

## The Educational Problems of Migrant Children: Findings and Recommendations

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Migration emerges as a result of many factors. It can occur due to many reasons such as sociological, economic, political and environmental. It is possible to evaluate the effects of migration as a result, but considering that migration itself is a major factor that can cause sociological, demographic, economic and political changes, it would not be wrong to state that it represents a real cause with this role. Migration elements that can be developed in different geographies may show similarity, or they may arise from completely different and region-specific reasons. Migration can take place within the borders of the country or outside the borders of the country depending on many reasons, as well as it can develop singly or massively, voluntarily or compulsory. Migration has a structure that deeply affects human life in every sense and causes great changes. Even if people migrate voluntarily of their own free will, they may have to face some adaptation problems and social differences. This situation can cause extremely distressing results for asylum seekers and refugees who migrate forcibly. The difficulties that arise can be even more dramatic, especially for migrant children. In order to cope with these new challenges they face; it is of great importance that especially children from other countries learn the spoken language and culture of the place they go to as soon as possible in order to overcome the problems. At this stage, the inclusion of immigrant children in the education system and the guidance services to be implemented play a decisive role. In this study, using observation and literature review methods; the difficulties faced by immigrant families regarding education and especially the problems that arise in terms of foreign children are discussed and some suggestions are made for solutions.

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### INTRODUCTION

When we look at the world we live in, people leave the geography they live in and set out with the dream of a better life in the face of unending wars, shelter, nutrition, security and various, similar life difficulties. During these difficult journeys, they make great efforts to reach their destination country by overcoming many troubles and dangers. Despite all these difficulties, immigrants who reach their goal encounter many new problems wherever they go. When these problems are looked at, a series of problems is formed in which the main issues are at the forefront. Mostly, people who migrate come to the forefront the tendency to solve the problems of shelter and food in Maslow's hierarchy of needs. Although this tendency continues in the form of safety and health provision, the topic of education is not a subject that is given much priority or importance. However, at this point, the most important factor for immigrants to adapt to the destination country is education. Education plays an extremely vital role in terms of getting to know the country where migrant children and adults plan to live their lives. In the process when immigrants are still foreigners, educational institutions are the place where they can learn the language, culture, social structure, beliefs and sensitivities of their location in the most accurate way. It is hardly possible to say that immigrant families are acting in accordance with this essential need. In particular, instead of sending their children to school to meet basic needs, they mostly direct them to illegal jobs where they can contribute financially to the home. This situation both prevents children from reintegrating into society and makes it extremely difficult for the family to adapt to society. When an assessment is made in terms of migration data, the fact that children make up a large proportion of migrants shows the seriousness of the situation.

As a result of the arrival of immigrant families in the target country, the lack of continuous and effective access to education, not only in the first period but also in the following period, opens the door to many problems. In addition to being a social threat, the lack of effective access to education also creates a negative picture in terms of children's personal development and their ability to adapt to where they are (EASO Sığınma Raporu 2021:29). Basically, the measures and precautions that can be taken against this problem have been dealt with in line with the existing problems, and the main backbone of the work has been formed in order to create social benefit and awareness. Although there are many reasons why people want to go to another place from where they are, the main reasons may be economic, social, political or environmental (Raleigh, 2011: 82; Black vd.

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2011: 4). In addition, migration is a multifaceted structuring or differentiation process that takes economic, social and psychological changes as well as physical mobility to the place where it occurs (Atmaca, 2020: 65). The concept of migration is subject to some definitions within itself. The most basic distinction regarding this is seen as internal migration and external migration. Accordingly, While internal migration is carried out within the borders of the country, external migration is formed by crossing national borders. At the same time, this type of migration is called international migration. It occurs in the form of people crossing the political borders of one country to another country in order to live permanently or for a certain period of time. To use a general expression for migration; it can be expressed as the movement of people to live in a place other than where they are. Although migration dates back as far as human history by origin, it has increasing momentum in terms of the impact and consequences it creates (Yılmaz ve Telsaç, 2022:194). When a general evaluation is made in terms of migration, it is not only a physical displacement event, on the contrary; it points to an extremely complex situation with psychological, economic, political and social dimensions. Migrations can have such a large impact that it can change the existing structures of societies (Castles, 2003:14-15).

