




Batı Anadolu Eğitim Bilimleri Dergisi, (2026), 17 (1), 446-.
Western Anatolia Journal of Educational Sciences, (2026), 17 (1), 446-.
Araştırma Makalesi / Research Paper

Challenges Faced by Immigrant and Refugee Children in Accessing and Integrating into Education (The Case of Kırşehir Province)

Göçmen ve Mülteci Çocukların Eğitime Erişim ve Entegrasyonu Sürecinde Karşılaşılan Sorunlar (Kırşehir İli Örneği)

Sayfa | 446

Elif ÇAKIR , Chief Manager, National Ministry of Education, elifyanikcagir.83@gmail.com

Tufan AYTAC , Prof. Dr., Kirsehir Ahi Evran University, t.aytac@ahievran.edu.tr

Geliş tarihi - Received: 19 April 2025
Kabul tarihi - Accepted: 27 February 2026
Yayın tarihi - Published: 28 April 2026



Batı Anadolu Eğitim Bilimleri Dergisi, (2026), 17 (1), 446-.
Western Anatolia Journal of Educational Sciences, (2026), 17 (1), 446-.
Araştırma Makalesi / Research Paper

Abstract. This study aims to comprehensively examine the challenges encountered by immigrant and refugee children in accessing and integrating into the educational system and to develop concrete policy and practice recommendations based on teachers' perspectives. The research was conducted using a phenomenological design. While the population of the study consists of all primary and secondary school teachers working in schools across Kırşehir, the sample comprises 10 teachers working specifically at the primary and secondary levels in the city center of Kırşehir. The qualitative data collected were analyzed using the descriptive analysis method. According to the findings, the most significant barrier faced by immigrant and refugee children in accessing education is the language barrier. Other notable issues include the long distance between home and school, and some schools' reluctance to admit refugee students. Discrimination and exclusion directed toward these children lead to psychological problems and diminished motivation to attend school. The lack of effective policies supporting integration is particularly striking; only one participant reported maintaining regular contact with parents. Advocacy and awareness practices are noted to assist students in adapting and improving their academic performance. Teachers expressed concern that clustering immigrant children into the same classrooms fosters marginalization and hinders cultural integration.
Keywords: Education of migrant and refugee children, Inclusive education, Access to education.

Öz. Bu çalışma, göçmen ve mülteci çocukların eğitim sistemine erişim ve entegrasyon süreçlerinde karşılaştıkları sorunları kapsamlı bir şekilde incelemeyi ve öğretmen görüşlerine dayalı somut politika ve uygulama önerileri geliştirmeyi amaçlamaktadır. Araştırma, fenomenolojik desen kullanılarak gerçekleştirilmiştir. Araştırmanın evrenini Kırşehir il genelinde ilkököl ve ortaokullarda görev yapan tüm öğretmenler oluştururken, örneklemini Kırşehir il merkezindeki ilkököl ve ortaokullarda görev yapan 10 öğretmen oluşturmaktadır. Nitel veriler içerik analiz yöntemiyle incelenmiştir. Bulgulara göre, göçmen ve mülteci çocukların eğitime erişiminde karşılaşılan en önemli engel dil bariyeridir. Bunun yanı sıra, ev ile okul arasındaki mesafenin uzun olması ve bazı okulların mülteci öğrencileri kabul etme konusundaki isteksizliği de dikkat çeken diğer sorunlardır. Bu çocuklara yönelik ayrımcılık ve dışlanma, psikolojik sorunlara ve okula devam motivasyonunun azalmasına yol açmaktadır. Entegrasyonu destekleyici etkili politikalara yönelik eksiklik ise özellikle çarpıcıdır; katılımcılardan yalnızca biri, velilerle düzenli iletişim kurduğunu belirtmiştir. Savunuculuk ve farkındalık çalışmaları, öğrencilerin uyum sağlamalarına ve akademik başarılarının artmasına katkı sağlamaktadır. Öğretmenler, göçmen öğrencilerin aynı sınıflarda toplanmasının dışlanmayı artırdığına ve kültürel entegrasyonu engellediğine yönelik endişelerini dile getirmiştir.

Anahtar Kelimeler: Göçmen ve mülteci çocukların eğitimi, Kapsayıcı eğitim, Eğitime erişim.



Genişletilmiş Özet

Giriş. Göçmen, kendi ülkesinden ayrılarak yerleşmek için başka ülkeye giden (kimse, aile veya topluluk), muhacir (TDK) olarak tanımlanmıştır. Başka bir ifade ile yaşadığı ülkeyi ekonomik sebeplerden ötürü ve özgür iradesiyle terk ederek başka ülkelere yetkililerin izni doğrultusunda yasalar çerçevesinde giriş yapanlar “göçmen” olarak adlandırılır (Goodwin-Gill, 2004). Mülteci kavramı Türk Dil Kurumu sözlüğünde “sığınmacı” olarak açıklanmıştır. Ancak günümüzün uluslararası uygulamalarında mülteci ile sığınmacı kavramları farklı tanımlanmaktadır. Birleşmiş Milletler, mülteci kavramını "ırkı, dini, milliyeti, belli bir sosyal gruba mensubiyeti veya siyasi düşünceleri nedeniyle zulüm göreceği konusunda haklı bir korku taşıyan ve bu yüzden ülkesinden ayrılan ve korkusu nedeniyle geri dönmeyen veya dönmek istemeyen kişi" olarak tanımlamaktadır. Mültecilik hukuki bir statüdür. Mülteci, çatışma, zulüm veya savaş nedeniyle kendi ülkesinden kaçmak ve başka bir ülkeye sığınmak zorunda kalan kişidir. Kişi, anavatanına dönmek konusunda haklı nedenlere dayanan bir korkuya sahiptir ve 1951 Birleşmiş Milletler Mültecilerin Statüsüne İlişkin Sözleşme ve 1967 tarihli protokolü uyarınca bu durumda olduğu kabul edilmektedir (Keboa, 2018). Göç, küresel ölçekte ekonomik, siyasi ve sosyal dinamikleri derinden etkileyen bir olgudur. Özellikle zorunlu göç, kriz bölgelerinden kaçmak zorunda kalan bireyler için hayati bir süreç hâline gelmiştir. Türkiye, tarihsel olarak farklı göç dalgalarına ev sahipliği yapmış ve günümüzde de sığınmacılar, mülteciler ve düzensiz göçmenler için hem önemli bir varış hem de geçiş ülkesi olmaya devam etmektedir. Suriye’de yaşanan iç savaş, Suriyelilerin ülkelerini terk etmesine yol açmış ve Türkiye, onlar için başlıca sığınma ülkelerinden biri hâline gelmiştir. Ayrıca, Afganistan, Irak, Azerbaycan ve İran gibi ülkelerden Türkiye’ye yönelik göç hareketleri de devam etmektedir. Bu göç hareketlerinin temel nedenleri arasında savaş, terörizm, iç çatışmalar ve ekonomik istikrarsızlık yer almaktadır (Aytaç, 2021). Göçmen ve mülteci çocuklar, eğitime erişim ve eğitim sistemine entegrasyon süreçlerinde yapısal, sosyoekonomik ve kültürel açıdan çok katmanlı zorluklarla karşı karşıyadır. Bu zorlukların öğretmenlerin bakış açılarıyla belirlenmesi, mevcut politika ve uygulamaların etkinliğinin değerlendirilmesi açısından büyük önem taşımaktadır. Bu çalışmanın problemi, göçmen ve mülteci çocukların eğitime erişim ve entegrasyon süreçlerinde karşılaştıkları çok yönlü ve kalıcı engellerin varlığı ve bu engellerin öğretmen perspektifinden yeterince anlaşılabilmiş olması nedeniyle kapsayıcı ve etkili eğitim politikalarının geliştirilmesinde yaşanan yetersizliktir. Bu çalışmanın temel amacı, göçmen ve mülteci çocukların eğitime erişim ve entegrasyon süreçlerinde karşılaştıkları zorlukları öğretmenlerin bakış açılarıyla tespit etmek ve bu zorlukların aşılmasına yönelik öneriler geliştirmektir. Kapsayıcı eğitim, tüm öğrencilerin bireysel farklılıkları, sosyoekonomik koşulları, kültürel geçmişleri ve özel gereksinimleri gözetilerek eğitim sistemine eşit, adil ve anlamlı katılımını esas alan bir yaklaşımdır. Bu anlayış, yalnızca özel gereksinimli bireyleri değil; aynı zamanda göçmen, mülteci, sığınmacı ve dezavantajlı tüm grupları kapsayan bütüncül bir eğitim perspektifini ifade etmektedir. Kapsayıcı eğitim, öğrencilerin eğitim ortamlarından dışlanmasını önlemeyi, eğitimde fırsat eşitliğini güçlendirmeyi ve farklılıkları birer zenginlik olarak ele almayı amaçlamaktadır. Bu bağlamda, göçmen ve mülteci çocukların eğitime erişimi ve eğitim sistemine entegrasyonu, kapsayıcı eğitimin temel bileşenlerinden biri olarak değerlendirilmektedir. Dil engelleri, travma deneyimleri, sosyoekonomik yoksunluklar ve kültürel uyum sorunları gibi çok boyutlu güçlükler yaşayan bu çocukların, kapsayıcı politikalar ve uygulamalar aracılığıyla desteklenmesi; yalnızca bireysel akademik başarıları açısından değil, toplumsal uyum ve sosyal bütünleşme açısından da kritik bir önem taşımaktadır. Araştırmanın alt amaçları şunlardır:

