CHAPTER 22

DEVELOPMENT OF THE TURKISH EDUCATION MODEL FOR IMMIGRANTS FOR GLOBAL TRANSFORMATIONS OF TÜRKİYE

Murat TUNCER
Ahmet Egemen AKMENÇE

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Murat TUNCER
Fırat University

Ahmet Egemen AKMENÇE
Ministry of National Education

Abstract

In this study, an Immigrant Education Model which is specific to Türkiye has been developed. For this purpose, theory building design, one of the qualitative research designs, has been used for this research. In this design, new facts are tried to be reached as a result of systematic analysis of the data. When the migration movements taking place on a global scale and the migration movements towards Türkiye are compared, there are significant differences in terms of the characteristics of the migrating population. These differences may vary depending on the migrating population's professional and language skills, economic situation, cultural dynamics, purpose of migration, etc. These differences limit the use of models that are applied in different countries in our country. Based on this problem universe, first of all, a comprehensive diagnostic study was carried out and the boundaries and nature of the training need have been tried to be revealed. This diagnostic study provides important information about the systematics of immigrant integration at existing levels in the education and training system. The theoretical structure of a gradual transition system will be put forward to identify groups that have a demand for education but they have significant differences from the current population and it is difficult to adapt them to the system with intermediate degrees. With the development of this education model, an alternative structure to existing applications has been proposed. As a result of the studies to be carried out in the problem areas determined by the diagnostic study, the goal of "immigrants that can be integrated into the country's education system" was tried to be achieved. People who have been identified as not being able to reach the knowledge and skill criteria required by the education levels will be tried to be directed to the agriculture, animal husbandry or forestry sectors in a structure similar to a vocational guidance activity accepted all over the world. In this way, immigrants will be able to look to the future with more confidence as registered and educated people. Thanks to the information in the data pool, the migrated country will be able to make data-based strategic decisions, prevent the uncontrolled structure resulting from unregistered work, and use public resources more efficiently and scientifically. One of the results of the proposed education model is to develop a sense of belonging as working and producing immigrants and to achieve a culture of living together with the local people within the framework of the law and as a result of sharing common living spaces.

Introduction

Türkiye has been experiencing heavy migration due to both its geographical location and its moderate policies towards immigrants for years, unlike many European countries. Wars and internal conflicts in many countries such as Ukraine, Iraq, Syria, Afghanistan, and Palestine are forcing local populations to migrate to safer areas, which makes Türkiye a destination for migration or a transit route.

The migration movements towards Türkiye should not be considered as a temporary situation. As Geray (1970) mentioned, between 1923 and 1970, Türkiye received 1,248,758 external migrants from mainly Middle East and Balkan countries. Between 1990 and 2015, Türkiye received 1,860,000 Balkan migrants (Balkan News, 2015). Similarly, Türkiye received approximately 450.000 Kurdish refugees who ran away from Saddam Hussein regime during two migration movement in 1988 and 1991 (King, 2005). According to the mid-year report of the United Nations High Commissioner for Refugees in 2015, Türkiye is the country with the largest migrant population in the world (Ulus Newspaper, 2016). It has been announced by the Directorate General of Migration Management that the biometric data of 2,957,454 Syrians in Türkiye have been registered (Habertürk, 2017). When considering the employment rates of foreign nationals aged 15-64 in OECD countries in 2013, Türkiye ranks last among all countries (OECD, 2014). Considering the data from 2023, 3,426,719 Syrian migrants continue to live in Türkiye. When health and education services are evaluated together, the number of individuals under the age of 18 in this population is 1,638,310 (Directorate General of Migration Management, 2023). From this perspective, it cannot be underestimated that Türkiye may continue to receive migration in the future, highlighting the necessity of active action plans regarding migration.

Türkiye is endeavoring to provide employment, housing, health, and education services to a significant migrant population. However, European Union countries are reluctant to take responsibility for the provision of these services. According to the report of the Center for Middle Eastern Strategic Studies (ORSAM, 2012), European Union countries have altered their perception of immigrants since the onset of the oil crisis in 1970. They began to view immigrants as individuals trying to claim a share of their social services, threatening their borders and social order (Lindstrom, 2006).