#### **RESEARCH DESIGN and METHOD**

In this study, which was made on the findings and suggestions about the education problems experienced by immigrant children, the relevant literature was reviewed, as well as the opinions and suggestions that are considered important on migration and education. The relevant texts on the opinions and suggestions expressed on migration and education were examined and analyzed. The Survey model was used in this research. Survey models are defined as research that aims to describe a situation that still exists today or in the past, as it exists.

#### **FINDINGS**

##### **Identification of the Problems Regarding the Education of Migrant Children**

One of the regions where migration movements are intense is the Middle East geography. Turkey frequently witnesses migration movements due to its geographical location. From the point of view of migrants, Turkey has been considered only a transit country until recently, while this situation has recently changed. The developing social and economic structure of Turkey has led to the fact that the region is now preferred as a destination country for migrants. Throughout history, Turkey has demonstrated an unprecedented example of ownership and humanity at the international level in terms of delivering and providing humanitarian assistance to refugees who are forced to emigrate. Likewise, Turkey is one of the countries with the highest number of immigrants in the world. However, this situation brings with it great difficulties and troubles. One of the most important issues regarding this is immigration education.

According to the data provided by the Ministry of National Education, looking at table 3 regarding foreign students studying in Turkey, it turns out that a total of 232,714 foreign students studied in our country in the 2016-2017 academic year. Among these, Syrian citizens are placed at the top with 166,482 people, Iraqi citizens are in the second place with 23,971 people, and Afghan citizens are in the third place with 12,782 people. When current data are evaluated, the number of Syrians under temporary protection in Turkey reaches 3,750,462 as of 10.03.2022.

Migration has a multifaceted structure that deeply affects societies in terms of its results and effects. Migration seriously affects not only the people who emigrate but also the geography in which they migrate. In line with this effect, there are great adaptation problems in terms of the migrated place. Receiving and not receiving an education that has two-way sharp results makes a big difference. First of all, education acts as an irreplaceable bridge in terms of social cohesion and integration. The education that migrant children receive is not only one-way related to their individual development but also plays a big role in immigrant families' adaptation and integration into society. In terms of learning and teaching in the education of migrant children, they generally have problems with learning / teaching the local language and developing effective communication skills. If we need to evaluate the main educational problems related to the children of immigrant families, these are; language problems, compliance issues, the lack of a suitable learning environment, lack of Education Guidance and Counselling, Family Support, Economic Issues, their exclusion by their peers, the lack of Resource/material, Non-expert go to classes. It is possible to state these as cultural difficulties and lack of motivation (Aydeniz ve Sarıkaya, 2021:395-397; Bozan ve Kaştan, 2018:246; Bourgonje, 2010: 42-44,58-60,63-64; Börü ve Boyacı, 2016:127-128; Cerna, 2019:17,28-33; Dryden-Peterson, 2017:50-51; Matthews, 2008:35-38; Kovinthan, 2016:144-147; Obiakor, 2007:150-151; Öngören vd., 2017: 151-154; Sural ve Arı, 2017: 1001-1005; Telsaç ve Telsaç, 2022b:435-437, Telsaç ve Telsaç, 2022c: 115-118).

### **Language Problems**

One of the most basic problems for children who emigrate is the language problem, which creates obstacles for them to move on to school life. The fact that they can not speak the local language of their destination country is the starting point of all problems for them. These children often are faced with big problems until they have sufficiently learned the native language of the country in which they are located. When the emerging problems related to this are examined: Lack of motivation which emerges due to lack of communication, lack of cultural perception, the lack of language-based guidance and counseling services which needed, loss of self-confidence caused by lack of expression, exclusion and peer bullying that can be exposed, the fact that language skills, which are one of the indispensable criteria in terms of education and are the basic principle of readiness level have not yet been acquired. Also, it is stated that the course materials and resources have been prepared in a language they do not know, and the teacher, who is a touchstone in terms of education, cannot be contacted adequately (Chuang vd.2011:155).

