The background of the slide is a complex, abstract pattern of white and light blue lines and shapes on a dark blue background. The lines are thin and crisscrossing, creating a dense, web-like structure. Some of the lines form circular or oval shapes, while others are straight and intersecting. There are also some faint, illegible text fragments scattered throughout the background, which appear to be related to the title's themes of migration and education.

**Early Intervention
to Further Migrant
Children's Success in
Turkish Education:
The Example of
the Netherlands**



**EARLY INTERVENTION TO FURTHER MIGRANT CHILDREN'S SUCCESS IN
TURKISH EDUCATION:
THE EXAMPLE OF THE NETHERLANDS
INTERVENCIÓN TEMPRANA PARA PROMOVER EL ÉXITO DE LOS NIÑOS
MIGRANTES EN LA EDUCACIÓN TURCA: EL EJEMPLO DE LOS PAÍSES BAJOS**

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Abstract

This study aims to highlight the problems of Syrian children in the educational proces and the relationships between family, school and social environment with examples. Besides, factors that hamper Syrian children's participation and success in education will be identified and possible solutions for these problems will be presented by adressing Netherlands. To achieve peace in a multicultural society, it is necessary to remove mutual prejudices, create mutual empathy and achieve respect for cultural differences. Therefore, teachers in schools with a migrant children's population need to be competent in the field of intercultural communication. Aiming to make them a productive citizin, problems in the education of migrant children urgently need to be solved. Coping with this relatively new phenomenon, educational progress of Syrian children can possibly be reached with the use of good practices of migrant children's education in the Netherlands.

Keywords: Intercultural Communication, Citizenship, Integration of Syrian Migrants, Turkish Language Education, Migrant Parental Support.

Resumen

Este estudio tiene como objetivo destacar los problemas de los niños sirios en el proceso educativo y las relaciones entre la familia, la escuela y el entorno social con ejemplos. Además, se identificarán los factores que obstaculizan la participación y el éxito de los niños sirios en la educación y se presentarán posibles soluciones para estos problemas dirigiéndose a los Países Bajos. Para lograr la paz en una sociedad multicultural, es necesario eliminar los prejuicios mutuos, crear empatía mutua y lograr el respeto por las diferencias culturales. Por lo tanto, los maestros en las escuelas con una población de niños migrantes deben ser competentes en el campo de la comunicación intercultural. Con el objetivo de convertirlos en una ciudad productiva, los problemas en la educación de los niños migrantes deben resolverse urgentemente. Enfrentando este fenómeno relativamente



nuevo, el progreso educativo de los niños sirios se puede alcanzar con el uso de buenas prácticas de educación para niños migrantes en los Países Bajos.

Palabras clave: comunicación intercultural, ciudadanía, integración de migrantes sirios, educación en idioma turco, apoyo parental de migrantes

Introduction

Syria war began in 2011. Turkey faced an intensive migration with respect to this. According to data from the Directorate of Immigration Administration, the number of Syrian refugees in Turkey has reached nearly 4 million. Due to the country's peace in Syria it has not yet provided the immigrants who settled in Turkey can be expected to return for the moment. On the other hand, it is a fact that there are some problems today due to the short-term education plans that Syrians will return to their countries. According to Immigration Administration General Directorate (GIGM), the immigrant must make concrete arrangements to improve the social and legal grounds. It is also known that education is a very effective method of protection to solve problems.

Children who are deprived of educational opportunities can be assumed to pose great threats to the society they live in after a while. Nowadays, there are a considerable number of immigrant children who do not live in camps and are no longer educated. The families of the immigrant children in this category have no idea of returning to their countries. They do not even have any plans for the future, and they have the potential to turn into a social threat for Turkey. Although many measures have been taken in order to minimize the problems faced by Syrian children receiving education in the Ministry of National Education (MoNE), failures in practice leads to new problems and prevents success in schools. It is a necessity to make some changes in the implementation of our education system in order to provide Syrian children as a productive citizen and ensure social peace.

Municipalities, which are local governments, have important roles in establishing social peace.

Change of municipal service policies of municipalities within the framework of migration policies and laws to be determined by the state. It is necessary to provide an environment of intercultural interaction between different cultural groups in order to find solutions to the migration problem and again for the peace of society. Otherwise, not only in border cities, but also in other cities on the way of migration, the seeds of unforeseen problems may be planted.

Within the scope of this study, the legislative changes and successful implementations made by the Dutch state, which considers education as the most important investment in the future, for immigrants in the last 60 years are examined as examples. Paper also insights this model can contribute to further integration with the integration of education.



IMMIGRANTS IN TURKEY SYRIA, AND THE EFFECTS OF EDUCATION

Syrian immigrants in Turkey

About half of the immigrants are in need of education. Of these, the number of children born in Turkey has exceeded half a million.

Table. 1. The number of refugees in Turkey

Age	Male	Fem ale	Tota l
Total	1.95 3.126	1.65 3.611	3.60 6.737
0-4	265. 260	247. 790	513. 050
5-9	254. 669	239. 734	494. 403
10- 14	199. 361	184. 917	384. 278
15- 18	148. 466	122. 556	271. 022
19- 24	316. 095	228. 011	544. 106
25- 29	204. 929	146. 151	351. 080
30- 34	169. 451	124. 377	293. 828
35- 39	119. 941	94.6 23	214. 564
40- 44	79.2 65	69.9 43	149. 208
45- 49	58.7 15	55.7 96	114. 511
50- 54	47.4 84	45.3 91	92.8 75
55- 59	33.0 21	33.3 57	66.3 78
60- 64	23.0 82	23.7 90	46.8 72
65-	23.7	25.0	48.7



74	53	26	79
75+	9.63	12.1	21.7
	4	49	83

46.1% of Syrians in Turkey are in the 0-18 age range. According to the table, there are 1 million 662 thousand 753 Syrians in the 0-18 age range. The number of Syrians between the ages of 0 and 18 increased by 7,372 compared to the previous month. As of May 2019, the number of Syrians under the age of 10 reached 1 million 7 thousand 453 persons. As can be seen from the table, 27.93% of Syrians are under 10 years of age. The ratio of Syrians to the Turkish population is 4.4% throughout the country.