Education is one of the key factor to adopt the immigrants to the new place. Both immigrants and the host country should benefit from this mass movement. To make this process sustainable and useful, these people must be trained through present education system or specialized system for them. This study aims to suggest an alternative education policy for immigrants whose destination country is Türkiye through analyzing current educational models for immigrants in the world and by taking the current situation of Türkiye into account, because immigrant students face many problems during the integration to the Turkish Education system.

The current state of migrant education in Türkiye is quite complex and varies depending on multiple factors. With the influx of a large migrant population, especially following the Syrian crisis, the education of migrant children has become a significant issue. Several important obstacles have stood out when it comes to immigrant education. One of them is enrollment rates. The enrollment rates of migrant children in Türkiye, particularly Syrian students, have increased in recent years. The Ministry of National Education has taken various steps to enhance these children's access to education, but there are still many who could not access formal education. Second one is language barriers. For migrant children who do not speak Turkish, language is one of the biggest obstacles. This makes it difficult for them to understand their lessons and complicates their adaptation process. To overcome this barrier, many schools offer Turkish language education after school time or at weekends. School Integration and Discrimination is another issue. Integration of migrant children with Turkish students can sometimes be challenging. Discrimination and prejudice may negatively impact the educational experiences of these children. Moreover, many migrant children may have experienced traumatic events, making psychosocial support an important necessity. Various government programs have been involved in providing such support. Resource and Capacity Issue is another obstacle in front of the immigrant education. The high number of migrant children can strain the capacity and resources of schools. In regions with a high concentration of migrants, overcrowded classrooms can become a problem. Overall, while significant progress has been made in the field of migrant education in Türkiye, challenges such as language barriers, integration issues, and resource limitations persist.

Conceptual Framework

The concept of migration can be classified according to different criteria such as its causes (forced and voluntary migration), purposes (work, asylum), and methods used to reach the destination (legal, illegal) (İçduygu & Sirkeci, 1999). This differentiation also diversifies the definitions of the migration concept. According to Erder (1986), migration can be defined as all displacements occurring within a meaningful distance and within a period that will have an impact. On the other hand, Üner (1972) mainly considers the concept of migration as internal migration, explaining it as a population movement that occurs within the country's borders, from one settlement such as a region, city, town, or village to another. According to the Turkish Language Association (2016), migration is defined as the act of individuals or communities moving from one country to another, or from one settlement to another, due to economic, social, or political reasons and it is also described as relocation, migration, emigration, or immigration.

Migrations also vary in terms of their mode of occurrence. Petersen classified migration movements into four dimensions: primitive, forced, coercive, and voluntary migrations (Kaygalak, 2009). Forced migration is defined as the necessity for people to leave their places of residence due to reasons such as war, natural disasters, or exile, or being compelled to do so (Yılmaz, 2014). Based on this definition, it can be said that the migrations to our country are mostly characterized as forced migration.

Analysis of the Educational Needs of Migrants

The quantity and diversity (children, adults) of the migrating population, their educational status (educated, uneducated), occupational status (skilled, unskilled), economic situation, health condition, language of communication, settlement status (temporary, permanent), and cultural differences pose significant challenges for the receiving country. Indeed, supporting this determination, Özdemir (2012), who examined internal migrations in our country periodically, indicates that these migrations have led to a high demand for housing and employment. Basel (2007) addresses the rapid population growth resulting from migration from both a positive and a negative perspective. While the positive aspect of rapid population growth is highlighted as achieving economic development through increased labor force, the negative aspect is the increase in expenditures on housing, health, and education. Atmaca (2020) argues that migration should not be seen merely as a simple relocation phenomenon but rather as a process where economic, social, and psychological changes can also be transferred to the destination. As a result of population distribution imbalances in countries receiving migration, irregularities in investments, inadequacies in health and education services are observed (Meral, 2007; Koçak & Terzi, 2012). Additionally, the cultural structure of the receiving city changes (Kaygalak, 2009), and social problems such as unemployment, theft, and robbery may arise (Koçak & Terzi, 2012).

Schools are essential and natural environments for meeting the diverse needs of immigrant youth and their families. Furthermore, the success of many schools hinges on how effectively they cater to the needs of not just immigrants, but all newcomers. However, the OECD Programme for International Student Assessment (PISA) has highlighted once again that, in many immigration countries, immigrant children still lack equal educational opportunities.

After the Second World War, notably Germany and many other European countries such as Belgium, the Netherlands, Switzerland and Austria demanded huge number of skilled and unskilled workers during 1960 and 1970. Although most of these Turkish origin workers has similar background, they faced varied educational opportunities. Especially Germany could not offer the desired educational facilities as much as the others did (OECD, 2023). For example, kindergartens are the most important pre-school institution in Germany, but there are not enough in the western part of Germany, where most migrants live (Söhn & Özcan, 2006).

Despite all efforts, the services provided by the Turkish Education System to migrants are not at the desired level (Dere & Dölek, 2023) as in Germany. Research conducted on the problems of migrants in Türkiye reveals various findings. These studies draw attention to findings such as language

proficiency (Dere & Dölek, 2023; Eren, 2019; Sarıer, 2020; Şimşek, 2017), adaptation problems (Emin & Coşkun, 2018; Tanrıkulu, 2017; Aydın-Güngör & Pehlivan, 2021; Aytaç, 2021), and the teacher factor (Aytaç, 2021; Yenen & Ulucan, 2020). In a study evaluating the views of migrant and Turkish student parents, Toker Poyraz (2022) found that migrant students struggle due to language barriers, low academic performance, lack of family support, and financial constraints. According to the views of Turkish parents, their children are negatively affected by cultural differences. However in European countries, migrant education is generally addressed as part of integration policies. Most European countries provide language support and integration programs to ensure that migrant children receive education in local schools. Additionally, some countries offer multicultural education and native language instruction programs. In Europe, language support programs for migrant children are widely implemented. Many European countries offer special language classes or supplementary lessons specifically for migrant children. Additionally, some countries have programs that allow children to maintain their native languages. However, in Türkiye, language education for migrant children is primarily focused on learning Turkish, and there are limited options for native language instruction or multilingual education. In most European countries, the school enrollment rates for migrant children are high. However, in some countries, there can be challenges with fully integrating migrant children into the education system. Nonetheless, comprehensive policies and programs have been developed across Europe to improve access to education for migrant children. In Türkiye, although the enrollment rates for migrant children have significantly increased in recent years, there were some access issues, particularly in the early years (Söhn & Özcan, 2006).

In their study examining the language education of migrants in European countries, İşigüzel and Baldık (2019) reported that language teaching is structured considering the country of origin, age, and reasons for migration of migrants, and that language teaching is more effective in segregated classes or schools. In his study examining education policies for migrants in Spain, Kaya (2018) concluded that creating general education policies for migrant students would pose challenges, and that practices outside of general education policies would be more meaningful due to the differentiation of learner needs. Park (2011) lists the primary issues of immigrants in Canada as language, culture, and employment.

Culture shock is also one of the concepts addressed alongside the phenomenon of migration. The cultural shock, defined as the adjustment problem of individuals moving from one country to another (Güvenç, 2010) or the emotional void experienced upon initial arrival in a new country, alienation (Aksoy, 2012), is an important phenomenon affecting immigrants' adaptation to the country they migrated to. Tuncer (2015) suggests that foreign national students need to complete the adaptation process to the country they come to as soon as possible. He mentions that if this process prolongs, the efficiency of education will decrease, and it will become more difficult for students to understand this new culture. Matthews and Ewen (2010) emphasize the importance of education, health, mental health, and family support services which will be provided, particularly during the preschool period. Lilian, Carr-Chellman, and Rogers-Shaw (2021) regard adult education as crucial in overcoming the isolation and insecurity brought about by living in a country where the person does not have citizenship. They suggest that this type of education can be functionally utilized in areas such as employment, cultural adaptation, language, and housing.

Considering all these views and findings, it can be said that migrants face challenges related to employment, housing, education, and social support. When it comes to education services, the need for action plans in areas of psychological, cultural, and social adaptation, which can be considered integral parts of language skills, vocational training, and education services is obvious. Although efforts have been made to overcome communication problems through education conducted by non-governmental organizations and higher education institutions within the framework of the Project on Promoting Integration of Foreigners into Turkish Education System (PIKTES) (Dere & Dölek, 2023), the issue of communication has not been entirely resolved due to a significant portion of migrants constantly relocating and not completing their education. In this regard, Koçak and Terzi (2012) have proposed the implementation of education, health, and infrastructure services in rural areas as a means to reduce immigrants' tendency to migrate to large urban settlements.

While the profile of migrants in Türkiye and around the world varies, it can be said that services for migrants tend to concentrate in specific areas. It is believed that wars and the desire for access to prosperity are the main reasons initiating migration movements on a global scale. What's more, the criteria for accepting migrants also differ among countries. In Europe, there is a preference for migrants who are more educated and capable of working, whereas the broad age range and relatively low education levels of the migrant population heading towards Türkiye make it more challenging to implement services effectively. In younger age groups, the emphasis is on language, trauma, and social support services, whereas there is a clear need for intensive vocational training among older age groups. In light of all these determinations, educational services to be implemented are expected to address the following questions. To obtain these research questions, many researches in the literature (Aytaç, 2021; Başel, 2007; Dere & Demirci, 2023; Eren, 2019; Geray, 1970; Kaygalak, 2009; Koçak, & Terzi, 2012; Park, 2011; Şahin, 2006; Tanrıkulu, 2017; Tuncer, 2015; Yenen & Ulucan, 2020) were reviewed thoroughly and these questions have stand out;

1. Under which institutions (Ministry of National Education, Ministry of Family and Social Services, Ministry of Labor and Social Security, Ministry of Agriculture and Forestry, etc.) should educational services for migrants be provided, and in what manner (synchronous-asynchronous, formal-non-formal) should they be organized?

2. Should compulsory or limited-compulsory measures (such as restrictions on internal mobility, compulsory certification for certain professional activities, etc.) be included in education policies targeting migrants?

3. Can education activities for migrants be conducted within existing educational institutions and/or partially by the private sector and partly by public institutions?

4. Can migrants who fail to successfully complete education activities be incentivized through public-funded incentives in the agriculture and livestock sector (as mentioned in item 1, the Ministry of Agriculture and Forestry)?

5. Should educational activities for migrants be delivered process-oriented and/or modularly?

6. Is there a need for formal programs to provide specialized training to instructional staff involved in migrant education activities?

7. What can be done to overcome the academic achievement gaps and cultural conflicts between Turkish and migrant children through educational activities?

8. Should education be provided regarding the Turkish Judicial and Administrative System to facilitate the social and cultural integration of migrants?

9. How will the subjects and content to be taught be distributed across educational levels?

Meaningful answers to the questions summarized above will also affect the success of the educational activities to be conducted. In this regard, developing, discussing, and implementing alternative approaches to existing education policies for migrants is important. In the following section of the study, an alternative model to existing education policies will be proposed.

How Should the Turkish Education Model be Designed for Immigrants?

Based on the information provided in the previous sections, it can be stated that immigrants in Türkiye have low levels of education, inadequate language skills, and experience problems with cultural and social integration. In addition to these findings, it becomes evident that particularly for immigrants who have acquired citizenship, having knowledge about the Turkish judicial and administrative systems is an inevitable necessity. In light of all these evaluations, in addition to the current educational grades and course content, it is necessary to provide language, vocational training at an early age for certain groups, social and cultural, psychological, and legal and administrative system-related courses. Accordingly, a workflow can be followed based on the structure in Figure 1.

