

Opinions of Education Administrators and Teachers Regarding Children Receiving Education in Different Languages and Beliefs

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This research aimed to determine the opinions of education administrators and teachers regarding Article 30 of the United Nations Convention on the Rights of the Child, which Turkey has signed with reservations on Articles 17, 29, and 30, pertaining to minority rights. The study group for the research, which was conducted using qualitative research designs, particularly the fundamental interpretive design, was composed of education administrators and teachers working in state schools. In determining the study group, a purposive sampling technique aimed at maximizing diversity was used. Research data were collected using a structured interview form developed by the researcher. In the research, the data obtained from education administrators and teachers were initially analyzed descriptively and then evaluated in the context in which they gained meaning. As a result of the research, it was highlighted that education administrators and teachers believed that children's right to receive education in different languages and beliefs should be considered within the framework of their rights, but the realization of these rights should be ensured by state institutions. Recommendations were developed based on the findings.

Keywords: United Nations Convention on the Rights of the Child, education and children's rights, minority rights

Introduction

"(...) national identity is not as rational as claimed, ethnic identity is not as natural as it seems, and religious identity is not as immutable as preached" (Baumann, 1999, p. 138).

The approach of any community towards children's rights is not independent of the socio-cultural structure of society and the perception of children in that society. Therefore, the historical evolution of childhood and different cultural contexts also influence approaches to children's rights. Considering that children are members of the social and cultural communities in which they are raised until a certain age, it becomes evident that they are not exempt from the historical development of inequality (Karatay, 2022, p. 738).

Throughout the historical and societal development process, as a result of social struggle processes, the concept of childhood in a contemporary sense has begun to be widely accepted as a distinct and specific category different from adult life. This has led to the development of children's rights both on a societal level and in the legal framework. The "United Nations Convention on the Rights of the Child" (hereinafter referred to as CRC or Convention) is widely acknowledged as the most

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comprehensive and advanced document on children's rights in the present day. The CRC not only provides a detailed framework for children's rights but also imposes a series of fundamental obligations on states to promote progress in the field of children's rights (Soydan, 2007, p. 54). Being the first legally binding international document that recognizes children's civil, political, economic, social, and cultural rights (Limber & Flekkoy, 1995, p. 2), the CRC, like other human rights agreements, outlines social, cultural, and economic rights in broad strokes. The CRC does not prioritize a particular category of children's rights over others since they are interconnected (Alderson, 2008; Smith, 2007). As Verhellen (2015) noted, the CRC represents a 'holistic' image of childhood, emphasizing the indivisibility and interdependence of human rights, with no distinctions or priorities among different groups (both children in need of protection and active rights-holders). This means that children should have and use all their rights simultaneously (Hornby, 2010, p. 504).

The Convention, which was opened for signature on January 26, 1990, was signed by Turkey with reservations on Articles 17, 29, and 30 at the "World Summit for Children" held at the United Nations Headquarters on September 29-30. It was approved by Law No. 4058 on December 9, 1994, and the provisions of Articles 17, 29, and 30 of the CRC were subject to a reservation, stating that Turkey reserved the right to interpret them in accordance with the provisions and spirit of the Turkish Constitution and the Treaty of Lausanne dated July 24, 1923. The CRC was ratified with this reservation and entered into force on January 27, 1995 (T.C. Resmi Gazete, 11 Aralık 1994 sayı: 22138 ve 27 Ocak 1995, sayı: 22184).

As a country with approximately one-third of its population consisting of children, Turkey is obliged, within the framework of the social state concept stated in the constitution, to take all necessary legal and administrative measures to ensure the child's best interests and the protection of their rights in all activities related to children. In this context, it is considered an obligation to improve all conditions necessary for the implementation of children's vital, developmental, protection, and participation rights in line with international standards, including the principles of the CRC, and to ensure more effective participation of children in life (ASPB, 2013).