Note: Source from <https://multeciler.org.tr/turkiyedeki-suriyeli-sayisi>



Figure 1: Geographical distribution of the Syrian immigrants in Turkey

60% of immigrants with school-age children and youth in the education system in Turkey, and 30% in the Temporary Training Centers (GEM) is education. In order to be successful in the education of immigrant children, their parents must support the education. To achieve this, migrant parents need to be informed, educated and supported. Education should be given to the most important investment in the future for the peaceful and profitable of the immigrants and settled people. (Ozguzel,2017)

Factors Affecting the Success of Immigrant Children in Education

The number of Syrian children in the basic education age as of school year 2015-2016 in Turkey, about 625 thousand. Ten percent of these are in pre-school age, thirty five percent are in primary school, twenty seven percent are in secondary school and twenty eight percent are in high school age. (GİGM, 2016:24). It is clear from the fig.1 that the number of children of primary school age is rapidly increasing to one million.

In the 2016-2017 academic year, the Ministry of National Education (MoNE) conducted comprehensive studies on the enrollment of children of primary school age in private schools and public schools and sent roadmaps to guide the governorships of 81 provinces. Despite the measures taken, the targeted success in education has not been achieved. One of the reasons for the failure to achieve the targeted level is that after Syrian



children enroll in formal education, they leave school early due to economic problems. (Seydi, 2014)

It is known that another reason for Syrian children to quit before completing the education process is child labor. The number of children who work 12 hours a day at very low wages indoors in textile and leather industry is quite high. In agriculture, it is known that there are many immigrant children working with their parents and changing places depending on the work and therefore not receiving education. Another problem faced by some of the immigrants living in the camps is that they have to leave the camp because of the discrimination they face and go away from education. The category of immigrants who are discriminated against by other immigrants is Nawar immigrants.

These immigrants, most of whom speak Kurdish, Turkish, Persian, Albanian, Domari, and most of them are Sunni or Alevi, and a small part of other beliefs, are the groups that are seen and excluded at the bottom of the hierarchy by other immigrants. These migrants, known as the Nawar Gypsy communities in Syria, which constitute the lowest level of society there, reveal many differences in ethnic and cultural terms such as the rainbow. Immigrants from these subgroups are forced to leave the camps due to exclusion. These groups that go out of camps are dominant in the neighborhood as other immigrant groups living together. As they are excluded in illegal work environments, they are constantly relocating and generally living in ruined spaces. For these reasons, it is very difficult to register Nawar immigrants and ensure their participation in education. As a result, it is beyond doubt that discrimination between immigrants or problems between settlers and immigrants will prevent the participation of some immigrants in education. Other factors that prevent the education of immigrants are fear and anxiety, adaptation problem, belonging problem, sense of alienation, feeling of emptiness, personality-identity problem, skepticism, sense of insecurity, guilt, othering problem, schizophrenia and similar psychological problems. (Aydın, 2017: 305-316).

It is very important to provide Turkish language skills that students who are included in the education program of the Ministry of National Education can communicate with their peers and teachers at a basic level. Although environmental impacts play an important role in the success of the school, it should be noted that the contribution of the family to education is very important. Considering the amount of school hours 24 hours a day, it can be said that a very important part of the child's life is spent in the family during this period. This shows the importance of child-family interaction during school years. (Çelenk, 2003:41). Identity is formed by carrying the values, rules and customs of the society to the child by the family, close environment and school which is called inde Golden Triangle ve and located at the corners of this triangle. In short, identity is formed by the values that these three actors convey to the individual. According to Paul Verhaeghe, identity may change in time. The age at which the child is most influenced by the social culture in the formation of the identity is between 0-6 years when the child is kneaded in the family (Verhaege, 2012: 84). The failure of the Syrian children to support the family in education and the isolation of children due to the social environment and the inadequacy of the Turkish language at school make the failure inevitable. Teachers, on the other hand, cannot communicate with the parents of immigrant children when necessary. Inferences from different sources prevent parents of immigrant children from cooperating with teachers, preventing their children from being given the necessary support in education. In order to



overcome this obstacle, it is essential that parents have the skills to support Turkish education or the education of their children. (Şimşir, Dilmaç, 2018:107-112). The fact that immigrant parents do not have sufficient command of Turkish language or prefer to work for education due to economic reasons, or even send or take their children to work also excludes migrant children from education. Finally, in the event that immigrant children go to school, speaking their own language at home and in their immediate surroundings will not contribute to the development of their Turkish language and does not support or even prevent their education. It would be utopian to expect immigrant children to succeed in an environment with the above-mentioned factors.

Impact of Migrants on Resident Society

It will not be difficult to foresee that the immigrants' lack of participation in the society due to the problems they experience will be reflected in the settled society in time and cause great social problems. The presence of immigrants has negative effects on the local population such as fear and anxiety, the formation of prejudice and the lack of security. (Aydın, 2017:305-316). Immigrants outside the community will try to live together as sub-groups and different ethnic and / or cultural ghettos will emerge over time. In the 1960s, immigrants who went to western European countries as migrants eventually led to the formation of ghettos such as Kreuzberg in Berlin in Germany, