



Disadvantages of Migration on Education Management

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Abstract

This paper reviews the negative effects of immigration on the management of education, including various levels of education such as formal, non-formal, informal, formal and informal. In historical terms, the beginnings of migration could be traced back as far as the history of humanity. Many factors have influenced the increase in the number of immigration and immigrants, and perhaps the most important of these factors is the increasing globalization trends in the world. Immigration and education are intertwined in many aspects. Education and skills attainment play a key role at many stages of an individual's immigration. A migrant's economic success in the destination country is largely determined by his/her educational background, how transferable these skills are

to the host country's labor market, and how much he/she invests in further skills after the arrival. From an inter-temporal perspective, the possibility to immigrate later may also influence educational decisions in the home country long before the migration takes place. Migration and education are not only relevant for those who migrate. Immigration of some individuals can have various effects on the educational decisions of non-migrants, both in the host country and in the country of origin. Immigrants and their children can create externalities in the host country that affect the educational outcomes of non-migrants.

Keywords:

Migration, Education, Education Management, Internal and External Migration, Migrants

INTRODUCTION

Described as a mechanism that emerges in order to regain the deteriorated parallelism of the social system, migration is seen as a one-way act of adaptation that occurs in parallel with the changes and transformations experienced by a society during its evolution. Migration constitutes one of the most effective mechanisms in the adaptation of the spatial organization to new conditions by redistributing the labor force of the population in a way that makes it more effective in the application and production (Tekeli, 1975). Migration is an important phenomenon affecting societies around the world and leads to the permanent or temporary movement of people from one place to another for economic, political, social or environmental reasons. While migrating individuals and families have to adapt to new societies and rebuild their lives, the education system is also affected by this process. In this essay, the negative effects of migration on educational administration will be discussed, the problems encountered will be analyzed and solutions will be offered.

PURPOSE

The purpose of this course is to analyze the negative effects of migration on educational management and education systems as well as to explain these effects.

METHODOLOGY

The present study was originally written as a review article by reviewing the literature on the negative effects of migration on educational administration in Türkiye and abroad.



FINDINGS

Due to the globalization, the number of migration movements in the world is increasing as well as continuing. According to the data of the International Organization for Migration (IOM) in 2020, the number of migrants reached 281 million and migrants constitute 3.6% of the world population (IOM). For our country, according to (TUIK) International Migration statistics, the number of people migrating from abroad to Türkiye is 466 thousand 914 people in 2022, and the number of people migrating from Türkiye to abroad in the same year is given as 494 thousand 52 people. In this context, it is important to investigate the relationship between migration, education, migration policies and education administrations that affect socio-economic dynamism.

In most of the existing literature, technical and instrumental approaches to migration and educational management are applied; these studies are criticized for overlooking cultural structures. In response, anthropological concepts are used to "move beyond the often linear and reductionist character of assimilation theories on the one hand, and sometimes overly optimistic social theories of transnational flows and connections on the other" (BOEHM et al. 2011). Studies have also centered on three common themes. These are: educational institutions as key sites for managing subjects; the contingent and flexible forms of citizenship and belonging that affect education for migrants, but are also shaped by education; and) the practices migrants implement to secure educational opportunities to develop socio-economic dynamism through gender, class, race, cultural processes and legal conditions (BARTLETT; GHAFAR-KUCHER, 2013).

The globalization and increased migration have led to tighter control of physical borders, "the production of racialized borders" (FASSIN, 2011) and the creation of minorities that are stigmatized (SILVERSTEIN, 2005). For this reason, studies have attempted to situate educational processes within a broader political economic field that encompasses global, national and local scales, paying attention to the political economy of diversity, or "how political forces in the global economy influence states' efforts to manage diversity" (BARTLETT; VAVRUS, 2009). To conceptualize the role of the state, some of the studies adopt Foucault's (1991) concept of governmentality, which indexes "institutions, procedures, actions and reflections" and the techniques and strategies used by the state to make subjects manageable. Governmentality links state formation to the formation of the subject, but also considers how such projects are developed and influenced by transnational flows. A key area of governmentality concerns the policing of borders or categories and the adjudication of refugee status. The determination of status has important implications for the educational services that migrants can claim (BOHMER; SHUMAN, 2008; DANIEL, KNUDSEN, 1995).

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Managerialism also sheds light on the "everyday workings of bureaucracies" such as schools to make subjects manageable and encourages scholars to think about "borders and frontiers, temporality and spatiality, states and bureaucracies, detention and deportation, asylum and humanitarian politics" (FASSIN, 2011). In this framework, questions about the procedures that migrants follow to secure their physical access to school become important. For this reason, past research in the literature has also utilized the anthropology of citizenship. In the context of this approach, citizenship is conceptualized not only as a legal status, but also as the capacity to exercise a range of rights, including civil, political, social and cultural rights (such as the right to maintain linguistic, cultural and group belonging), which Rosaldo and others call cultural citizenship (CASTLES; DAVIDSON, 2000; FLORES; BENMAYOR, 1997; ROSALDO, 1997).

This notion informs Ong's (1996) findings that an individual's position in the racial/ethnic hierarchy of a nation limits his or her enjoyment of cultural citizenship. This notion suggests that attention should be paid to the everyday practices and processes through which migrants are made subjects of a nation-state (ABU EL-HAJ, 2010; ABU EL-HAJ; BONET, 2011; GHAFFAR-KUCHER, 2011). In connection with this, Ong's (1999) concept of resilient citizenship suggests that in transnational settings, individuals with multiple loyalties utilitarianize the educational strategies available to them for social and economic advancement.

THE CONCEPTUAL FRAMEWORK

The migration concept is a phenomenon that has lasted and will last from the earliest times of the past to the present, which can be seen all over the world, and in the most general sense, it can be expressed as the movement of living things from one place to another. The concept of migration has attracted increasing attention in social sciences. The problems and studies increasing with uprooting and cultural change within the scope of migration have been addressed by various disciplines (anthropology, archaeology, sociology, psychiatry, psychology, law, political sciences, health sciences and educational sciences etc.) (Gün, 2004). The period with the highest number of people migrating is the industrialization movement and the consequent movement of people in rural areas towards job opportunities. While the most important reasons for migration throughout history were natural events, disasters and famine in ancient times, today economic, political, social and cultural reasons come to the fore. Migration has developed and diversified throughout history due to many reasons. Migration types can generally be classified according to the cause, distance, duration and number of movements. Theories of migration are based on variables such as the behavior of individuals, groups or households, economic, social, cultural and political factors. Migration is the process of permanent or temporary movement of people from one place to another under the influence of a number of factors occurring in society. There are two main causal factors behind migration,

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called "push" and "pull" factors. Push factors are the reasons that push people to leave a place and force them to migrate. Pull factors, on the other hand, are the reasons that direct people to another place and make it attractive. These two factors come together and shape the migration movement. In this context, when we investigate migration theories, it is seen that some theories emphasize the importance of push factors, and some theories emphasize the importance of pull factors. There are different theories and approaches to explain the phenomenon of migration. Such theories try to understand the phenomenon of migration from different perspectives and emphasize the impact of the individual or the structure on migration processes. Both of these different approaches are an important topic of debate in understanding the phenomenon of migration. While some researchers argue that the individual's preferences are more determinant in migration, others believe that the influence of social and economic structures is more predominant. Adopting a holistic approach that takes into account both individual motivations and social and economic structures to understand the complexity of the migration phenomenon often helps to reach more comprehensive conclusions. Migration can be defined as the movement of people from one country to another, but it is not only a physical movement. It also includes the process of changing lifestyles, identities, habits and cultural values of the individuals who migrate. Migrants may need to undergo a social and cultural transformation in order to adapt and integrate in a new society.

From an economic perspective, the economic impact of migrants is important for both the country of origin and the country of migration. While migrants affect the labor market in the country of origin, they can also contribute to economic growth and labor resources in the country of destination. Politically, migration can lead to debates on issues such as citizenship, social rights and legal status of migrants. Political arrangements are important for the integration of migrants into society and their access to social services.

The fact that migration affects so many different areas emphasize the need for countries to work together and create common laws. International cooperation and coordination can help address migration-related issues effectively and provide better solutions to critical issues such as migrants' rights, social cohesion and economic contributions. Migration is a complex phenomenon that can occur worldwide for varied reasons and in different directions. Migration movements are a crucial factor affecting the social, economic and political structure of countries, and the management and effects of migration is a critical issue that requires international cooperation and understanding. Migration, which can also be explained as the process of permanent or temporary relocation of individuals or communities from one place to another, can occur for assorted reasons and can be divided into distinct categories according to the destinations of migrants. Migration is generally examined under three main categories: internal migration, external migration and international migration. "Internal migration" is defined as the act of moving between various centers within the borders of the country, while "external migration" or "international migration" is the migration of communities to different

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countries beyond the borders of the country. Migration plays a key role in migration and education management according to the factors that enable population movement. Migration is analyzed in two groups as 'free migration' and 'guided migration'. Free migration is a type of migration that takes place in line with individuals' own wishes and is usually permanent. In this type of migration, people settle in new regions for better education and job opportunities, social and cultural reasons. On the other hand, guided migration is a type of migration that is organized for specific reasons and is usually temporary.

In this type of migration, certain groups move, usually for economic or political reasons. For example, migration movements can be organized for various educational programs or business projects. Brain drain, on the other hand, is an important dimension of migration and has major implications, especially in the field of education. Brain drain is the movement of talented and qualified people from their home country to other countries in search of better opportunities or conditions, which means a loss of resources for the sending country. Especially in the field of education, the departure of talented people such as qualified teachers, academics, researchers and experts can cause serious deficiencies in the country's education system. In this case, the reduction of qualified and specialized people in education can negatively affect the development of educational institutions and universities.

Brain drain can also affect innovation and development in the education system. As qualified people leave the country, the expertise and knowledge needed to introduce innovative approaches and develop new practices in education may be lost. Brain drain can also have an impact on education policies. The lack of experts in the determination and implementation of education policies may make it difficult to formulate effective and sustainable policies.

For these reasons, brain drain is a critical issue in the field of education and a dimension that must be emphasized when addressing migration. Countries should adopt various policies and measures to retain or attract qualified human resources. Support and opportunities for those specialized in education are important steps to mitigate the effects of brain drain. At the same time, policies that improve the education system and make it innovative and attractive can also be effective in reducing brain drain.

Educational Management and Migration

The division of migration into 'temporary migration' and 'permanent migration' according to the time factor is also important for education management. In temporary migration, the educational needs of seasonal workers or tourists may be limited to a certain period of time. Permanent migration, on the other hand, is a long-term move, which makes it important to plan and implement education policies in new communities.



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Both types of migration affect the education system and its management and involve the process of meeting the educational needs of new migrants and ensuring their integration into society. Planning and implementing migration policies and education management in line with free and guided migration is a crucial step to protect the right to education of migrant children and provide them with fair opportunities. This contributes to the education and development of migrant individuals and to the social and economic cohesion of society. Education has been recognized as a universal human right as it is of vital importance for the development of children. Article 28 of the Convention on the Rights of the Child obliges signatory states to protect and promote children's right to education by placing the obligation to ensure this right on signatory states. Being a refugee does not negate the child's right to education or the state's responsibility. The 1951 Convention relating to the Status of Refugees re-emphasizes the responsibility of the country of asylum to provide education to refugees in Article 22. The reality, however, is that most refugee children are deprived of basic education. According to some estimates, the proportion of refugee children receiving education is no more than 30 percent (UNHCR, 1994). Lack of basic education for refugee children is considered a violation of human rights and can result in a lifelong deficit. Most asylum-seeking children cannot have a healthy educational process, facing problems such as financial difficulties, discrimination and language barriers. This hinders the process of adaptation to the new culture and can lead to a sense of exclusion and lack of belonging. Refugee children's right to education is protected by international human rights treaties and countries of asylum are encouraged to provide education opportunities for children. However, challenges in access to education remain and solutions require international cooperation and public awareness. Supportive measures and social services can facilitate the education process of refugee children and help their integration into society. Among the refugees arriving in our country, the number of Syrian children in particular is quite high and this situation poses a significant problem in terms of children's educational status and rights. These children, who had to leave their countries due to war and conflicts, have been deprived of educational opportunities and it has become difficult for them to receive education in a safe environment.

The educational situation of Syrian children faces many challenges such as adaptation to the education system in Türkiye, language barriers and social cohesion. The traumas they have experienced during their asylum process may also negatively affect their education. Therefore, protecting and ensuring Syrian children's right to education has become a social responsibility.

International human rights treaties and refugee law include commitments to protect refugee children's right to education. In practice, however, there are obstacles and challenges. Providing education opportunities to refugee children is a crucial step towards their integration and participation in society. The cooperation of non-governmental organizations, the state and the international community is crucial for solving this problem. Supportive measures such as educational support, language training and integration programs can facilitate the education

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process of refugee children and create an environment where they can unlock their future potential. Protecting Syrian children's right to education is of immense importance not only for their future, but also for the social cohesion and development of our country.

Migration affects the educational needs of people moving from one country or region to another. People who migrate may have to be involved in different education systems in order to receive education in their new areas of settlement. Therefore, education administrators and policy makers should try to find appropriate solutions to the educational needs of migrant students.

Education management plays a key role in supporting migrant students' integration processes, overcoming language barriers, understanding cultural differences and ensuring that they benefit equally from educational opportunities. Schools can offer various programs and support mechanisms to improve migrant students' language skills, increase cultural awareness and promote social cohesion. Education management is also important for migrant teachers and education staff. Migrant teachers may need to be supported to adapt to their new educational institutions and to teach effectively.

In short, migration and educational management are two important concepts that influence each other. Education management aims to respond to the educational needs of migrants and to deal with the challenges of migration in order to ensure cohesion and success in the education system.

The impacts of migration on education management can be seen in various fields. Factors such as language barriers, inadequate educational infrastructure and resources in receiving regions, inequalities in educational opportunities, cultural adaptation and identity development are factors that shape the effects of migration on education management. In this context, the effects of migration on educational administration aim to meet the educational needs of migrant individuals and to ensure equality and justice in education. Educational administration should develop policies and measures to cope with the challenges of migration and provide support to migrant students and communities. Moreover, research in this area is important to better understand the impact of migration on the educational outcomes of natives and to find appropriate solutions.

The issue should be addressed, and solutions developed in regions where the movement of people between communities is high. Changes in spatial distribution caused by migration can affect the distribution of the school-age population across different regions of a country or region. In areas where migrants settle in large numbers, educational opportunities and incentives may change for both migrants and the native population. According to economic theory, this can have implications for both the marginal benefit and marginal cost of investment in education. Migrant inflows can have ambiguous effects on the educational outcomes of the



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native population. This is because migration has complex dynamics that can lead to two opposite effects:

Changes in Marginal Benefit in Education: With the arrival of migrants, the number of students in schools increases. This can lead to more efficient use of teachers and school resources and diversification of educational programs. The different experiences and skills of migrants can increase diversity in education and create new learning opportunities for native students.

Changes in Marginal Costs of Education: Intensive migration can lead to a rapid increase in the number of students in schools. This can lead to problems such as insufficient number of teachers, larger class sizes and insufficient educational resources. Thus, marginal costs of education may increase, making quality education more difficult (Betts, 1998, Betts and Fairlie, 2003, Gould et al., 2004).

According to a study conducted by TESEV, families who were forced to leave their land unplanned and unexpectedly were unable to send their children to school due to the economic difficulties they faced. These people living in rural areas stated that many children could not go to school in the 1990s due to the closure of most of their schools. The patriarchal perspective of the region has especially victimized women and young girls in terms of education. The victimization of girls has an impact on their later years. The high number of pre-school children in migrant families indicates that there are greater dangers for children. Lack of adequate and good education and access to good living conditions can lead children to easy and bad paths. The disappearance of the sense of trust causes young members and family members to face a sense of pessimism (Balcığlu, 2007; Taşcı, 2009).

The consequences of migration have had an impact on poverty, family and social structure in general. People migrating from rural to urban areas have had to partially break away from the way of life they lived in their places of origin in the process of economic and social cohesion. The family structure has shrunk, and their economic situation has become worse. Poverty negatively affects the lives of all family members, especially the education of children. Some of the children in the regions where migrant families live have not been able to adapt to school and have been underachievers.

The situation of young people who spent their adolescence in a foreign culture was more difficult. Experiencing identity confusion in a foreign environment, these young people tried to communicate more with the environment by reducing their sense of belonging. These young people, who showed no interest in school, were interested in areas related to crime and some of them turned to crime. Therefore, it is necessary to identify the factors that lead children to crime in the regions where migrant families live and take protective measures.



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In sum, the effects of migration on educational outcomes in a given local area are not clear and may be contradictory. Migration can affect the existing structure and resources in the education system, leading to changes in both benefits and costs. This requires education administrators and policy makers to analyze the effects of migration well and develop appropriate policies. Ensuring equal opportunities in education, utilizing resources efficiently and promoting cultural cohesion play a key role in managing the effects of migration on education. An influx of migrants can affect the education of the native population in several ways. An increase in the number of migrants can increase the marginal cost of education for the native population and thus negatively affect educational outcomes. This is because the increased number of students complicates the efficient use of available school resources. However, in cases where migrants have lower skills than the native population, the inflow of migrants can be reversed and positively affect educational outcomes. Previous research on this topic suggests that the influx of immigrants has significant effects on the educational outcomes of the native population. For example, using variation in immigration rates across states in the US, the study examined the impact of the influx of immigrants on the educational attainment of native students (Betts, 1998). Furthermore, Gould et al.'s (2004) study of Israeli high school students assessed the long-term educational impact of the influx of immigrants. These studies have shown that the negative impact of immigration increases when native students from disadvantaged family backgrounds are exposed to a greater influx of immigrants.