- Göçmen ve mülteci çocukların eğitime erişim sürecinde karşılaştıkları sorunları belirlemek,



- Bu çocukların eğitim sistemine entegrasyon sürecinde yaşadıkları güçlükleri ortaya koymak,
- Eğitime erişim ve entegrasyonu destekleyen program ve politikaları incelemek,
- Eğitime erişim ve entegrasyon konusunda farkındalık ve savunuculuk faaliyetlerini değerlendirmek.

Göç ve sığınma, günümüzde küresel ölçekte önem kazanan sosyal olgular hâline gelmiştir. Özellikle savaş ve çatışmalardan etkilenen yerinden edilmiş çocukların eğitime erişimi ve entegrasyonu, ulusal eğitim sistemleri açısından kritik bir konu oluşturmaktadır.

Yöntem. Araştırma, fenomenolojik desen kullanılarak gerçekleştirilmiştir. Araştırmanın evrenini Kırşehir il genelinde ilkokul ve ortaokullarda görev yapan tüm öğretmenler oluştururken, örneklemini Kırşehir il merkezindeki ilkokul ve ortaokullarda görev yapan 10 öğretmen oluşturmaktadır. Bu çalışma fenomenolojik araştırma deseni temelinde yürütüldüğü için, veri toplama aracı olarak görüşme tekniği tercih edilmiştir (Çepni, 2010; Yıldırım ve Şimşek, 2018).

Bulgular. Bulgulara göre, göçmen ve mülteci çocukların eğitime erişiminde karşılaşılan en önemli engel dil bariyeridir. Bunun yanı sıra, ev ile okul arasındaki mesafenin uzun olması ve bazı okulların mülteci öğrencileri kabul etme konusundaki isteksizliği de dikkat çeken diğer sorunlardır. Bu çocuklara yönelik ayrımcılık ve dışlanma, psikolojik sorunlara ve okula devam motivasyonunun azalmasına yol açmaktadır. Entegrasyonu destekleyici etkili politikalara yönelik eksiklik ise özellikle çarpıcıdır; katılımcılardan yalnızca biri, velilerle düzenli iletişim kurduğunu belirtmiştir. Savunuculuk ve farkındalık çalışmaları, öğrencilerin uyum sağlamlarına ve akademik başarılarının artmasına katkı sağlamaktadır. Öğretmenler, göçmen öğrencilerin aynı sınıflarda toplanmasının dışlanmayı artırdığına ve kültürel entegrasyonu engellediğine yönelik endişelerini dile getirmiştir.

Bu çalışma, göçmen ve mülteci çocukların eğitime erişimde karşılaştıkları engellerin yapısal, sosyoekonomik ve kültürel olmak üzere çok katmanlı bir yapıya sahip olduğunu ortaya koymuştur. Fiziksel mesafe, dil engeli, eğitim materyallerine erişim eksikliği ve okula kayıt süreçlerindeki güçlükler, eğitim sürecine katılımı olumsuz etkilerken; kültürel uyum eksikliği ve psikolojik sorunlar da entegrasyon sürecini daha da karmaşık hâle getirmektedir.

Eğitime erişimin önündeki temel engellerden biri, okul ile ev arasındaki fiziksel mesafenin uzaklığı ve buna bağlı ulaşım sorunlarıdır. Özellikle maddi yetersizlikler nedeniyle birçok öğrenci fiilen eğitim hakkından mahrum kalmaktadır. Bir diğer önemli sorun ise bazı okulların çeşitli gerekçelerle mülteci öğrencileri kayıt etmeye isteksiz olmalarıdır; bu durum, bu çocukların eğitim sisteminden dışlanmalarına yol açmaktadır.

Araştırmanın önemli bulgularından biri de, göçmen ve mülteci öğrencilerin psikolojik sorunlar nedeniyle sosyal uyumda güçlükler yaşadıklarıdır. Zorunlu göç sürecinde kayıp ve travma deneyimleyen bu çocuklar, akran ilişkileri kurmakta zorlanmakta ve bu durum okul uyumlarını olumsuz etkilemektedir. Dil bariyerleri, akademik başarısızlığın başlıca nedenlerinden biri olarak öne çıkmakta; dersleri anlayamayan öğrencilerin sınıf içi katılımı ve akademik performansı düşmektedir.