In Turkey, there are numerous laws, including the Turkish Constitution, that establish the general framework for the protection of children and their rights. Article 41 of the Constitution assigns the state the duty to take measures to protect children from all forms of exploitation and violence, while Articles 10, 50, 62, and 141 of the Constitution also contain specific provisions for children. The protection of children is based on the idea that a child is a "person," in other words, a human being deserving of love and care, and an integral part of society. From this perspective, ensuring the child's safety, providing the opportunity for physical, intellectual, social, and moral development, and safeguarding the child's best interests as a human being contribute to the child's protection (Akyüz, 1989).

Qvortrup (1997) argues that it is increasingly necessary to give children a separate identity to represent their interests and needs. Rather than any language or culture, it is the one that is special to the individual, their culture, and their own language that is necessary for a person to fulfill themselves from their most basic vital needs to all social needs in the most satisfying way (Kymlicka, 1998, p. 152). When considering the communicative function, language is also evaluated within

the scope of the right of individuals to maintain their cultural identities. Therefore, supporting the use of indigenous languages in communities based on ethnicity is a responsibility dictated by obligations.

The native language that a person begins to learn in the process of their first communication with the world constitutes an integral part of their personality, identity, and emotional and intellectual development. Therefore, a person can fully sustain their existence as long as they exist with their native language. Otherwise, they will be deprived of an important complement to their self, emotional, and intellectual integrity (Eğitim, 2010, pp. 5-9). In terms of the ability for language rights to be meaningful and implementable, the right to education holds a paramount place. The right of a person belonging to a national minority to use their own language, which is a fundamental human right, is naturally dependent on their competence in their own language. The right of individuals belonging to national minorities to preserve their cultural identity is considered to be realized only when they fully learn their native language during the educational process. While the verbal dimension of language can be passed on within the family, its written and literary aspects are conveyed to individuals only through educational institutions (OSCE, 1999).

The language of education is important in one aspect for the development of a child's cultural identity, personality, and self-respect. On the other hand, it has aspects that need to be discussed in terms of a child's ability to benefit from rights and their effective participation in social and economic life. Therefore, the relationship between the native language and education is a subject that should be approached from a human rights perspective (İnceoglu, 2013, p. 153). The phenomenon of religion that arises in all areas of life has become a part of international law over time, transcending national boundaries (Harman, 1994, p. 320). Freedom of religion and conscience, considered as one of the fundamental human rights, is guaranteed in both international and national sources. While in international sources, religious education and instruction are considered under the umbrella of freedom of religion and conscience, in national sources, there is at least partial direct mention of religious education (Kuşçu, 2016, p. 248).

Education administrators and teachers have a responsibility to structure the environments where children grow in a way that is conducive to their development and to protect the diverse identities of children. In this context, the problem of this research revolves around the thoughts of education administrators and teachers regarding children's right to receive education in their local languages, in addition to the official language, and their freedom of belief.

Aim

The aims of this research is to determine the opinions of educational administrators and teachers regarding the right of children from linguistic, religious, or indigenous minority communities in countries to receive education in different languages and beliefs. In line with this general aim, the research will seek answers to the following questions:

- ✓ Education administrators and teachers, how do they assess children receiving education in their local languages, apart from the official language?
- ✓ Education administrators and teachers, how do they assess the establishment of different belief and language teaching institutions by real and legal entities?

Research Design and Methodology

In this research, the data collection was designed qualitatively, allowing a greater focus on individuals or groups, as it provides the opportunity to delve into how people interpret their experiences, how they construct knowledge within the framework of their experiences, and how this knowledge and experiences give meaning to their lives (Christensen, Johnson, & Turner, 2015). Within the framework of qualitative research methodology, a basic interpretive design was used, which focuses on how individuals interpret their experiences, structure their knowledge within the context of those experiences, and how these knowledge and experiences impart meaning to their lives (Merriam & Tisdell, 2015).

Research Participants

The research sample for the study consists of education administrators (n=20) and teachers (n=20) working at different educational levels in state schools under the Tunceli Provincial Directorate of National Education during the 2022-2023 academic year. In the selection of the study group, a purposive sampling technique known as "maximum diversity sampling" was employed. The primary objective of maximum diversity sampling is to reflect the diversity of data sources that can contribute to the research problem to the highest extent (Yıldırım & Şimşek, 2016). Therefore, in the process of determining the education administrators and teachers to be included in the study group, various variables such as field of study, gender, marital status, position, length of service, and duration of administrative duties were taken into consideration.

Data Collection and Analysis

In this research, data were collected using a structured interview form developed by the researcher, which consisted of two sections. The first section of the data collection tool included questions related to personal information, while the second section contained questions regarding "children receiving education in their local languages, apart from the official language" and questions related to "the establishment of different belief and language teaching institutions by real and legal entities." The interviews conducted as part of the research were carried out using a face-to-face interview technique. After the completion of the interviews, the obtained data were initially subjected to descriptive analysis and subsequently analyzed in terms of content, taking into account the context in which they gained meaning. When coding the participants' opinions, women were coded as "K," men as "E," education administrators as "Y," and teachers as "Ö," and their length of service was indicated

without coding. For example, a male education administrator with 15 years of service was coded as K1 (E, Y, 15).

Findings and Conclusions

In this section of the research, the data obtained within the scope of the study were analyzed and interpreted. The findings based on the data, in line with the sub-objectives of the research, have been presented and commented under the headings "Findings and Comments Regarding Children Receiving Education in their Local Languages, Apart from the Official Language" and "Findings and Comments on the Establishment of Educational Institutions with Different Belief and Language by Individuals and Legal Entities".

Findings and Comments Regarding Children Receiving Education in their Local Languages, Apart from the Official Language

Under this heading, data obtained from interviews with education administrators and teachers in countries with ethnic, religious, or linguistic minorities or indigenous communities regarding children receiving education in their local languages, apart from the official language, have been analyzed, findings presented, and interpretations made.

According to Article 30 of the CRC, "In States where ethnic, religious, or linguistic minorities or indigenous peoples exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language." In the context of the research, when evaluating the opinions of participants regarding children receiving education in their local languages, all participants (n=40) have considered it a right for children to receive education in the language of their respective communities, using various expressions (mother tongue, local language, community languages, languages other than the official language).

The opinions of education administrators and teachers regarding the right of children to receive education in their local languages have been discussed and categorized into Table 1, supported by participant statements.

Table 1. Views on Education Managers' and Teachers' Perspectives on Children Receiving Education in their Own Local Languages, Apart from the Official Language

Theme	Category	Subcategories	f*
Developmental Rights	Right to Quality Education	Preservation of multilingualism for cultural continuity and provision of suitable environments	16
		Children receiving education in their mother tongue alongside the official language	14
		The right of children to receive education in their own language without discrimination should be constitutionally guaranteed	4
		Removing barriers to children learning their mother tongues	4
		Mother tongue is important for the construction of individual and societal identity	3
		Leaving the learning of children's mother tongues to local governments	2
		Mother tongue should be a right accessible to all children.	2
Total			45
*Multiple responses have been provided			

Some of the participant views expressing the need for providing suitable environments for children to receive education in their native languages and preserving multilingualism for cultural continuity are as follows:

Participant 1 (E,Y,15): I believe that there should be a right to education in one's native language. Can every country create the environment that children want in this regard? I have doubts. Even though developed countries may be doing their part in this matter, I think there is still a long way for us to go.

Participant 3 (K,Y,13): It is a right for every individual to receive education in their native language for the preservation of their own culture. Children should receive education in their native language. In addition, they should be taught in the official language as well.

Participant 4 (E,Y,23): As a country, we are living with our fears. We carry concerns based on potential outcomes rather than what should be. If children in the country who speak different languages want to learn their local languages, they should be provided with the opportunity.

Participant 10 (K,Y,16): ... Different cultures also need to be preserved. Optional opportunities should be provided.

Participant 11 (E,Y,24): ... Children should be able to receive education in their native languages so that they can perceive life more accurately. When a child doesn't receive education in their native language, they may be deprived of the chance to perceive life correctly. Learning a new language and culture can lead to confusion and negative consequences.

Participant 12 (E,Y,10): If even one person in a society uses a different language, they should be provided with education for it. Curriculum materials should be prepared for all indigenous communities living in a country to learn their local languages, creating suitable learning environments. Regardless of demand, it is a necessity to carry out the necessary work to preserve local languages and cultures.

Participant 17 (E,Y,15): Multilingualism is necessary to preserve local and cultural values and prevent their disappearance.

Participant 24 (K,Ö,2): Children receiving education in their own languages is a right, much like a right to life. Receiving education in one's own language and culture is also a richness in terms of diversity.

Participant 25 (K,Ö 10): Every child is born into the world as a part of their culture. Therefore, they should receive education in their local language. However, for the ease of their life, they should also receive education in the language of the country they live in.

Participant 26 (E,Ö,34): All children should be able to receive education in the language spoken by their native community. They should be allowed to preserve their own culture. Education in other languages should only be provided if the child wishes.

Participant 30 (E,Ö,25): I consider children receiving education in their native languages as a natural right. They should at least receive an education in which they can learn their native language. Every language is a cultural richness and should be supported.

Participant 35 (E,Ö,4): Children need to receive education in their native languages to be able to reflect their inner worlds outward and for the continuation of their cultures.

Considering the opinions of the participants, it is evident that cultural continuity is emphasized, highlighting the importance of mother tongue education and the need to provide suitable learning environments and opportunities for children who wish to receive education in their own local languages. Furthermore, participants advocating for the preservation of local and cultural values to prevent their erosion have expressed that maintaining multilingualism and cultural diversity is essential, asserting that this desire is also an exercise of a natural right.

Some of the participant opinions express the need for children to receive education in their mother tongue alongside the official language as follows:

Participant 8 (K, Y, 10): Local languages should be learned to prevent them from disappearing. However, the language of instruction should be uniform.

Participant 15 (E, Y, 21): Countries' education policies are shaped according to the official ideology. There isn't much left to say about it. No one is asking for our opinion on this matter. To ensure cohesion, a common ground needs to be found. If there are a hundred different minorities in a country, how feasible is it to create an educational curriculum in each minority's local language? This can be planned for the significant minorities in the country, but ultimately, there should be a national education policy.

Participant 18 (K, Y, 11): Every community should have the right to receive education in its local language. At the same time, they should also learn the official language of the country they live in.

Participant 20 (K, Y, 14): Children should be allowed to learn their language and culture without any hindrance. But they should also learn the language of the country they live in. There should be no pressure that prevents a child from learning their language.

Participant 21 (K, Ö, 3): Language is indeed a culture and a richness, but I also believe that for the creation of a common educational environment, there needs to be a common language, and within the borders of the Republic of Turkey, I think that Turkish should be used effectively and efficiently.

Participant 23 (K, Ö, 15): Children should first learn and internalize their own culture. Alongside that, they should receive education in the official language.

Participant 29 (K, Ö, 3): In some cases, receiving education in the local language can become advantageous. There are children who speak their regional language at home and come to school without learning the official language, and inevitably, that language is needed to help the child adapt to school. Because you can only communicate with the child through that local language. This situation is an advantage for the child, but if it comes to a point where they become disadvantaged, it may lead to the child withdrawing and experiencing insecurity due to being in a minority situation at school. In the future, the

child's inability to express themselves in situations where the official language is used can create problems for the child.

Participant 32 (K, Ö, 9): Children should be able to receive education first in the official language and then in their mother tongue. This language should not be forgotten.

Taking into account the participants' views, it is emphasized that it is a right for children to learn the languages of their respective communities, and there should be no inhibiting pressures in this regard. Furthermore, in order to create a common educational environment, the implementation of a national education policy and the use of a common language are also emphasized.

Participants in the study have used similar expressions regarding the simultaneous education of children in the languages of the states they live in and the communities they belong to. Within the research scope, participants have also expressed that children must have an unambiguous right to receive education in their own language, and this right should be constitutionally guaranteed (K2, K12, K13, K14). Some participants (K14, K20, K26, K40) have emphasized the importance of ensuring that there is no pressure that hinders children from learning their language and that the teaching of the official language should not be forcibly imposed as an assimilationist political tool. Additionally, some participants (K13, K27) have expressed that due to different cultural structures, there should be specific rights tailored to local contexts, and education in local languages would be more appropriate if administered by local authorities. A participant (K39) has expressed that there is a national education policy in the country, and education should naturally be carried out centrally in line with these policy goals. They argue that children's right to receive education in their local languages can be applied more as a matter of accessibility. Another participant (K6) has stated that the multilingualism practiced in India does not create a problem, and the real issue is not the language but a matter of rights and freedoms. They emphasize that language is a tool for constructing individuals as a means of communication and that there is no need to fear this form of communication. Yet another participant (K21) suggests that in the age of information and globalization, considering that countries have become like villages and neighborhoods, we need to move away from localization and build a model of universal humanity, global humanity. They also mention the possibility of languages becoming obsolete with certain technological advancements, with the potential to know all languages through chips. Therefore, they believe that it is time to move beyond solutions related to localization.

Findings and Comments on the Establishment of Educational Institutions with Different Belief and Language by Individuals and Legal Entities

Under this topic, data obtained from interviews with education administrators and teachers in countries where ethnic, religious, or linguistic minorities or indigenous communities exist, regarding the establishment of educational institutions with different beliefs and languages by individuals and legal entities, have been analyzed, findings have been presented, and interpretations have been made.

In the scope of the research, when the views of the participants on individuals and legal entities establishing educational institutions with different beliefs and

languages were evaluated, some participants (n=6) opposed the existence of non-governmental institutions in the fields of belief and language education, while there were also participants (n=4) who expressed that such structures should be considered within the scope of rights. The majority of the participants (n=30) mostly stated that education in different beliefs and languages should be carried out by the state or subjected to state control (Table 2).

Table 2. Views of Education Managers and Teachers on the Establishment of Educational Institutions for Different Beliefs and Languages by Real and Legal Persons

Theme	Category	Subcategories	f
Developmental Rights	Right to Quality Education	Teaching of different beliefs and languages should be conducted by the state or regulated by the state.	30
		There should not be non-state organizations for teaching beliefs and languages	6
		The establishment of educational institutions for teaching different beliefs and languages by real and legal persons should be considered within the scope of the right.	4
Total			40

The views of education administrators and teachers regarding the establishment of different belief and language teaching institutions by natural and legal persons, supported by participant statements, are discussed below .

Participants who expressed that it is not appropriate for individuals and legal entities to establish educational institutions with different beliefs and languages stated that such situations could lead to pluralism, causing confusion in society (K8), and that belief-based education often goes beyond its intended purpose and can reach different dimensions (K18), creating difficulties in achieving unity (K29). Participants (K37, K39) who emphasized that divisions primarily function as provocative and triggering elements have referred to recent occurrences of negative consequences of belief-based organizations in our country (K39).

Participants who expressed that it is appropriate for individuals and legal entities to establish educational institutions with different beliefs and languages stated that there is no need for any restrictions because it will be based on personal preferences (K25), opening different educational institutions should be considered within the scope of a right (K7), as long as they do not violate the social contract (K14), different beliefs and cultures can be seen as a form of diversity (K24).

In the scope of the research, some participant opinions expressing the necessity for state-led education in different beliefs and languages are as follows:

Participant 4 (E,Y,23): If parents wish their children to receive religious or local language education, the state should provide this service in public schools within the framework of the right to education. This is because it is difficult to monitor when different institutions provide this service, and it is susceptible to misuse, which may lead to unfavorable outcomes.

Participant 11 (E,Y,24): No one should interfere in the field of education other than the state. External groups' intervention can serve different purposes and may lead to different directions. Not everyone may set the right objectives, and even if the right objectives are set, there is a risk of deviation. It would be more appropriate for the state to implement practices that can benefit the child in this area.

Participant 12 (E,Y,10): If the state meets these needs, there will be no need for such institutions. The state should make the necessary arrangements for local communities to learn their own language and beliefs or for such organizations to meet their needs.

Participant 13 (E,Y,7): Institutions can be established not independently but as part of systems where education is consolidated under one umbrella. Initiatives of communities with different language and belief structures can be supported by the state, and I believe that there would be no problems in a situation where the state appoints its own officials and has control mechanisms in place.

Participant 28 (E,Ö,27): I do not think it is right for different entities to provide different types of education. There should be a single education system in the country, within which education is provided in the local language and belief system of each individual.

Participant 33 (K,Ö,7): Language and belief-oriented private institutions can create various social problems. Such educational institutions should be run by the state.

Participant 35 (E,Ö,4): Education should not be privatized in any way. It is more appropriate for services to be provided publicly. The negative consequences of such institutions established by real or legal persons affect the entire society.

Participant 38 (E,Ö,13): Religious institutions established outside of official organizations often seek to impose their beliefs with cult-like organizations, restricting children and effectively raising them as robots. If there are multiple such institutions, they can emerge like a thousand-headed hydra. On the other hand, by imposing their righteousness, they can create a chaotic environment.

Participant 40 (K,Ö,5): The control of non-governmental structures would be very difficult, so it would be more appropriate for the state to run it within the system.

When the opinions of participants expressing the necessity for state-led education in different beliefs and languages are evaluated, it is observed that the idea of conducting belief and language-oriented education publicly within the state system comes to the forefront due to concerns that non-governmental interventions in the field of education can lead to various social problems.

In the scope of the research, some participant opinions expressing the necessity for state supervision of education in different beliefs and languages are as follows:

Participant 1 (E,Y,15): If it's an environment that will arise from individuals' free choices, it can be allowed under the condition of legal supervision. Without supervision, everyone can guide as they please.

Participant 5 (E,Y,24): In conscious societies, these situations do not pose a problem, but in societies like ours, it can lead to negative outcomes. If left to individuals, we see that things can get out of hand. However, it can only happen with very strong supervision.

Participant 10 (K,Y,16): There should be some unity and not a cacophony of voices. But courses and tutoring centers can be opened within certain rules. They should be subject to scrutiny following a certain curriculum.

Participant 15 (E,Y,21): Freedom can be allowed, but they need to be closely monitored. The state needs to know in which direction a child is being raised. Otherwise, unwanted situations may arise.

Participant 19 (K,Y,10): Such education should primarily be provided by the state. However, if they request it, other individuals can be allowed to establish such institutions under the condition of supervision.

Participant 20 (K,Y,14): Just as there are many private institutions in other areas, there can also be private institutions in the field of language and belief. There should be limitations. They should be subject to state control but have autonomy internally.

Participant 23 (K,Ö,15): They can be established as organizations under state control, not autonomous, against situations that may jeopardize the security of the state and the city.

Participant 26 (E,Ö,34): If there is a need, it should primarily be carried out by the state, not through private institutions. Private institutions can be allowed under the condition of supervision.

Participant 27 (K,Ö,20): I believe that the institutions should be completely under state control.

Participant 30 (E,Ö,25): ...When it comes to religion, we wonder. Where will the rules of different religions take children? So, we may ask if this education is beneficial or harmful. Therefore, it can proceed under scrutiny within certain rules.

When the opinions of participants expressing the necessity for state supervision of education in different beliefs and languages are evaluated, it is expressed that if requested, individuals and legal entities can be allowed to establish educational institutions for different beliefs and languages. However, to avoid undesirable situations, it is emphasized that these institutions should be under complete state control, and their curricula should be determined by the state.