Figure 1
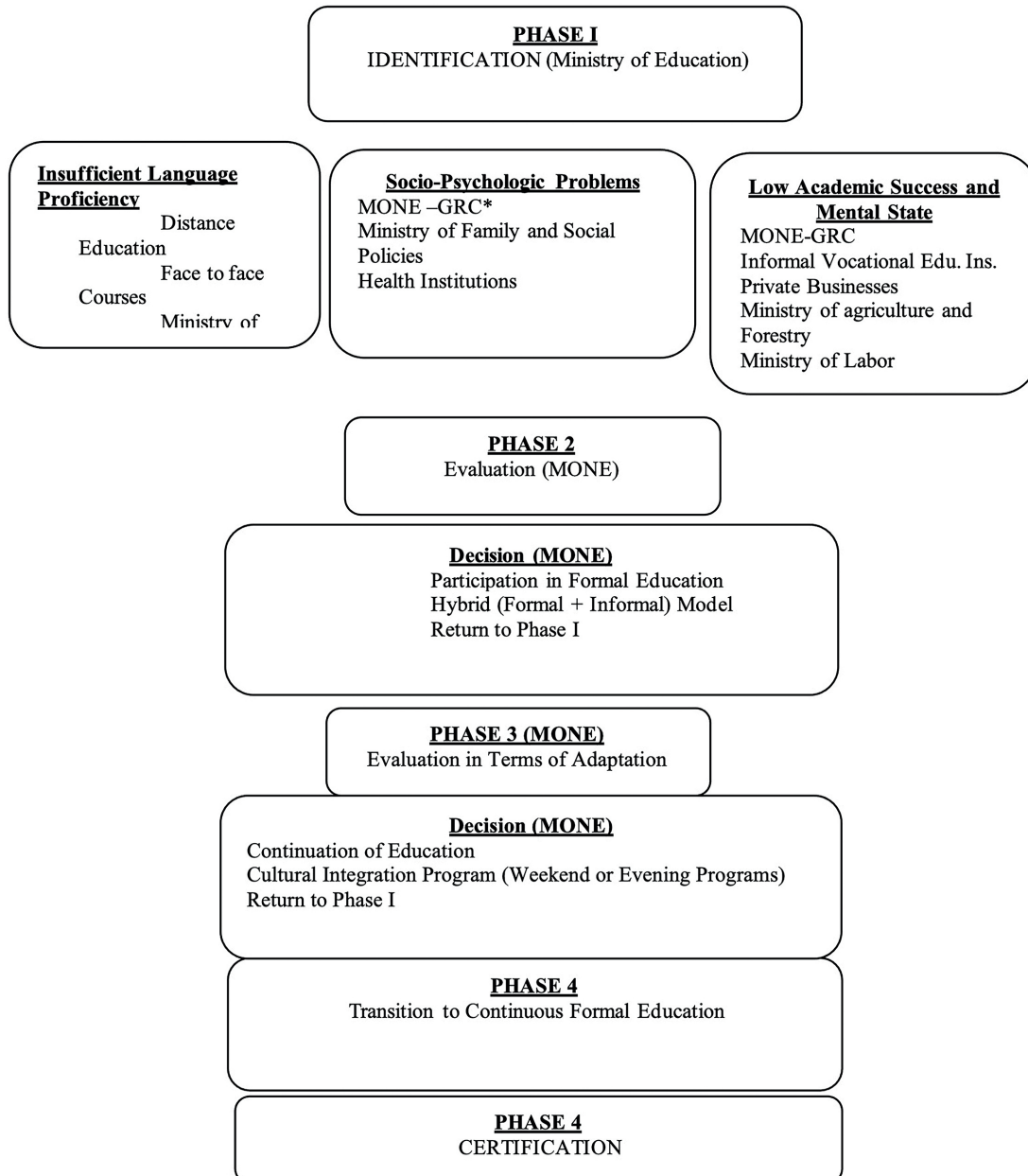*Identification Stages of the Education Model for Immigrants*

Tests	IDENTIFICATION	Non-test Techniques
	The Learning and Teaching Process	
Certification	*Option 1. Mass Education*	*Graduation*
	Option 2. Formal Education	
	Option 3. Practical Training in Businesses	
	…	
	…	
	…	