Bu çalışmanın ortaya koyduğu en çarpıcı bulgulardan biri, politika ve uygulama arasındaki açık uçurumdur. Mülteci ve göçmen öğrencilerin ihtiyaçlarına özel olarak tasarlanmış bütüncül ve kapsayıcı politikaların eksikliği, okul düzeyinde parçalı uygulamalara yol açmaktadır (Aytaç ve diğ., 2023). Lojistik gerekçelerle uygulamaya konulan sınıf ayrımı gibi pratikler, sosyal dışlanmayı pekiştirmekte, kültürel etkileşimi engellemekte ve dil gelişimini geciktirmektedir. Buna karşılık, ailelerle sürdürülen sürekli iletişim, kültürel duyarlılıkla şekillendirilmiş pedagojik yaklaşımlar ve okul temelli psikososyal destek



Batı Anadolu Eğitim Bilimleri Dergisi, (2026), 17 (1), 446-447.
Western Anatolia Journal of Educational Sciences, (2026), 17 (1), 446-447.
Araştırma Makalesi / Research Paper

hizmetleri, uyum sürecini kolaylaştırmak ve akademik dayanıklılığı artırmak açısından etkili mekanizmalar olarak öne çıkmaktadır.

Tartışma ve Sonuç. UNESCO'nun (2019) raporuna göre, düşük gelirli göçmen ailelerin çocukları, ulaşım masrafları nedeniyle sıklıkla okula devam edememektedir. Türkiye'deki araştırmalar da ulaşımın, mülteci çocukların eğitime erişiminde başlıca engellerden biri olduğunu ortaya koymaktadır (Gencer, 2017). Eğitime erişim, ev sahibi ülkenin eğitim politikalarıyla doğrudan ilişkilidir. Uluslararası hukuk çerçevesinde, 1989 tarihli Birleşmiş Milletler Çocuk Hakları Sözleşmesi'nin 28. maddesi, her çocuğun ayırım gözetmeksizin eğitim hakkına sahip olduğunu vurgulamaktadır (UNICEF, 2019). Ancak saha araştırmaları, kapasite yetersizliği veya bürokratik engeller nedeniyle bazı okulların mülteci öğrencileri kabul etmediğini, dolayısıyla onları sistem dışına ittiğini göstermektedir (Alhaddad ve diğ., 2023). Türkiye'de yapılan benzer çalışmalar da, bazı mülteci ailelerin, kayıt süreçlerindeki idari ve yapısal engeller nedeniyle çocuklarını okula kaydettiremediklerini ortaya koymaktadır (Saklan ve Karakütük, 2022).

Araştırma kapsamında elde edilen bir diğer önemli bulgu, mülteci öğrencilerin bulunduğu okullarda entegrasyonu destekleyen etkili politika ve uygulamaların eksikliğidir. Katılımcıların büyük bölümü, bu alanda sistematik ve işlevsel bir yönlendirme mekanizmasının bulunmadığını belirtmiştir. Yalnızca üç katılımcı, ailelerle sürdürülen iletişimin süreci bir ölçüde desteklediğini ifade etmiştir. Okula uyum sürecinde farkındalık oluşturma ve savunuculuk çalışmalarının önemli rol oynadığı vurgulanmıştır. Bu tür uygulamaların, öğrencilerin yabancılaşma hissini azaltarak okula karşı olumlu tutum geliştirmelerine, kültürel bağ kurmalarına ve akademik başarılarını artırmalarına katkı sağladığı ifade edilmiştir. Literatürde de benzer şekilde, eğitimsel entegrasyonu destekleyen etkili politikaların eksikliğinin, mülteci öğrencilerin akademik başarılarını ve sosyal uyumlarını olumsuz etkilediği belirtilmektedir (Dryden-Peterson, 2015). Eğitimde fırsat eşitliğini sağlamak amacıyla kapsamlı, sürdürülebilir ve yapısal entegrasyon politikalarının okullarda uygulanması gerekmektedir (Cerna ve diğ., 2021). Türkiye'deki araştırmalar da, mülteci öğrencilerin eğitim sistemine entegrasyonuna yönelik yapılandırılmış politikaların eksikliğine dikkat çekmektedir (Yıldız, 2019).

Genel olarak, bu çalışma, göçmen ve mülteci çocukların uzun vadeli eğitimde fırsat eşitliği ve toplumsal kapsayıcılığının sağlanabilmesi için çok boyutlu, aile odaklı bir eğitim politikası çerçevesine acil ihtiyaç olduğunu ortaya koymaktadır. Bu çerçeve, ayrımcılığa karşı uluslararası hukuki normlarla uyumlu şekilde; kapsayıcı dil eğitimi, ekonomik destek ve kültürel uyumu teşvik eden uygulamaları bütünleştirmelidir.



Introduction

A migrant is defined by the Turkish Language Association (TDK) as an individual, family, or community that leaves its country of origin to settle in another country; in other words, a muhacir. More specifically, individuals who voluntarily leave their country of residence for economic reasons and enter another country within the framework of laws and with the authorization of the relevant authorities are referred to as migrants (Goodwin-Gill, 2004). The concept of a refugee is explained in the Turkish Language Association dictionary as a sığınmacı (asylum seeker). However, in contemporary international practice, the terms refugee and asylum seeker are defined and used differently. The United Nations defines a refugee as a person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, has left their country of origin and is unable or unwilling to return to it due to such fear. Refugee status constitutes a legal designation. A refugee is a person who is compelled to flee their country of origin due to conflict, persecution, or war and to seek protection in another country. Such individuals possess a well-founded fear of return to their homeland, and their status is recognized in accordance with the 1951 United Nations Convention Relating to the Status of Refugees and its 1967 Protocol (Keboa, 2018). Migration is a phenomenon that profoundly influences economic, political, and social dynamics on a global scale. In particular, forced migration has become a vital process for individuals fleeing crisis-stricken regions. Historically, Turkey has hosted various waves of migration and today remains a significant destination and transit country for asylum seekers, refugees, and irregular migrants. The civil war that began in Syria in 2011 has led millions of people to flee their homeland, making Turkey one of the primary countries of refuge for Syrians. Additionally, migratory flows from countries such as Afghanistan, Iraq, Azerbaijan, and Iran to Turkey continue. The main drivers of these migration movements include war, terrorism, internal conflict, and economic instability (Aytaç, 2021).

To increase the participation of migrant and refugee children in educational processes, Turkey has enacted a range of legal regulations. In this context, Temporary Education Centers were established to provide Syrian children with access to education in their native language, and biometric registration systems were introduced for Turkish language courses. Furthermore, with the enactment of the Directive on Education and Instruction for Foreigners, the integration of refugee children into public schools has been legally ensured. However, reports by the European Union indicate that Turkey has not developed sufficient and sustainable policies to enhance the educational participation of migrant children, and that the current education system does not fully meet their needs. The absence of a specific and guiding framework for migrant children within the educational system and the lack of adequate school infrastructure are among the most significant challenges in this process (Tanrikulu, 2018).

The experience of migration exerts profound academic, social, and psychological effects, particularly on children. Refugee children in Turkey face numerous obstacles, including language barriers, socio-economic disadvantages, health issues, and social exclusion. Even those who manage to access educational opportunities are often unable to fully benefit from them due to various reasons. It is reported that nearly one million Syrian children in Turkey have experienced educational disruption, which adversely affects their cognitive, emotional, and cultural development (Nizamoğlu, 2022). The primary challenges that migrant children encounter in accessing education include language



Batı Anadolu Eğitim Bilimleri Dergisi, (2026), 17 (1), 446-452.
Western Anatolia Journal of Educational Sciences, (2026), 17 (1), 446-452.
Araştırma Makalesi / Research Paper

differences, financial barriers, societal prejudices, and structural deficiencies within the education system. In addition, social risks such as child labor, early marriage, and peer bullying also have a direct impact on these students' ability to participate in formal education.

The participation of migrant children in education is of critical importance not only for their individual development but also for social cohesion, long-term societal stability, and cultural integration. However, existing data suggest that the Turkish education system lacks adequate structural mechanisms to support the integration process of these children (Nacar and Ünsal, 2022; Uysal, 2022). The United Nations Convention on the Rights of the Child affirms every child's entitlement to survival, development, protection, and active participation, highlighting the essential role that access to education plays in promoting both personal and societal integration. However, recent studies reveal that nearly 41% of Syrian children of school age residing in Turkey remain outside the formal education system (Danış and Dikmen, 2022; Doğan and Avcıoğlu, 2022). This lack of access places these children at heightened risk of educational deprivation, social marginalization, and economic exploitation.

Turkey, as a host country, bears the responsibility of ensuring the right to education for every child within its borders. As of 2020, there were 1,177,721 Syrian children of school age living in the country. To support their inclusion in the Turkish education system, Temporary Education Centers operated between 2015 and 2019. Despite these efforts, a 2017 report by UNICEF indicated that over 350,000 Syrian children still remained out of school. Persistent challenges—such as language obstacles, insufficient educational infrastructure, and curricula that fall short in addressing the specific needs of refugee students continue to obstruct their effective integration into the national education framework (Çobanoğlu, 2024; Eleman, 2024).

One of the most significant barriers encountered by refugee students in their educational journeys is the difference in language and culture. Migrant families often express concern that their children might forget their native language while learning Turkish, yet the current Turkish language education provided is insufficient for their linguistic development. Additionally, many children are forced to abandon their education and enter the labor force due to economic hardship. Another obstacle to the integration of refugee children into educational processes is the political uncertainty surrounding their legal and social status. Various academic studies reveal that, in addition to language barriers, political and economic factors play a decisive role in the integration of refugee students into the educational system (Akgün, 2023; Dere and Dölek, 2023; Şahin, 2020).

Migrant and refugee children face significant challenges in accessing education and integrating into the educational system due to complex structural, socioeconomic, and cultural barriers. Identifying these challenges through teachers' perspectives is crucial for evaluating the effectiveness of current policies and practices. This study's problem lies in the persistent and multifaceted barriers that migrant and refugee children face in accessing and integrating into the educational system, and the insufficient understanding of these challenges from teachers' perspectives, which hinders the development of inclusive and effective educational policies.

The primary objective of this study is to identify the challenges faced by migrant and refugee children in accessing and integrating into the educational system, based on teachers' perspectives, and



to develop recommendations for overcoming these challenges. Inclusive education is an approach that prioritizes the equal, fair, and meaningful participation of all students in the education system by taking into account their individual differences, socioeconomic conditions, cultural backgrounds, and special needs. This perspective extends beyond students with special educational needs to encompass a holistic educational framework that includes migrants, refugees, asylum seekers, and all other disadvantaged groups. Inclusive education aims to prevent exclusion from educational settings, strengthen equality of opportunity in education, and recognize diversity as a valuable asset.

In this context, ensuring access to education and supporting the integration of migrant and refugee children are considered core components of inclusive education. These children often face multidimensional challenges such as language barriers, experiences of trauma, socioeconomic deprivation, and difficulties related to cultural adaptation. Addressing these challenges through inclusive policies and practices is of critical importance not only for their individual academic achievement but also for fostering social cohesion and broader societal integration. The sub-objectives of the study are as follows:

- To identify the problems encountered by migrant and refugee children in accessing education,
- To determine the difficulties faced in the integration of migrant and refugee children into the education system,
- To highlight the programs and policies that promote access to and integration into education,
- To evaluate awareness and advocacy efforts related to educational access and integration.

Migration and refuge have become globally significant social phenomena, and the access and integration of displaced children especially those affected by war and conflict into education constitute a critical issue for national education systems. Due to its geographical location and humanitarian policies, Turkey hosts millions of refugees and migrants; however, ensuring their right to education effectively encounters various structural and social obstacles. Language barriers, economic difficulties, cultural differences, and political uncertainties are among the key factors that complicate the educational participation of refugee and migrant children. In this context, analyzing teachers' perspectives on the access to and integration into education of migrant and refugee children, identifying existing problems, and developing solution-oriented policies are of great importance in terms of educational equity and social cohesion. This study aims to fill a significant academic gap by contributing to the development of educational policies that guarantee the right to education for refugee children and support their social integration processes.

Method

In this section, the model to be used in the research, data collection tools and techniques, and data analysis sections are included.

Research model

This study was conducted within the framework of the phenomenological design, which is one of the qualitative research methods. The phenomenological approach aims to deeply explore



individuals' experiences, perceptions, and the meanings they assign to a particular phenomenon (Creswell, 2017; Merriam, 2013; Yıldırım and Şimşek, 2018). In phenomenological research, interviews are among the most commonly used data collection methods (Creswell, 2013, 2017; Merriam, 2013; Yıldırım and Şimşek, 2018). Accordingly, in-depth interviews were conducted with teachers as part of this study. The phenomenological design was selected because the research problem requires an in-depth understanding of teachers' lived experiences, perceptions, and interpretations regarding the education of migrant and refugee children. This approach is particularly suitable for exploring complex and subjective phenomena that cannot be fully captured through quantitative methods. By employing in-depth interviews, the phenomenological method enables a detailed examination of how teachers experience challenges, assign meaning to these experiences, and develop responses within their educational contexts. Thus, the chosen research design contributes to the solution of the research problem by providing rich, experience-based insights into the educational integration process of migrant and refugee students.

Study group

The study group consists of teachers working during the 2024–2025 academic year in public primary and secondary schools affiliated with the Directorate of National Education in the central district of ten participants were selected using the criterion sampling technique, which is one of the purposive sampling methods (Creswell, 2013, 2017; Tashakkori and Teddlie, 2010; Tuffour, 2017; Yıldırım and Şimşek, 2018). The main criterion for inclusion in the study group was that the participants had to be practicing teachers. In addition, the following criteria were considered in order to ensure heterogeneity within the sample:

- Participants teaching at different educational levels (primary and secondary),
- Experience in educating students under temporary protection status,
- Gender diversity,
- Variation in teaching branches,
- Voluntary participation in the study.

The demographic characteristics of the participants are presented in Table 1.

Table 1.
Demographic Characteristics of the Participants

Characteristic	F
Gender	
Female	6
Male	4
Age	
30–39	3
40–49	6
50 and above	1
Seniority	
11–15 years	3
16 years and above	7
Educational Background	



Bachelor's degree	8
Master's degree	2
Teaching Branch	
Classroom Teacher	6
English Teacher	2
Turkish Language Teacher	2
Total	10

As shown in Table 1, the majority of the participating teachers are female, within the 40-49 age range, have more than 16 years of professional experience, hold a bachelor's degree, and work as classroom teachers. The qualitative data collected in the study were analyzed using the descriptive analysis technique. This technique involves organizing and interpreting the data collected by the researcher and presenting it in a descriptive manner (Değirmenci and Doğru, 2017).