### **Compliance Problems**

It is a common situation for migrant children to be alone in the classroom due to language, culture, environmental change and socio-economic reasons in school life. Their inability to communicate healthily with other students in the classroom environment leads to their inability to adequately evaluate recess. This situation causes great difficulties and adjustment problems such as increased exclusion, hopelessness and the lack of adequate family support for these children. In addition to this negative table, the fact of being teased by friends acquired in the process also creates a state of weariness. These children are psychologically negatively affected, they are exposed to the exclusion by not being accepted by their friends, and sometimes there are undesirable consequences that lead to quarrels and swearing with students around them. As a result of the alienation that occurs over time, serious adaptation problems may arise (Qin ve Han, 2011:83).

### **The Lack of Appropriate Learning Environment**

One of the main problems that may arise in the school environment is teacher-student incompatibility. Accordingly, insufficient readiness levels of students due to language and cultural differences may cause teachers to be helpless in some cases. The efforts of these children to express themselves with words that can be extremely limited while trying to communicate also cause a limitation of expression and meaning. These children are inadequate both in understanding and expressing themselves. On the contrary, while students should also be supported outside the school environment, the situation is even worse when it is considered that immigrant families mostly reside in small and healthy working environments. Insufficient workspaces and a crowded home population create difficulties in the home environment (Telsaç ve Telsaç, 2022c:116).

### **The Lack of Guidance and Counseling Service**

It is one of the problems experienced by almost all immigrant children, except for developed countries, which are very few in number, due to the fact that the guidance and counseling services that should be given to educators about the adaptation of immigrant children and the approach to these children remain below the desired level. It is a problem due to the fact that the guidance teachers who speak foreign languages in schools are not at a sufficient level and that immigrant families cannot provide the necessary guidance service to their children. Ensuring and increasing the participation of immigrant students in social activities planned to be held at the school also constitutes an important guidance issue.

### **The Lack of Family Support**

Education is a phenomenon that needs to be evaluated in a wide range. It is not just a school-restricted concept. In order for education to achieve the desired success, it is very important that families, as well as schools and teachers, are involved in the success system (Family-School-Environment) and make efforts for the future of their children. Unfortunately, education is not among the priority problems of immigrant families.

Unfortunately, education is not among the priority problems of immigrant families. Especially financial and political problems cause education to be put in the background. Some families do not even want their children to go to school. It is especially desirable for boys to have a side income for the family. Even though it is not legal, children of education age are forced to work in order to contribute to the home economy.

Another frequently encountered situation is that some immigrant families may have prejudices regarding the education of girls. Instead of sending their daughters to school, families find excuses to stay at home to babysit their younger siblings and help their mothers with the housework. In addition, due to the stress caused by immigration in some families, frequent arguments by parents cause students to be negatively affected. It is also a problem that immigrant families do not know the spoken language of the target country due to their inadequate education and cannot provide the necessary support for the student's homework. In some cases, it may not be possible for all members of migrant families to immigrate together, and there may be cases where an important family member such as a parent or sibling remains in the country of origin. In this case, students often leave their best playmates or irreplaceable parents behind (Telsaç and Telsaç, 2022c:116-117).

### **Economic Problems**

Students can be very sensitive to economic problems in their family environment. The situation plays a decisive role for low-income families. If families with economic problems put education on the back burner, students can spend the time they need to devote to education to earn money or look for ways to earn money. This situation can also manifest itself in the classroom at the time of feeding or at the point of shoes/clothing. For the most part, immigrant students have little or no school tuition. In this case, the resulting economic class differences can affect students in a remarkable negative way. The fact that families often have to move and live in rent due to desperation or want to live closer to where they work is also a problem that should be evaluated separately.

For this reason, students who immigrate often have to change schools and as a natural consequence of this, they experience adaptation problems.

In addition, the working father's coming home late in the evenings due to his job affects the students negatively. Economic difficulties force migrant families to live together. Solidarity and cooperation activities, which played a major role in the formation of the slum culture for a period, are the strong reasons why these families are close and intertwined.

On the one hand, this way of living together, which makes them feel safer and happier, on the other hand, isolates them from society and causes great adaptation problems. Likewise, they tend to carry the culture of the country of origin they migrate to the geography where they go to, they strive to maintain their old traditions for a world of their own (Telsaç ve Telsaç, 2022c:117).

### **Exclusion By Peers**

The fact that immigrant students have a different clothing or appearance that is considered traditional or cultural in the countries of origin to which they immigrate may cause some prejudices in the school environment. This situation opens the floodgates for immigrant students to both have difficulty expressing themselves and try to find someone from a similar culture. For this reason, if they find a peer like themselves in their classes or schools, they tend to constantly communicate and spend time with him/her. In many cases, it is not welcome by other students to communicate with each other in their local language, especially among themselves. As a result of similar situations, situations that are alienated or minimally communicated by their peers are frequently seen. It should be noted that activities such as tracking homework and studying together in the home environment for the children of immigrant families may be possible with peer harmony.

However, it should be noted that this is difficult in terms of both the lack of a suitable family environment and the living environment.

### **The Shortage of Resources and Materials**

In addition to economic difficulties, foreign students working with resources and materials that are not in their own language experience great difficulties. At the same time, based on the fact that they guide children in their families, the scarcity of informational brochures and documents that will facilitate and guide life in terms of family education or the presence of different languages also poses a problem.

### **Attending Non Experts to Classes**

The education of immigrant students may be more difficult than normal students. Especially in terms of the education of children who have not learned the official school language, expert instructors are needed.

### **Cultural Troubles**

Culture, by its nature, contains a wide variety of elements and colors. People tend to maintain the folkway, customs and traditions they have acquired in advance. According to this, it is extremely difficult for immigrant students to easily adapt to an environment where a different language is spoken and where there are different traditions and habits. By human nature, these students find it difficult to adapt to the new situation because they miss their old relatives, friends, environment and school teachers. These students are especially withdrawn in school and cannot communicate adequately, and this situation causes the problem to grow. So much so that, this problem opens the floodgates to more troublesome process in the later stages. These students, who are isolated in the school environment, form a tight alliance with other immigrant students, and so delaying or complicating social cohesion. Emerging groups, ghettos and similar formations are damaging the social fabric and integration.

### **The Lack of Motivation**

Especially foreign students who do not receive the support they need from family and school may experience a great loss of self-confidence and lack of motivation. A different culture and environment have corrosive effects on the sense of belonging. When these children feel that they do not belong, they can suffer from a great loss of motivation.

### **Pre-school Education Problem**

Another common situation is the problem that immigrant parents are very reluctant to enroll their children in preschool education compared to native-born parents (Leseman, 2002). This undesirable situation can mostly be related to the economic and social/cultural structure of the family. It should be noted that especially disadvantaged groups and unfortunately girls are enrolled in pre-school education relatively less.

### **Suggestions for Solving the Problems Related to the Education of Migrant Children**

Education is one of the main actors that play a major role in the development of countries. Education is not a subject that can be postponed or settled because of this great role of it. In particular, the education of migrant children; it is of vital importance in terms of eliminating integration problems and adapting to the region in which they are located. In this case, it is necessary to specify the adaptation studies and suggestions regarding the education of immigrant children (Cerna, 2019:24-27; Dryden-Peterson, 2017:9; Matthews, 2008:39-41; Pastoor, 2015:249-252; Suárez-Orozco vd. 2011: 18-21; Obiakor, 2007:150-151); Language of communication, Guidance and consultancy services, Interdisciplinary collaborations, Economic support, Motivation, Security measures, Cultural sensitivity, Triangulated data, Good knowledge of the factors causing migration, Immigrant generations, Racial awareness, Correct sampling, Sustainability and Emic and ethical perspective can be summarized.

### **Recommendations for Teaching the Language of Education**

The main problem experienced by migrant children in the field of education are the language of communication. The earlier the language training is started, the higher the chance of success. Compulsory Turkish courses should be given to these children starting from the pre-school period. Not only children, but also parents should be included in the process so that they can learn and integrate the language as soon as possible. In this direction, a systematic education can be provided in the form of taking adults to suitable classes for other levels after receiving language education in a similar class to the preparatory class. It becomes impossible to solve other problems without solving the language problem. In the field of language education and teaching, the language teaching of countries with more experience in migration can be examined.

### **Recommendations for the Provision of Guidance and Psychological Counseling Services**

This issue, which should be evaluated in two ways, is closely related to both immigrant students and their families. Specialist guidance counselors and sociologists who know foreign languages and have received social and psychological training on migration-related problems should be at an adequate level in schools (Este ve Ngo, 2011:40). In addition, the development of students who are considered to be particularly at risk should be monitored regularly and closely by these experts (Luther vd.2011:117). In this direction, migrant families should also be made aware of domestic education and parenting issues through seminars and

meetings, so that they can provide the guidance services needed by children. In order to increase these application areas, guidance training can be given between or at the end of working hours in places such as companies/firms where mostly immigrant workers are present. In the same way, another version of this practice can be done on a neighborhood scale for women. Another important aspect is the awareness of incentives to increase the participation of immigrant students in social activities held at the school.

### **Making Interdisciplinary Collaborations**

The subject of education is a multidisciplinary subject. Migrant children should be evaluated in psychological, economic, cultural, social, health and safety aspects. From a psychological point of view, both the school and the family environment of the child should be taken into consideration. Economic inadequacies can cause immigrant children to drop out or fail to attend school. From a cultural point of view, they may want to maintain the traditions and habits of the geography they come from. However, this situation hinders integration by causing a congregation or grouping within themselves over time. The adaptation problems which they experience in a social sense may require guidance services. In terms of health, these students should be monitored regularly and problems that may pose obstacles to school should be prevented in this aspect. Finally, in terms of security, peer bullying related to these children should be prevented and children should be prevented from being involved in illegal formations.

### **Recommendations for Providing Economic Support**

It is not possible to provide equal opportunities in education in all cases. Especially when this situation is evaluated from the point of view of migrant families, it becomes even more dramatic. First of all, situations such as preventing school-age children from going to school for economic reasons should be prevented. In this direction, serious follow-up and monitoring mechanisms should be established for school-age children because these children may fall into the hands of criminal organizations over time and may go off the rails (Berry ve Sabatier, 2011:144). These mechanisms should be applied meticulously in terms of children's school attendance. Even if it is difficult to produce a real solution in terms of poverty, which is the basis of the problem of child, labor the necessary expenses such as course materials, transportation costs, and similar expenses of those who are in the position of students should be covered by the central government.

### **Recommendations for Organizing Motivation-Enhancing Activities**

Increasing the motivation of migrant children for education is a factor that directly affects their chances of success. It is necessary to create a sense of success by making applications such as motivating rewards and praise for these children, especially in terms of language education. Motivating, educational and social cohesion strengthening activities should be organized at school and neighborhood scale. Motivating and reassuring opportunities should be created in the classroom.

### **Recommendations for Developing an Ethical and Emic Perspective Strategy**

Emic and ethics are two of the main methods used when studying a group in the social sciences. According to this; The emic approach is interpreted on the assumption that the behaviors and attitudes that exist in a particular culture can be explained with the concepts of that culture. On the other hand, The ethical approach aims to reveal the behavioral attitudes of the group through observation from the outside, not from an inside perspective. It is necessary to bring a multifaceted perspective to the education problems of immigrant children. While it may be possible to solve some problems through observation, some problems need to be solved by going deeper.

### **Suggestions for Developing Cultural Sensitivity**

It is extremely difficult for children of immigrants, who come from an environment with different traditions and habits, to adapt to new places. Mostly, these students have difficulty in keeping up with the situation and cannot adapt because they miss their old relatives, friends and teachers. In this respect, children should be supported without being stigmatized, marginalized or belittled. Integration takes time to reach the desired level. Process management is required in terms of the time needed. In this direction, it is of great importance for both teachers and families to manage the process correctly.

### **Recommendations for the Use of Triangulated Data**

In terms of usage, the term triangulation covers the evaluation of multiple data sources or multiple approaches to the analysis of data in order to increase the reliability of a research study. In this aspect, it enables researchers to challenge the inherent limitations of self-reported data. We see that forming alliances with researchers who look at the case from a scientific point of view can actually make sense when a problem that we suspect is a little exaggerated among immigrant students is evaluated decisively from a different perspective. Teachers who provide guidance services, especially in terms of adaptation problems, should be sensitive to this issue and should be able to look in a multifaceted way. A solution should be preferred by comparing the obtained data. In this way, it is also possible to produce solutions at points that are difficult to see or not easy to understand.

### **Suggestions for being Conscious about Knowing the Factors that Cause Migration**

In order to make a successful assessment of immigrant students, it is necessary to know under which conditions and what kind of difficulties these children migrated because this information is in an essential position in terms of solving the traumas that occur in their memories.

### **Recommendations for Caution on Security Concerns**

Security measures should be established so that immigrant students can feel comfortable and safe in their school/neighborhood, as well as social facilities where students can develop themselves and integrate into society by creating areas where students can play comfortably (Bozan ve Kaştan, 2018:246).

### **Recommendations for Removing the Lack of a Learning Environment**

Despite the fact that they have extremely crowded populations, it is very difficult for immigrant families, who have to live in relatively small houses and rent, to provide the necessary study environment for their school children. In order to prevent these children from falling behind in their education, study halls and libraries with the opportunity to study should be built on a neighborhood scale (Berry ve Sabatier, 2011:144; Karakuş, 2006:50).

### **Recommendations for the Distinguishing of Immigrant Generations**

In some cases, pre-admissions may occur for immigrant students. These pre-admissions acceptances may cause misleading evaluations. Accordingly, the first generation of immigrants or other subsequent generations should not be viewed in the same way. It should not be ignored that there are dimensional differences between them in terms of analysis.

### **Suggestions for Racial Consciousness (Pluralism)**

In the school or neighborhood environment, there may be some sarcastic and dismissive attitudes towards children with different looks, different physical characteristics, or different communication languages (Nar, 2008: 48-49). In this regard, the necessary educational and promotional activities should be carried out in order for the self-images and cultural clothing of migrant children to be accepted as natural. It is necessary to instill an awareness of pluralism by reminding that a different language or physical characteristics are possible in the normal functioning of life, and we may be greeted strangely in the same way in a different geography or country. In short, empathetic understanding needs to be developed.

### **Recommendations for Correct Sampling**

When analyzing solutions, it should be taken into account the fact that not every child is the same and they cannot be the same. The generalizations that are often put forward may cause the real problems of some children to be overlooked. This general point of view can create a major obstacle in solving the problem in some cases.

### **Sustainability**

By its nature, education is a lifelong phenomenon. With the awareness that this phenomenon is also an ongoing process; It should be known that the stages will be difficult and take time, and it should be patient in this direction.

## **Recommendations for Supporting Pre-School Education**

In order to reduce social inequalities and adaptation problems in the social sphere, pre-school education institutions play a big role, contrary to what is believed. Accordingly, children who start to communicate with their peers at a young age can show much higher social adaptation compared to their parents.

It is known that children who are included in education at a young age do not have difficulties in terms of social adaptation and develop a sense of belonging. It should be noted that there is strong evidence that investments in the education of children of immigrant families have a higher rate of return when focusing on the earliest levels of education. (Heckman, 2006). It is seen that the inclusion of migrant children in education at a young age and with a perspective away from pre-admissions provides high adaptation. Accordingly, it should not be overlooked that the best learning is built on the foundations laid at an early age. A Turkish proverb says, "the tree can bend while it is not yet dry" (you can not teach an old dog new tricks), and "it is necessary to forge the iron in time" (before it's too late). It shows indicates that this experience dates back to very old times. Migration is an extremely difficult process in terms of its effects and the traces it leaves. Sometimes this process wears out children more than the parents. If gaps appear in the cognitive, linguistic and social skills of young children at an early age, it becomes almost impossible to correct them later. (Cunha vd. 2005). The success of the education chain, which is the first link of sustainability, should be ensured by increasing the pre-school education opportunities for migrant children.

## **Conclusion**

The main role in terms of the problems faced by migrant children is the language of communication. The main deficiency that prevents them from entering school life is that they cannot speak the local language of the target country. Of course, although there are many other problems accompanying this problem, it would not be wrong to state that the first barrier to education is language problem.

The main problems arising from the lack of communication due to language are lack of motivation, cultural perception problems, failure of the required guidance and consultancy services to achieve the desired success, loss of self-confidence caused by lack of expression, exclusion, and peer bullying, the fact that the course materials and resources are prepared in a language they do not know, communication, which is the backbone of education, can not enables people to communicate with each other in the school and environment, and most importantly, the basic principle of readiness is that language skills have not yet been achieved.

It is important to make guidance and psychological counseling services more effective. The solution of educational problems caused by migration requires a multifaceted perspective and cooperation. Cooperation should be made with leading expert researchers and scientific data on the problem should be created and compared. The problem should be analyzed from an ethical and emic perspective. It should be noted that accurate sampling is of great importance. It should not be forgotten that different children may have different problems and needs. Necessary activities and studies should be carried out without interruption in order to ensure social cohesion and integration successfully. Families should be included in the educational life of immigrant children and in this direction; by raising awareness about intrafamilial education and parenting through seminars and meetings, children should be brought to a level that can provide the guidance they need.

It is a big problem for families to force their children to work illegally due to economic concerns, to create pressure in this direction or be forced to beg. Boys are expected to earn a side income to the family. Although it is illegal, most children in education age can be employed in unhealthy environments to contribute to the home economy. Despite being of school age, it is inevitable that children who walk on the streets or work in places under the counter will meet crime. In the future, these children appearing in mafia-based organizations or getting involved in illegal activities will create a social problem. Especially, children who are introduced to alcohol and drugs become extremely difficult to regain.

There may be prejudices against the education of girls in some immigrant families. Instead of being sent to school, girls are maybe expected to stay at home to babysit their younger siblings or help their mothers with household chores. This situation may cause girls to be married at a young age and to be completely isolated from education.

Economic difficulties force migrant families to live together in groups. Solidarity and cooperation activities constitute strong reasons for these families to be close to each other and together. On the one hand,

this way of living together, which makes them feel safer and happier, on the other hand, isolates them from the society and causes great adaptation problems. Because they tend to carry the culture of the country of origin they migrate to the geography, they strive to maintain their old traditions for a world of their own. Unfortunately, this situation is also adopted by students, causing them to communicate only among themselves at school. Although immigrant families have mostly crowded populations, they have to live in relatively small houses. It is almost impossible for families to provide the necessary study environment for their children who go to school in a small home environment. In order to prevent children in this situation from falling behind in their education, study halls or libraries with the opportunity of studying should be built on a neighborhood scale in order to create solutions.

It is not easy for immigrant families who come from an environment with different traditions and habits to adapt to new places. These people often miss their old relatives, friends and environments. The situation is not very different for immigrant students because students miss their teachers and classmates, they find it difficult to keep up with the situation and cannot adapt. Migrant children need to be supported without being shamed, marginalized and belittled regarding this adaptation problem they are experiencing. Social integration is a laborious process that takes time. It takes time for integration to reach the desired level. Process management should be applied in terms of the time needed. It would not be wrong to point out that as much as the role of teachers in this process is great, families also have at least as many roles as teachers, perhaps more, and they should manage the process correctly.

It is important to develop a multifaceted perspective on the educational problems of migrant children. While it may be possible to solve some problems through observation, some problems need to be solved privately, that is, by going deep. Psychological and social problems should definitely be tried to be solved with the support of experts. After all, this is all about school-age children.

Education is the main locomotive of the country's development. If we liken education to a wheel, we immediately realize that all its gears must work together and in harmony. If there is a missing or defective part of the wheel; we may have to face the fact that the whole system will be negatively affected by this situation. Whatever the reason might be, it is of great importance to bring immigrant children into education life.

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