In the identification process depicted in Figure 1, measurements are carried out concerning language, skills (occupational), social, cultural, psychological, and legal texts regulating societal life. Individuals identified with respect to the mentioned contents through tests and non-test techniques (observation, interviews, etc.), considering their age group, are directed to formal and informal education institutions. After applying tests and non-test techniques, immigrants who do meet the criteria are initiated into intermediate-level educational activities in the form of courses before being directed to formal and mass educational institutions. Individuals who are identified as unable to successfully conduct educational activities and those who are older than level of higher education age and whose mental skills are determined insufficient voluntarily enroll in vocational training programs for agriculture and livestock breeding. In the initial stage of the identification study, this group (elderly individuals unable to succeed, with insufficient mental abilities) after acquiring basic skills through courses organized by the Ministry of Agriculture and Forestry, are encouraged to participate in agriculture on idle public lands and animal husbandry activities in pastures. It is believed that this method will make significant contributions to the agriculture and animal husbandry sector in Türkiye. Individuals who are detected to have a history of trauma in the identification study will be directed to institutions where they can receive psychological support. At this stage, interventions are carried out by the Ministry of Health and the Ministry of Education (such as Guidance and Research Centers), by taking into account the age group. Elderly migrants who are believed to have a certain level of proficiency in a specific profession are directed to public institutions and/or private enterprises (such as businesses in industrial zones). This action is also important for registering a significant number of migrants who are currently working informally in businesses. Migrants who are suspected of having a tendency towards crime and/or have a history of criminal incidents regardless of their nature are reported to relevant authorities. Then, they are required to attend compulsory education sessions on Turkish Criminal Law and social issues. Regardless of which group they belong to, a comprehensive data pool (including certificates, diplomas, business opinions, psychological counseling reports, etc.) is created for migrants at all stages. The actions at this stage will provide significant contributions to the country's economy, while also preventing cultural conflicts and tendencies towards crime. These steps will help prevent potential societal and strategic developments in the future. This structure will also provide significant gains for migrants. Firstly, they will have economic gains to support their families, they can become part of the social security system, develop a sense of belonging to the country they migrated to, and look to the future with more confidence.

When considering the suggested structure in Figure 1 and examining the findings regarding the academic achievement gap and adaptation issues between migrant and Turkish students provided in previous sections, it becomes apparent that these factors hinder the participation of both groups in educational activities together. Indeed, in a study conducted by Suna et al. (2021), it was determined that the variable with the highest correlation with student achievement is socioeconomic status, while Biçer (2023) identified language proficiency as the key factor. In their research based on the views of classroom teachers, Kekeç and Üstün (2022) reported that refugee students negatively impact school order, classroom management, and academic performance.

These findings are generalizable on a global scale. Indeed, the European Commission (2019) report also indicates that migrant students fall behind their peers in the European education system and discontinue their education at a significantly higher rate. Considering these findings, it can be argued that if migrant students are to pursue their education alongside local people of the host country, local students' success could also be negatively affected. From this perspective, following the identification study provided in Figure 1, it may be suggested for migrant students to participate in the educational process as shown in Figure 2.

Figure 2
Education Model for Migrants

PHASE I
IDENTIFICATION (Ministry of Education)

Insufficient Language Proficiency
Distance Education
Face to face Courses
Ministry of

Socio-Psychologic Problems
MONE –GRC*
Ministry of Family and Social Policies
Health Institutions

Low Academic Success and Mental State
MONE-GRC
Informal Vocational Edu. Ins.
Private Businesses
Ministry of agriculture and Forestry
Ministry of Labor

PHASE 2
Evaluation (MONE)

Decision (MONE)
Participation in Formal Education
Hybrid (Formal + Informal) Model
Return to Phase I

PHASE 3 (MONE)
Evaluation in Terms of Adaptation

Decision (MONE)
Continuation of Education
Cultural Integration Program (Weekend or Evening Programs)
Return to Phase I

PHASE 4
Transition to Continuous Formal Education

PHASE 4
CERTIFICATION

*__MONE:__ *Ministry of National Education,* __MONE__-__GRC:__ *Guidance research center*

Individuals identified as having language deficiencies during the identification phase participate in distance learning, public education courses, and courses conducted by Turkish Language Teaching Centers before joining formal education activities. Those identified as needing social and psychological assistance are evaluated by Guidance Research Centers and units within the Ministry of Family and Social Policies, and units within the Ministry of Health (for advanced cases), where necessary interventions are carried out. Individuals with a history of consistent low academic achievement participate in Vocational Training Centers aimed at vocational training, apprenticeship programs in private enterprises, and vocational courses planned by the Ministry of Agriculture and Forestry. All training programs, along with their success records, are uploaded to the Migrant Data Pool (MDP). The Migrant Data Pool, which contains evidence of interventions made in Phase 2 for problem areas, is evaluated by the Ministry of National Education. If there is insufficient progress in the problem areas identified by MDP data, individuals are directed back to Phase I. Observation reports, interview recordings, and test results uploaded to the MDP during Phases I and II activities are evaluated in terms of social and societal adaptation. Based on MDP data, individuals either continue their education or attend cultural adaptation programs scheduled outside of working hours. Those who successfully complete Phase 3 transition to continuous formal education, with consideration given to their age level. The final stage, Phase 5, involves the certification of education and courses taken, just like all other students.

In order for the stages outlined in Figure 2 to be successful, the content to be transferred also holds great importance. The recommended content for each phase is summarized in Table 1.

Table 1
Course Contents of the Education Model for Migrants

Phase	Issue	Content
I. IDENTIFICATION	*Insufficient Language Proficiency*	*Turkish*
	Socio-Psychological Issues	*Determined by Experts*
	Low Academic and Cognitive Skills	*Determined by Vocational Aptitude Tests*
II. DECISION	*Participation in Formal Education*	*Courses included in the program*
	Hybrid Model	*Content relatively lacking in Phase I* *Content related to 21st-century skills*
III. DECISION	*Adaptation issues*	*Content related to Turkish culture* *Content determined necessary by experts*
IV.	---	*Formal program content*

The key determinant in the content summarized in Table 1 is providing education targeting the deficiencies identified by experts. Phases I, II, and III are aimed at solving observed problems. The content is determined based on the nature of the identified problem. By Phase IV, it is expected that the observed problems will be largely resolved.

Discussion and Suggestions

First of all, it should be emphasized that the model proposed in this study was not developed by taking into account any ethnicity or nationality. Considering that Türkiye has received intense immigration from different countries for years, it is obvious that a national policy is needed in terms of education processes.

Migrations may occur for an economic purpose or as a result of wars and/or civil unrest. Economic migration largely stems from individuals seeking education and employment opportunities for their future. These migration patterns also bring significant economic benefits to the destination country, thanks to the skills and qualifications of the migrants.

As Kıroğlu, Kesten and Elma (2010) pointed out, the contribution of foreign students who pursue higher education in the United States to the country's economy corresponds to the fifth rank in the service sector. Aghajanian and Cong (2012) have also highlighted that the demand for education from China to the United States and Canada has reached significant levels numerically in North American schools. However, migration resulting from war and/or internal conflicts typically involves different age groups and mostly occurs from lower-income segments of society. Since these migrants are unable to finance their education and housing needs, their presence in the host country often leads to significant economic challenges. As the duration of stay in the host country increases, socio-cultural and psychological issues begin to accompany economic challenges. Changes occurring within the migrant's inner world, such as cultural conflicts and lack of confidence in the future, can negatively affect their sense of belonging to the host country. This final determination is a matter that no country can ignore in the short or long term. Education activities stand out as one of the most effective measures that can be taken to prevent these problems. Rational and well-planned educational activities can serve the interests of both the migrant and the host country. This study has been conducted as a result of this perspective.

