

## CHAPTER 8

# IMPROVING THE ROLE AND CAPACITY OF TEACHERS AND COUNSELORS IN THE CULTURAL ADAPTATION PROCESS OF REFUGEES AND DOMESTIC STUDENTS<sup>1</sup>

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### INTRODUCTION

It is possible to say that societies have a multicultural structure today. Başbay and Kağnıcı (2011) explained the basis of multiculturalism as “societies generally have the same cultural characteristics, but it is inevitable that the groups in them are adorned with their own cultural patterns” (p. 201). The main problem faced by many societies in today’s world is the rightful desire of people from different ethnicities, cultures, and groups to become visible in the public arena with their cultural identity, language, and faith (Yanık, 2012). Multiculturalism, (despite the traditional perspective of covering only race and ethnicity) addresses issues such as socio-economic status, religion and spirituality, sexual orientation, disability status (Lee, 2008), gender, language, immigration status, education, and employment (American Psychological Association, 2017). The concepts of multiculturalism and diversity that emerged in the 1970s received more attention in scientific research, starting from the 1980s (Başbay & Bektaş, 2009). There is a great deal of national and international studies conducted in the field of multicultural competencies of counselors and teachers (Banks, 2020; Başbay et al., 2018; Bulut & Başbay, 2014; Kağnıcı 2013; Meydan & Kağnıcı, 2017). At this point, it would be useful to briefly touch upon the issues of culture and acculturation before elaborating on the issue of multiculturalism.

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Social dominance is the concept of accepting that certain groups are superior to other groups in society. It is believed that, through the training provided, counselors may have started to realize the biases they have toward different groups and accept that there is a hierarchy in the society even if it is not desired. It is hoped that counselors have grown personally and professionally by gaining a realistic perspective on their social dominance attitudes.

One of the important themes included in the qualitative findings of the research was *content*. Under this theme, it was found that teachers and counselors felt the theoretical part of the training was strong, but they felt the lack of practical work that could not be done in schools due to the pandemic. It is thought that the implementation dimension, which was initially planned within the scope of this training, but could not be achieved since the schools were closed due to pandemic, is an important component of multicultural education. Therefore, the inability to complete the implementation phase of this training in schools constituted an unpredictable limitation of the research. It is emphasized by the researchers once again that the application dimension should be included in the training.

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