In the research conducted by Binbir and Arastaman (2021), it is found that in Turkey, there are issues related to the fundamental right to education for certain groups, particularly girls and individuals from low socio-economic backgrounds. Challenges in accessing the right to education are observed for children with disabilities, working children, children in correctional facilities, and refugee children. Additionally, some minority groups face difficulties in accessing education in their native languages. Yılmaz (2015) conducted research which suggests that the Circassians living in Turkey experience social disintegration and identity issues due to their inability to use their native language. Furthermore, in another study conducted by Ensari (2014, p. 122), a significant majority of educational administrators, teachers, students, and parents expressed their belief that education in one's native language is a fundamental human right. They believe that education in one's native language does not harm the future of the country and that it is particularly important for the state to support this right. They also believe in the significance of education in one's native language as the most fundamental human right to strengthen fraternity, unity, and solidarity, and they believe that the solution process will benefit from it positively.

Single-language education implemented by nation-states has played and continues to play a key role in the assimilation of groups that are carriers of different identities, cultures, and languages, with one state-supported language spreading at the expense of others across society (Koçak, 2013, p. 317). In one way or another, states integrated into the nation-state structure have generally turned differences into a tool of oppression over 'other' identities by ignoring them to create a common identity using the dominant culture through all the institutions and apparatus of the nation-state (Sürmeli, 2015, p. 91). A person's strong identification with their own ethnic group can lead them to perceive the demands and desires of other distinct groups as threats and incline toward exclusion and 'othering' (Hortaçsu, 1998, pp. 52-56). However,

different ethnic groups within a society contribute to its cultural richness. The coexistence of these groups in harmony allows for the formation of a collective spirit (Meşe, 1997, p. 2).

Children, especially due to the coercive parent-child relationship, often do not have sufficient access to fundamental rights such as freedom of religion and conscience, freedom of thought, belief, and expression, and freedom of association. In this context, children are naturally subject to the authority of their parents and are deeply influenced by the environment prepared for them. They live with the consequences of decisions made on their behalf and often inherit their parents' cultural, religious, and moral beliefs. In this relationship, the authoritarian character of parents often seems appropriate in the face of the child's physical and cognitive underdevelopment. However, when considering democratic commitments to ensuring equal and universal material rights, its legitimacy is questioned (Brettschneider, 2007, p. 32). In societies dominated by cultural traditions that emphasize parents' greater responsibility for their children than states, children may become vulnerable to authority by restricting their autonomy rights. Dominant figures, who are the parents, can leave children vulnerable to restrictions by directing them according to their own purposes and plans. This situation can lead children to think in parallel with their parents or adults out of fear of facing sanctions due to unequal power distribution. The possibility that choices made by parents on behalf of their children may not be in the best interest of the children always remains valid. Therefore, preventing parental decisions from harming children's rights is a matter that requires careful attention (Karatay, 2022, p. 739).

Results and Recommendations

In this section, the results obtained based on the research findings have been presented in accordance with the sub-objectives of the study, and recommendations developed based on these results have been outlined

Results

1. Managers and teachers share a consensus on the importance of mother tongue education in terms of cultural continuity.
2. Managers and teachers emphasize the need to provide appropriate learning environments and opportunities for children who wish to receive education in their local languages.
3. Managers and teachers have expressed the importance of preserving multilingualism and cultural diversity to prevent the loss of local and cultural values.
4. Managers and teachers have stated that there should be no inhibiting pressures on children to learn the languages of their communities.
5. Managers and teachers have stressed the implementation of a national education policy to create a common educational climate.

6. Managers and teachers have emphasized the right of children to receive education in their own language without discrimination and the need to constitutionally guarantee this right.
7. Managers and teachers strongly advocate for allowing individuals and legal entities to establish different faith and language teaching institutions, subject to regulatory oversight.
8. Managers and teachers highlight the idea that education based on faith and language should be conducted within the system by the state as a public service.

Recommendations

1. Interventions into students' internal dynamics should be avoided, and they should be nurtured in an educational environment where they can develop respect for diverse languages, beliefs, and cultural structures.
2. In schools, cultural identities should be taken into account, and bilingual or multilingual education opportunities should be provided for students who are not familiar with the instructional language.
3. Effective measures should be taken to ensure that children do not face discrimination based on factors such as race, color, gender, language, political or other beliefs, national, ethnic, and social origin, property, disability, birth, and other statuses.
4. An educational environment that supports the acceptance of different identities and makes students feel safe should be created.

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