The initial phase of the proposed education model is identification. During the identification phase, efforts have been made to identify the educational needs of migrants in Türkiye. As McCawley (2009) noted, needs assessment studies aim to identify the psychological, sociological, and educational deficiencies of the target population in a particular subject. Taking individual differences among learners into account, identifying those in need of assistance, achieving targeted educational standards, and gathering information for future educational activities are possible through needs assessment (Şahin, 2006). In this study, research findings and opinions have been examined, and it has been determined that there is a need for education in language training, vocational training, and psycho-social education. Similarly, research findings indicate that integrating immigrant children into the education systems of host countries, regardless of their age and educational level, brings about additional challenges. Building on this point, the migrating population has not been perceived entirely as unskilled and inactive; instead, efforts have been made to transform it into a manageable and predictable structure through coordination among public institutions. The aim is to achieve the goal of "migrants who can be integrated into the national education system" through efforts in the identified problem areas following the identification study. Individuals identified as unable to attain the knowledge and skills criteria required by the education levels are directed towards sectors such as agriculture, animal husbandry, or forestry, in a structure similar to widely accepted vocational guidance activities worldwide. Thus, migrants will be able to look towards the future with more confidence as registered and educated individuals. Meanwhile, the host country will be able to make strategic decisions based on data thanks to the information in the data pool, prevent the uncontrolled structure arising from informal work, and utilize public resources more efficiently and scientifically. One of the benefits of the proposed education model is to foster a sense of belonging among migrant workers who contribute to the workforce, aiming to achieve a culture of coexistence with the local population through sharing common living spaces within the framework of laws.

In 2014, Migration Policy Group (MPG) published a guideline called *A Clear Agenda for Migrant Education in Europe*. This guideline offers similar suggestions towards immigrant in European institutions. This agenda focuses on disadvantage groups and immigrant students. It addresses more equal and comprehensive education systems and offers mixed schools and classrooms to achieve this. Based on the recommendations of the European Centre for the Development of Vocational Training (CEDEFOP), governments should create incentives for migrant-run enterprise and learners should be offered vocational schools in the transition to labour market.

Steps towards sustainable migrant education integration should aim not only to meet the educational needs of migrant children but also to support long-term integration. Development of language education programs, teacher training and awareness, psychosocial support and counseling services, development of inclusive education policies and directing students to the state school of vocational training based on their skill and abilities are some of the suggestions of this research.

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About Authors

Prof. Dr. Murat TUNCER | Fırat University | mtuncer[at]firat.edu.tr
ORCID: 0000-0001-9136-6355

He began his higher education journey in 1995 with the Computer Hardware program at Fırat University Technical Sciences Vocational School and continued in 1997 with the Automotive Teaching program at Fırat University Technical Education Faculty. He completed his postgraduate education in the field of Education Sciences at Fırat University Social Sciences Institute, which he started in 2001, with a doctoral degree in 2007. In 2007, he worked as an assistant professor at Kahramanmaraş Sütçü İmam University Faculty of Education, Department of Computer and Instructional Technologies, and between 2009-2014, he worked as an assistant professor at Fırat University Faculty of Education, Department of Education Sciences. In 2014, he was appointed as an associate professor in teacher training and continued to work in the Department of Education Programs and Instruction at Fırat University Faculty of Education. He was promoted to professor in the same department in 2020. He has numerous works including articles, papers, books, and book chapters on topics such as Education Programs, Learning, Teacher Training, Migration Phenomenon, Migrant Education, research skills, learner characteristics, instructional technologies, and assessment.

Dr. Ahmet Egemen AKMENÇE | Ministry of National Education, Türkiye
egemenakmence[at]gmail.com | ORCID: 0000-0001-7523-4061

In 2004, he began his higher education journey with the English Language Teaching program at Gazi University Faculty of Education. He was appointed as an English teacher in 2009. In 2015, he completed his master's degree in Education Programs and Instruction at Fırat University Faculty of Education. In 2022, he also completed his doctoral education in Education Sciences at Fırat University. He is currently working at an Anatolian high school affiliated with the Ministry of Education. He has works including articles (23) and papers (7) on topics such as Education Programs, Foreign Language Teaching, Teacher Training, and Learner Characteristics.