Data collection tools and procedures

Given that this study employed a phenomenological research design, data were gathered through interviews as the primary method of data collection (Çepni, 2010; Yıldırım and Şimşek, 2018). The research utilized a semi-structured Teacher Interview Form, which was designed by two experts in the field. An extensive review of the literature related to the research topic was carried out to compile a comprehensive pool of candidate questions. Following evaluations by three academic experts and two teachers, specific questions were selected, and the interview form was finalized in draft form.

In the data collection stage, one-on-one interviews were held with ten teachers serving in primary and secondary schools under the Ministry of National Education in Kırşehir. Participation was entirely voluntary, and the teachers' responses were recorded in note form. Each participant responded to six open-ended questions. The interviews lasted between 15 and 30 minutes. For the analysis, the collected responses were examined and systematically coded in accordance with the research aims and predetermined questions. These codes were subsequently categorized into overarching themes that reflected the study's findings, and a content analysis was conducted accordingly (Yıldırım and Şimşek, 2018).

Validity and reliability

To increase the external validity of the study, the date, time, and location of the interviews, along with the interview items, were clearly stated in the Teacher Interview Form. The research questions consisted of six items prepared in alignment with the study's objectives. To enhance internal validity, an extensive literature review was conducted, including theoretical frameworks and previous studies on the subject. To test the validity of the data collection instrument, expert opinions were sought from two experts in educational administration and policy, one qualitative research expert, and two teachers. The data obtained from the interviews were analyzed using content analysis. The findings derived from the interviews were found to be consistent with the existing literature. During the content analysis process, Miles and Huberman's (1994) inter-coder reliability formula was used to determine the consistency between the codes and themes identified by the researchers and two Cakir, E., and Aytac, T. (2026). Challenges faced by immigrant and refugee children in accessing and integrating into education (the case of Kirsehir province). *Western Anatolia Journal of Educational Sciences*, 17(1), 446-455. DOI. 10.51460/baebd.1680025



independent experts. In this study, the inter-coder agreement rate was calculated as 0.95. Based on the standard that a reliability coefficient above .80 indicates a reliable study, the research was considered highly reliable (Miles and Huberman, 1994).

Data analysis

The content analysis method was employed to collect, categorize, and interpret the data based on specific concepts and themes. The analysis process involved coding the data, categorizing the codes, developing themes, and interpreting the findings. In order to extract themes from the codes, keywords that represented the core opinions of the participants were identified and coded accordingly. Related coded data were grouped under main themes and organized in line with the research questions. In this study, teachers were coded as T1, T2, T3, ... (T for Teacher). The transcripts of the interviews with the teachers resulted in a 9-page document, which was thoroughly reviewed twice. Following this, the necessary coding, categorization, and thematization processes were completed.

Ethical approval

Ethical approval for the study was obtained from the Ethics Committee for Scientific Research and Publications in Social and Human Sciences at Kırşehir Ahi Evran University, under the decision dated February 26, 2025, numbered 2025/04/16.

Findings

In this section, the opinions of teachers are presented under thematic headings. The barriers faced by migrant and refugee children in the education process have been examined in line with the themes and codes identified within the scope of the research. The responses provided by teachers to the question “What problems do migrant and refugee students face in the education process, according to participants’ views?” are presented in Table 2. Based on the participants’ views, four main themes were identified: physical distance to school, lack of access to the right to education, inability to obtain supplementary resources, and language barriers (Table 2).

Table 2.
Barriers Faced by Migrant and Refugee Children

Theme	Code	Number of Participants
Physical distance to school	Financial constraints regarding transportation	2
Inaccessibility of the right to education	Schools’ reluctance to enroll students	2
Language barrier	Parents' inability to provide academic support	3
Lack of materials	Inaccessibility of supplementary educational materials	3

Several structural and socio-economic barriers to accessing education have been identified for migrant and refugee children. Financial difficulties related to transportation negatively impact students’ school attendance (f=2). In addition, the reluctance of school administrations to enroll these



students restricts their access to the right to education (f=2). The inability to obtain supplementary learning materials (f=3) and the lack of parental support due to language difficulties (f=3) also significantly hinder the learning process. A teacher statement supporting these findings is as follows: *“Since families do not speak Turkish, they cannot understand the announcements from the school or help their children with their studies; as a result, the children are left completely on their own at home.”* (T3). These findings indicate that current education policies need to be restructured to become more inclusive and supportive.

The themes and codes derived from the responses to the study's second research question (What cultural differences and adaptation problems do migrant and refugee children face in schools, according to teachers' views?) are presented in Table 3.

Table 3.
Culture and the Educational Integration of Migrant and Refugee Children

Theme	Code	Number of Participants
Physical distance to school	Difficulty in socializing with peers	3
Inaccessibility of the right to education	Struggles in forming social relationships due to past losses	2
Academic failure	Language barrier	4
Lack of motivation	Feeling of rejection	1

The educational integration process of migrant and refugee children is shaped by various challenges arising from cultural differences and adaptation problems. At the psychological level, difficulties in bonding with peers (f=3) and the inability to form social relationships due to past traumas and losses (f=2) negatively affect their adjustment to the school environment. The language barrier (f=4), as a significant factor hindering academic success, limits students' academic development and in-class communication. Furthermore, the feeling of not being accepted leads to a lack of motivation in some students (f=1). A supporting teacher statement is as follows:

“Sometimes they don't fully understand what we're saying in class, especially those who don't know the language struggle a lot. They are also shy when it comes to making friends and seem to always be slightly on the outside. Naturally, this reduces their interest in the lessons.” (T6)

The findings show that psychological problems hinder migrant and refugee children from socializing with peers and establishing relationships due to past traumatic experiences. Academic underachievement is mainly driven by language barriers, which prevent students from succeeding in their classes. Additionally, feelings of rejection lead to a lack of motivation, negatively affecting active participation in the educational process. These results suggest that migrant and refugee children require not only academic support but also emotional and social support mechanisms.

The themes and codes derived from the responses to the third research question (What policies and practices support the educational integration of migrant and refugee children, according to teachers' views?) are presented in Table 4.



Table 4.
Policies and Practices Supporting the Educational Integration of Migrant and Refugee Children

Theme	Code	Number of Participants
Continuous communication	Maintaining interaction with parents	3
Not present	Lack of effective policies and practices	7

Sayfa | 458

The majority of participants (f=7) indicated that there are no effective policies and practices in place to support the educational integration of migrant and refugee children. In contrast, some participants (f=3) emphasized that maintaining regular communication with parents contributes positively to the integration process. A teacher's view supporting this finding is as follows:

"Frankly, we feel that there is no clear roadmap in this regard. We usually try to manage things on our own, mainly by communicating directly with the parents, but it's not enough." (T4)

The findings of the study reveal that awareness and advocacy regarding educational rights strengthen migrant and refugee children's sense of belonging to the school, support their cultural integration, and contribute positively to their academic achievement.

The themes and codes identified from responses to the fourth research question (What is the level of awareness of educational rights among migrant and refugee children, according to participants' views?) are presented in Table 5.