The education of migrants is as important as their other needs (Dustmann & Glitz, 2011). One of the tasks of teachers is to guide children seeking support in coping with traumatic experiences during and after migration. Teachers need to learn and understand a lot of information about children in order to play an effective role and respond to their needs (Dustmann & Glitz, 2011). However, migrant children face many obstacles that they have to overcome and therefore teachers' tasks and responsibilities are diversified (Strekalova & Hoot, 2008). One of these problems is the limitations that migrant children experience in expressing their needs, wishes or difficulties by not fully understanding the language of the country of destination (Szente, Hoot, & Taylor, 2006). Among the negative effects of migration, the deterioration and inadequacy of the functioning of education is an important problem. While the physical capacities of the schools of those who migrate from rural to urban areas become inadequate, teachers' time allocated to students decreases and achievement decreases. Migrant families are unable to provide healthy housing and study conditions for their children. This negatively affects children's adaptation to school and their achievement.

Immigrant children may experience some confusion about rules (Blacwell & Melzak, 2000). The emotional state of children who have migrated, especially those who have fled war or chaos in their home countries, can lead them to blame themselves and those around them for their experiences. These unusual experiences may cause children to be unsure about how consistently rules can be applied or relaxed and what the limits of rules are. For example, a teacher who



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knows about the migrant child's migration may prevent the child from understanding the rules by ignoring problem behaviors or granting the migrant student different rights than other students in the class. Such situations can make it difficult for migrant children to understand the rules and cause confusion in following the rules. They may also exhibit behaviors that are not expected from their peers. In order to deal with these complexities of migrant children, it is important to show understanding and support to them as educators and as a community. Clear communication and enforcement of rules can help migrant children's integration process and facilitate their success in education and social life. In particular, children are seen working on the streets. Migration and the related problems of adaptation and poverty push children to the streets. This situation exposes children to dangers such as violence, substance abuse and criminal organizations. Problems experienced in the family environment also affect the emotional level of migrant students and have a negative impact on their success at school. Inadequate economic opportunities of families cause them to be insensitive to children's education. In order to correct this situation, students should be provided with a regular working environment where they can work outside of school and school supplies should be provided on time. At the same time, the exploitation of child labor should be prevented, and families should be encouraged to give importance to children's education by providing economic and social support. The influx of migrants not only affects the level of education but can also change the types of school's students attend. Therefore, it is important to conduct well-designed empirical studies to understand the effects of migration on the educational outcomes of the native population. Growing public concern about migration flows, especially from less developed countries to developed countries, has led researchers to investigate the causal effects of international migration on the educational outcomes of the native population. Such studies can help us better understand the effects of migration on the education system and develop appropriate policies.

The Relationship between Migration and Education in Türkiye

Türkiye is a country that has hosted various migration movements throughout history. Especially in the 19th century, the territories lost by the Ottoman Empire and the transition process were among the factors that triggered migration. Today, there are continuous migrations due to instability and conflicts in the surrounding regions.

Türkiye's migration history focuses on different periods. It focuses on rural-urban migration in the 1950s, mass migration to European countries in the 1960s, and migration flows caused by regional instability and conflicts in the 1980s and 1990s. The education of refugees who came to Türkiye especially after the Syrian crisis has become a critical issue. The level of schooling and educational opportunities for children are emphasized sensitively.



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In this context, it is emphasized that the Turkish education system should be restructured in line with the reality of migration. In order to understand the effects of migration and raise awareness on migration, the education system should be inclusive, integrative and focused on human development. Creating an educational paradigm that is appropriate to the phenomenon of migration is important for Türkiye's social cohesion and economic development.

In our country, there are migrants, refugees, asylum seekers and persons under temporary protection coming from different regions. It is also observed that the returning Turkish diaspora constitutes an important migration-related population. It is important to understand and meet the educational needs of these people, as education needs to be actively promoted in order to control the economic, social, cultural and political impacts of migration and to ensure the smooth integration of migrants into society and the economy. Internal migration remains a major challenge. The socio-economic problems arising from migration also manifest themselves in the field of education and educational administration. Problems such as physical infrastructure, classrooms, equipment and teacher shortages are evident at all levels and, together with rapid population growth, make it difficult to keep up with EU standards. In addition to unemployment, migration is also a source of some educational problems in schools. Education, which is the basic element of social structure, constitutes an important part of the negative effects of migration, especially the functioning of primary and secondary education is affected. Especially with the migration from rural to urban areas, the physical capacity of provincial schools becomes insufficient, and this situation constitutes the beginning of different problems. The phenomenon of migration leads to exceeding the planned and existing class averages, which negatively affects the organization and teaching and learning of schools. The increase in the number of students reduces the time that teachers allocate to students, decreases students' achievement, causes students to become passive in crowded classrooms and not benefit from educational tools sufficiently. In addition, playgrounds in schools become inadequate, school staff and auxiliary personnel are insufficient, and classroom discipline problems increase. Children from migrant families are unable to provide healthy housing and study conditions, which negatively affects student achievement. Consequently, classrooms and schools in such conditions have low achievement levels. More investment and planning are needed to mitigate the negative impacts of migration and to find appropriate solutions for migrant students' education. Migrant families are often from lower socio-economic strata. Language diversity may also differ between lower and middle social strata. The use of the same language in diverse ways in families of different socio-economic levels can affect a child's school success. Especially in lower socio-economic families, there may be limited and restricted language use, which may negatively affect the child's achievement. It is therefore important that education policies are designed to cope with the language diversity of migrant families. It is also important that teachers receive the necessary support to provide an appropriate education



for students in linguistically diverse classrooms. In this way, migrant children can socialize and learn more successfully with fewer language barriers in the education process.

CONCLUSION

Migration is a common feature of global life and raises critical issues for countries and education systems to deal with. Migration can be perceived both negatively and offer opportunities in terms of economic and human capital. However, migration puts a great deal of pressure on the education systems of host countries. Migrant children may have different personality traits and it is important that teachers help them to adapt. The education of migrants is as important as their other needs and teachers may need to guide and support them. Another crucial factor is that migrant children have difficulties in adapting to the new language and culture (Szente, Hoot, & Taylor, 2006; Dustmann & Glitz, 2011). Migration has a number of negative impacts on educational administration. However, there are various solutions to cope with these challenges and reduce the negative effects on education. In this context, the negative impacts of migration on educational administration and solutions can be summarized as follows:

Negative Impact: Language Barrier and Adaptation Problem

Solution: Providing migrant students with language training and organizing integration programs can help students adapt more quickly and effectively to their new educational environment.

Negative Impact: Loss of Skilled Trainers

Solution: Providing incentives and support to retain qualified educators in education can reduce their willingness to migrate abroad. In addition, maintaining contact with educators who have migrated abroad and encouraging knowledge sharing can play a key role in improving the quality of education.

Negative Impact: Inadequate Education Infrastructure

Solution: Investing in strengthening education infrastructure and increasing physical resources in areas of migration can improve the quality of education. It is important to prioritize infrastructure elements such as school buildings, textbooks, technological tools and other educational materials.



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Negative Impact: Inequality in Educational Opportunities

Solution: It is important to create and implement policies to ensure equality in educational opportunities in areas of migration. Providing students with equal opportunities regardless of their economic, social or cultural status can increase educational justice.

Negative Impact: Incidence of Child Labor and School Dropouts

Solution: Taking measures such as social support programs and education scholarships to prevent children from joining the labor force due to the economic hardship of migrant families can encourage children to attend school. At the same time, it is important to provide guidance and support to students to combat absenteeism and to adopt constructive and supportive approaches to discipline.

Negative Impact: Effectiveness of Education Policies

Solution: It is important to set effective policies for the education of migrant students and monitor their implementation. Education policies need to be organized flexibly and appropriately to meet the needs of migrant students.

The cooperation and joint efforts of experts working in the field of educational administration to reduce the negative effects can contribute to the development of more effective solutions for the education of migrant students. It is also important for the society to be sensitive to this issue and to support migrant students.

LIMITATIONS

The research is limited to scientific studies that have been conducted worldwide and have been included in the literature.

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Publication ethics of Current Sciences; It is a nationally based scientific journal that aims to ensure that scientific research and publications are carried out in accordance with basic principles such as honesty, openness, objectivity, respect for the findings and creations of others, and aims to realize these principles in the field of health sciences. Helsinki declaration criteria are taken into consideration.

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