. Financial problems, weakness of related policies and teacher-related issues such as inadequacy of teachers' knowledge or inexperience in refugee education and/or mixed classes are common problems for all of them. Finally, school materials are not problem for Turkey because the majority of school materials are provided by the Turkish Government to all students for free.

Table 2. The issues experienced by Turkey, Jordan and Lebanon in refugee education

Issues	Turkey	Jordan	Lebanon
Language	+	-	-
Financial	+	+	+
Culture	+	-	-
School Material	-	+	+
Policy	+	+	+
Teacher	+	+	+

vii. Conclusion

The Syrian Civil War has affected the other countries in the region with many perspectives. One of the most serious perspectives which has affected the hosting countries is education. Especially Turkey, Jordan and Lebanon have faced severe problems while hosting the majority of Syrian refugee children. Refugee camps in the border cities of Turkey, Jordan and Lebanon are not enough, so refugees have settled down to the inner cities. Syrian refugee students have involved to the classrooms with native students. However, the education systems of these countries were not prepared to this unexpectable situation.

Specifically, the problem is how refugee students will pursue higher education and their careers in hosting countries and in their countries if they can turn back. This problem is directly related to the assessment of these students in the classroom because further education and having a job are generally possible after exams in these countries. Analyzing how these students are being assessed during their education in mixed classes is the major goal of this literature review.

One of the most important claims that can be drawn from this literature is the inadequacy of the literature about this issue. There are only few studies in the literature about assessment problems which are faced in refugee education in Turkey, Lebanon and Jordan. In order to analyze the real situation and to provide better solutions to these problems, the number of studies in this area should be increased. To increase validity and reliability, different perspectives are provided throughout this literature review.

From my own experiences, the theories that I stand by, and the present literature review, I can say that since the results show that these three countries struggle from similar problems, there should be another system for mixed classes to assess refugee students fairly. Positive differentiation can be applied to refugee students such as giving extra credit, fewer assignments, or asking easier and more basic questions in the exam. Portfolios which can be assessed individually would be helpful. Teachers who are working with refugees and immigrants should be educated in terms of these students' (and maybe even parents') needs. Policy makers should decide which system will be better for their countries. As mentioned above, although there are some written policies, the practice may be different. So, the policymaker should be aware of this reality and conduct new policies which are the most suitable and flexible for their countries, regions and schools. To find this most appropriate policies, more studies are needed.

Unfortunately, the Syrian Civil War has been continuing. This makes very difficult to conduct an including study about the problem. This is why the researches are generally qualitative in this area. In other words, doing an experimental research on this issue is very hard because of the nature of the problem itself. Since the Syrian Civil War is more than only one war (Calamur, 2018), many major subjects (such as legal status, educational accreditation, socio-economic life, etc.) related to Syrian refugees are very delicate and unstable. These issues are directly affected by ongoing meetings and agreements of leaders of Turkey, Russia, Iran, the European Union, and the United States. These meetings have been causing monthly, weekly or sometimes even daily changes in Syria and, not surprisingly, the life of Syrian people all around the world. This is why it is too early to conduct a good quantitative research which includes randomization, arguments to be generalized, and systematic results. So, for now, conducting qualitative or mixed studies would provide a general view about the issue.

On the other hand, if policymakers and governments would collaborate with academicians better than now, and the researchers would reach more data that governments have already had or have chance to get, more generalizable studies could have conducted. For example, governments can easily reach all teachers in mixed classes. Governments can ask these teachers their experiences and their needs about mixed classes. In some regions, these are done by the local (or rarely general) administrations; however, these data will not help as much as expected if they are not shared, discussed and collaborated with other regions and countries which have experiencing the same issues.

I believe that teachers are the key factors about providing justice in mixed-classroom environments. Policies will follow teachers' experiences. If I could reach out the enough number of teachers, I would ask them their experiences in their mixed classes. Then, I would collect the end-term scores, the general exam scores, and (if it is possible) the rates of continuing further education of their students, and I would try to understand which teachers could be the most successful in their classes. I know the success of students is not directly the results of teachers' education method, but it might give some clues about how a mixed-class environment should be if this study would be combined with other studies such as the studies related to parents, socio-economic levels, psychological scales etc. So, a mixed cohort study would be helpful to provide a better fair educational system for refugee and native students.

'The lost generation' doesn't have to be lost. If we take action as soon as possible, the lost generation of countries which was looking for peace and democracy will be found again. Researchers and policymakers should work together to give their stolen future them back.

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