Table 5.
Awareness of Educational Rights Among Migrant and Refugee Children

Theme	Code	Number of Participants
	Not feeling like a stranger	4
School adaptation	Developing a bond with the school and culture	3
	Academic success	3

As shown in Figure 5, awareness and advocacy enhance students' school adaptation by helping them not feel alienated (f=4), fostering a fondness for school and encouraging cultural bonding (f=3), and supporting improved academic performance (f=3). A teacher's view supporting this finding is as follows:

"When they feel more comfortable and accepted at school, their classroom participation increases. As they begin to enjoy school, their peer relationships improve, and they become more successful in their studies as well." (T8)

These findings indicate that increased awareness of educational rights among migrant and refugee children facilitates their school adaptation, reinforces their sense of belonging, and positively affects both their social relationships and academic achievement.

The themes and codes derived from responses to the fifth research question (What misguided practices exist in the educational integration of migrant and refugee children?) are presented in Table 6.



Table 6.
Misguided Practices in the Educational Integration of Migrant and Refugee Children

Theme	Code	Number of Participants
Grouping migrant children in a single classroom	Feeling excluded	3
	Inability to develop language skills	3
	Inability to become familiar with Turkish culture	4

According to the data in Table 6, all participating teachers expressed that placing migrant and refugee children in a separate classroom is a misguided practice. This approach leads to feelings of exclusion (f=3), prevents the development of language skills (f=3), and hinders children from becoming familiar with Turkish culture (f=4). A teacher's view supporting this finding is as follows:

"When they are all placed in the same class, the children feel excluded and it becomes more difficult for them to learn Turkish. Since they cannot socialize with other students, it is not possible for them to get to know the culture here." (T6)

The findings demonstrate that segregating migrant and refugee children into separate classrooms negatively affects both their social and linguistic development and disrupts the process of cultural integration. This practice has adverse effects on both linguistic and cultural integration, highlighting the need for inclusive educational environments.

The themes and codes derived from responses to the final research question (How do teachers evaluate the adequacy of policies in the education of migrant and refugee children?) are presented in Table 7.

Table 7
Adequacy of Policies in the Education of Migrant and Refugee Children

Theme	Code	Number of Participants
Language education	Parents should also receive language education	5
	Supportive language learning materials should be developed	1
Cultural education	Programs should be organized to promote Turkish culture	2
Economic support	Students should be provided with financial assistance	2

As shown in Table 7, the primary needs in the education of migrant and refugee children are language instruction, cultural integration, and economic support. A majority of participants (f=5) emphasized that not only students but also parents should receive language education. One participant (f=1) highlighted the need for developing supporting resources for language education. Additionally, suggestions included organizing programs to introduce Turkish culture (f=2) and providing financial assistance to students (f=2). A teacher's view supporting this finding is as follows:

"In my opinion, language education should be provided not only to children but also to families. Since Turkish is not spoken at home, children cannot reinforce what they learn. If financial support were also provided, school attendance would become more regular." (T9)



Batı Anadolu Eğitim Bilimleri Dergisi, (2026), 17 (1), 446-.
Western Anatolia Journal of Educational Sciences, (2026), 17 (1), 446-.
Araştırma Makalesi / Research Paper

These findings indicate that educational policies should be planned in a multifaceted manner that encompasses not only the student but also the family, addressing linguistic, cultural, and economic dimensions.

Conclusion, Discussion and Recommendations

This study has revealed that the barriers faced by migrant and refugee children in accessing education are multilayered, encompassing structural, socioeconomic, and cultural dimensions. Physical distance, language barriers, lack of learning materials, and difficulties in school enrollment negatively affect educational participation, while a lack of cultural adaptation and psychological problems further complicate the integration process. The inadequacy of educational policies and the presence of misguided practices in implementation limit the social and academic development of these children. On the other hand, the importance of ongoing communication with parents, cultural awareness, and inclusive educational environments is supported by the findings. In conclusion, there is a clear need for multidimensional, inclusive, and family-oriented education policies to better support the educational experiences of migrant and refugee children.

One of the primary barriers to educational access is the physical distance from school and the related transportation challenges. Especially due to financial hardship, many students are effectively deprived of their right to education. Another critical issue in accessing education is that some schools are reluctant to enroll refugee students for various reasons, which leads to their exclusion from the education system. Furthermore, the lack of access to supplementary educational materials negatively impacts students' academic achievement, while parents' limited language proficiency hinders their ability to support their children's learning. The combination of transportation problems with economic disadvantages significantly restricts migrant and refugee children's participation in educational processes.

According to a UNESCO (2019) report, children from low-income migrant families often cannot attend school due to transportation costs. Research in Turkey also identifies transportation as one of the key barriers to educational access for refugee children (Gencer, 2017). Access to education is closely linked to the host country's education policies. Within the framework of international law, Article 28 of the 1989 United Nations Convention on the Rights of the Child emphasizes every child's right to education without discrimination (UNICEF, 2019). However, field research shows that due to lack of capacity or bureaucratic obstacles, some schools do not admit refugee children, effectively excluding them from the educational system (Alhaddad et al., 2023). Similar findings in Turkey highlight that some refugee families cannot enroll their children in school due to administrative and structural barriers (Saklan and Karakütük, 2022).

Another significant finding of the study is that migrant and refugee students face difficulties in social adaptation due to psychological problems. These children, who have experienced loss and trauma during forced migration, struggle to form peer relationships, which negatively affects their school adjustment. Language barriers are also a primary reason for academic failure; students' inability to comprehend lessons reduces their classroom participation and academic performance. Moreover, feelings of rejection contribute to a lack of motivation and hinder active engagement in learning. These Cakir, E., and Aytac, T. (2026). Challenges faced by immigrant and refugee children in accessing and integrating into education (the case of Kirsehir province). *Western Anatolia Journal of Educational Sciences*, 17(1), 446-. DOI. 10.51460/baebd.1680025



Batı Anadolu Eğitim Bilimleri Dergisi, (2026), 17 (1), 446-.
Western Anatolia Journal of Educational Sciences, (2026), 17 (1), 446-.
Araştırma Makalesi / Research Paper

findings demonstrate that migrant and refugee children need not only academic but also social and emotional support mechanisms.

Traumatic experiences such as war, separation, loss, and insecurity during forced migration may lead to psychological problems including depression, anxiety, and post-traumatic stress disorder (PTSD) (Fazel et al., 2012). A UNICEF (2017) report emphasizes the necessity of emotional support services for full educational integration of refugee students (Dooley, 2017). Studies in Turkey also show that refugee students, due to their traumatic backgrounds, have difficulties forming peer relationships and often feel socially isolated in classrooms (Kara and Özenç, 2021). According to the OECD (2018) report on immigrant students, those with limited language proficiency face greater academic challenges and tend to perform poorly. Research on Syrian refugee children in Turkey also confirms that language barriers hinder full participation in education and negatively impact academic success (Emin, 2019). These findings clearly point to the need for comprehensive support policies to ensure the full and equal participation of migrant and refugee children in education.

The study also found a significant lack of effective policies and practices aimed at supporting integration in schools with refugee students. The majority of participants reported an absence of systematic and functional guidance in this area. Only three participants stated that ongoing communication with parents helped support the process to some extent. It was emphasized that awareness-raising and advocacy efforts play an important role in students' school adaptation; such practices help students avoid feeling alienated, develop a positive attitude toward school, establish cultural connections, and improve their academic performance. Similar conclusions are found in the literature, where the lack of effective policies supporting educational integration has been shown to negatively affect both the academic and social adaptation of refugee students (Dryden-Peterson, 2015). To ensure educational equity, comprehensive, sustainable, and structured integration policies are needed in schools (Cerna et al., 2021). Research in Turkey similarly emphasizes the lack of structured policies for integrating refugee students into the education system (Yıldız, 2019).

Nevertheless, some teacher responses highlighted that continuous communication with parents has a positive impact on integration. The literature also supports the idea that parental involvement contributes to students' academic and social adaptation. Epstein (2002) argues that regular communication between school and home increases students' academic achievement and school attachment. Suárez-Orozco et al. (2009) note that the active participation of refugee families in education enables students to adapt more quickly to the educational environment and enhances their academic motivation. However, Gabrielli and Impicciatore (2024) point out that refugee and migrant parents often cannot fully engage in their children's education due to language barriers, socioeconomic challenges, and unfamiliarity with the education system.

Creating awareness in educational settings and establishing advocacy mechanisms help students feel more accepted at school. UNESCO (2019) emphasizes the need to increase the cultural awareness of both teachers and students to prevent refugee children from feeling alienated in school settings (Bridges and Walls, 2018). Moreover, social integration programs not only accelerate school adaptation but also support students' psychological well-being (de Wal Pastoor, 2015). In this context,



increasing cultural integration programs and school-based guidance services can positively contribute to the academic and social development of refugee students (Koehler and Schneider, 2019).

All participating teachers agreed that grouping migrant and refugee children into separate classrooms leads to several problems. This practice increases feelings of marginalization, negatively affects language development, and prevents cultural integration. In line with participant views, the main needs of migrant and refugee students in the educational process are identified as language instruction, cultural adaptation, and economic support.

Studies conducted in Turkey also show that educating refugee children in segregated classrooms reinforces feelings of exclusion and negatively impacts their educational participation (Çelik et al., 2023). Language proficiency stands out as one of the most critical challenges for refugee students. Language barriers directly affect lesson comprehension and academic success and restrict classroom communication. One of the most effective ways for migrant students to learn the host country's language is through interaction with native-speaking peers (Song, 2010). However, educating migrant children only within their own communities eliminates these natural interaction environments and limits language development.

In terms of cultural integration, educating migrant and refugee students together with local students supports their social adjustment and strengthens their sense of belonging to society (Evans et al., 2018). Students in segregated classrooms, on the other hand, face greater challenges in adapting to the social and cultural dynamics of the host society, which may negatively impact their long-term integration and labor market participation (Damaschke, Deitrick and Wiseman, 2021). Among the prominent needs of migrant and refugee children in education, language support not only enhances academic success but also strengthens social relationships. Social programs that facilitate cultural adaptation help these students integrate more quickly into the local community (Graham et al., 2016). Furthermore, economic support plays a critical role in ensuring regular school attendance, especially considering the financial difficulties faced by migrant families (Tamer, 2017).

In the study conducted by Keleş (2025), it is revealed that there are both similarities and significant differences in the inclusive education policies and practices for immigrants in Türkiye and Canada. In this context, Canada is shown to be in a position that can serve as a model for Türkiye due to its long-standing implementation of inclusive education. While Canada employs systematic admission procedures and a points-based system for immigrants, Türkiye has accelerated its inclusive education policies particularly after 2010 through various legal regulations, and these policies are expected to yield positive outcomes in the long term. The findings of this study indicate that the Canadian example should be taken into consideration. One of the most compelling insights is the evident gap between policy and practice. The absence of coherent, inclusive policies tailored to the needs of refugee and migrant students results in fragmented responses at the school level (Aytaç et al., 2023). Practices such as classroom segregation, though often implemented with logistical rationale, inadvertently reinforce social exclusion, inhibit cultural interaction, and delay language development. In contrast, inclusive educational strategies such as sustained communication with families, culturally sensitive pedagogy, and school-based psychosocial support serve as effective mechanisms for facilitating adaptation and academic resilience. Overall, this study underscores the pressing need for a



multidimensional, family-oriented educational policy framework. Such a framework should integrate inclusive language instruction, economic assistance, and cultural adaptation support while aligning with international legal norms guaranteeing the right to education without discrimination. Only through sustained, systemic reform can the long-term educational equity and social inclusion of migrant and refugee children be realized. Based on the results of this study, the following recommendations are made:

Sayfa | 463

- Comprehensive language education programs should be developed for both migrant and refugee children and their families.
- Multicultural activities and guidance-based social programs that support cultural adaptation should be integrated into the school environment.
- Inclusive classroom practices should be adopted, and the segregation of students into separate classrooms should be avoided.
- School-based psychosocial support services should be provided to help children cope with psychological trauma.
- Local and national policy measures should be implemented to eliminate structural barriers such as transportation, registration, and access to learning materials.
- Strategies that strengthen school-family cooperation should be applied to increase parental involvement in the educational process.



Batı Anadolu Eğitim Bilimleri Dergisi, (2026), 17 (1), 446-446.
Western Anatolia Journal of Educational Sciences, (2026), 17 (1), 446-446.
Araştırma Makalesi / Research Paper

References

- Akgün, A. (2023). Türkiye'deki göçmen çocukların eğitim sorunları konusunda tarihsel bir çerçeve. *Türkiye Sosyal Araştırmalar Dergisi*, 27(2), 395–406.
- Alhaddad, L., Goodwin, R., and Kanngiesser, P. (2023). Challenges and coping: Perspectives of Syrian and Iraqi refugee youth in Germany. *Journal of Adolescent Research*, 38(6), 1043–1080.
- Aytaç, T. (2021). Türkiye'deki Suriyeli çocukların eğitim sorunlarına bir bakış: Bir meta-analiz çalışması. *Milli Eğitim Dergisi*, 50(1), 173–193.
- Aytaç, T., Taş, B., ve Çetin, S. (2023). Küreselleşme, Göç, Çok Kültürlülük Bağlamında Kapsayıcı Eğitime Bir Bakış, Yazıtlardan Dijitale Türkçe, Fenomen Yayıncılık.
- Bridges, B., and Walls, N. (2018). Migration, displacement and education. UNESCO Publishing.
- Celik, S., Kardaş İşler, N., and Saka, D. (2023). Refugee education in Turkey: Barriers and suggested solutions. *Pedagogy, Culture and Society*, 31(4), 687–705.
- Cerna, L., Brussino, O., and Mezzanotte, C. (2021). The resilience of students with an immigrant background: An update with PISA 2018 (OECD Education Working Papers, No. 261). OECD Publishing. <https://doi.org/10.1787/19939019>
- Çobanoğlu, F. (2024). Eğitimde göçmen çocuklar: Çeşitli ülkelerde uygulanan eğitim politikalarının incelenmesi. *Yaşadıkça Eğitim*, 38(2), 501–518.
- Creswell, J. W. (2017). Nitel araştırmacılar için 30 temel beceri (H. Özcan, Trans.). Anı Yayıncılık (Original work published 2013).
- Damaschke-Deitrick, L., and Wiseman, A. W. (2021). Migration, refugees, and education: Challenges and opportunities. In *International perspectives on school settings, education policy and digital strategies* (pp. 95–112). Springer.
- Danış, D., ve Dikmen, H. (2022). Türkiye'de göçmen ve mülteci entegrasyonu: Politikalar, uygulamalar ve zorluklar. *İstanbul Ticaret Üniversitesi Sosyal Bilimler Dergisi*, 21(Special Issue), 24–45.
- de Wal Pastoor, L. (2015). The mediational role of schools in supporting psychosocial transitions among unaccompanied young refugees upon resettlement in Norway. *International Journal of Educational Development*, 41, 245–254.
- Değirmenci, A., ve Doğru, M. (2017). Türkiye'de sosyobilimsel konularla ilgili yapılan çalışmaların incelenmesi: Bir betimsel analiz çalışması. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, (44), 123–138.
- Dere, İ., ve Demirci, E. (2023). Türkiye'de göçmen öğrencilerin eğitimde karşılaştıkları sorunlar. *HUMANITAS: Uluslararası Sosyal Bilimler Dergisi*, 11(INCSOS VIII Special Issue), 108–135.
- Doğan, A., ve Avcıoğlu, A. (2022). Kapsayıcı eğitimin yadsınamaz gerçeği: Göçmen çocukların eğitim sorunlarının incelenmesi. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 19(3), 987–1015.
- Dooley, T. (2017). Education uprooted: For every migrant, refugee and displaced child, education. UNICEF Report IV.
- Dryden-Peterson, S. (2015). The educational experiences of refugee children in countries of first asylum. British Columbia Teachers' Federation.
- Eleman, Z. (2024). Yabancı uyruklu öğrencilerin yoğun olduğu okullarda yaşanan eğitim sorunları ve çözüm önerileri. *Journal of Turcic Civilization Studies*, 5(2), 244–260.
- Emin, M. N. (2019). Türkiye'deki Suriyeli çocukların eğitimi (Vol. 48). SET Vakfı İktisadi İşletmesi.
- Epstein, J. L. (2002). School, family, and community partnerships: Preparing educators and improving schools. Westview Press.
- Evans, D., Borriello, G. A., and Field, A. P. (2018). A review of the academic and psychological impact of the transition to secondary education. *Frontiers in Psychology*, 9, 1482. <https://doi.org/10.3389/fpsyg.2018.01482>
- Fazel, M., Reed, R. V., Panter-Brick, C., and Stein, A. (2012). Mental health of displaced and refugee children resettled in high-income countries: Risk and protective factors. *The Lancet*, 379(9812), 266–282.
- Gabrielli, G., and Impicciatore, R. (2024). Children of immigrants in Southern Europe. Springer.

Cakir, E., and Aytac, T. (2026). Challenges faced by immigrant and refugee children in accessing and integrating into education (the case of Kirsehir province). *Western Anatolia Journal of Educational Sciences*, 17(1), 446-446.
DOI. 10.51460/baebd.1680025



- Gencer, T. E. (2017). Göç ve eğitim ilişkisi üzerine bir değerlendirme: Suriyeli çocukların eğitim gereksinimi ve okullaşma süreçlerinde karşılaştıkları güçlükler. *Journal of International Social Research*, 10(54), 714-720.
- Graham, H. R., Minhas, R. S., and Paxton, G. (2016). Learning problems in children of refugee background: A systematic review. *Pediatrics*, 137(6), e20153994. <https://doi.org/10.1542/peds.2015-3994>
- Goodwin-Gill, G. S. (2004). Immigration Policy. In *Encyclopedia of Government and Politics*. London and New York: Routledge.
- Kara, M., ve Özenç, M. (2021). Suriyeli göçmen öğrencilerin eğitiminde karşılaşılan sorunlara odaklanan araştırmaların eğilimleri: Betimsel içerik analizi. *Milli Eğitim Dergisi*, 50(1), 249-279.
- Keboa, M. T. (2018). Understanding oral health and dental care pathways of refugees and asylum seekers in Montreal. Canada: McGill University.
- Keleş, M. (2025). Göçmenlerin eğitimi özelinde Türkiye ve Kanada'daki kapsayıcı eğitimin karşılaştırılması (Yayımlanmamış yüksek lisans tezi). Mardin Artuklu Üniversitesi, Eğitim Bilimleri Enstitüsü.
- Koehler, C., and Schneider, J. (2019). Young refugees in education: The particular challenges of school systems in Europe. *Comparative Migration Studies*, 7(1), 1-20. <https://doi.org/10.1186/s40878-019-0129-3>
- Merriam, S. B. (2013). Nitel araştırma: Desen ve uygulama için bir rehber (S. Turan, Trans.). Nobel Akademik Yayıncılık. (Original work published 2009)
- Nacar, D., ve Ünsal, S. (2022). Okul yöneticilerinin Suriyeli mülteci velilerle yaşadıkları sorunlar, nedenleri ve çözüm önerileri. *Kahramanmaraş Sütçü İmam Üniversitesi Sosyal Bilimler Dergisi*, 19(3), 1243-1256.
- Nizamoglu, A. V. (2022). Suriyeli öğrencilerin Türk eğitim sistemine entegrasyonu ve PİKTES projesi. *Uluslararası Sosyal Bilimler Dergisi*, 6(27), 80-100.
- Saklan, E., ve Karakütük, K. (2022). Türkiye'deki Suriyeli eğitim çağı çocuklarının eğitim süreçleri üzerine bir çözümleme. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 18(1), 51-76.
- Song, S. (2010). *Learning a new land: Immigrant students in American society*. Oxford University Press.
- Suárez-Orozco, C., Suárez-Orozco, M. M., and Todorova, I. (2009). *Learning a new land: Immigrant students in American society*. Harvard University Press.
- Tamer, M. G. (2017). Geçici koruma kapsamındaki Suriyeli çocukların Trabzon devlet okullarındaki durumu. *Göç Dergisi*, 4(2), 119-152.
- Tanrıkulu, F. (2018). Suriye krizi sonrası Türkiye'deki sığınmacıların ve göçmenlerin eğitimi: Geçmiş, bugün ve gelecek perspektifleri. *Hitit Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 11(3), 2585-2604.
- Tuffour, I. (2017). A critical overview of interpretative phenomenological analysis: A contemporary qualitative research approach. *Journal of Healthcare Communications*, 2(4), 52-56.
- UNICEF. (2019). Every child learns: UNICEF education strategy 2019-2030. UNICEF. <https://www.unicef.org/education/strategy>
- Uysal, M. (2022). Sosyal bilgiler ve göçmen öğrenciler: Meta-sentez çalışması. *Journal of Innovative Research in Social Studies*, 5(2), 70-94.
- Yıldırım, A., ve Şimşek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri (11th ed.)*. Seçkin Yayıncılık.
- Yıldız, S. E. (2019). Suriyeli çocukların eğitimi konusunda nitel bir araştırma: Sorunlar ve çözüm önerileri. *Middle East Journal of Refugee Studies*, 4(2), 5-32.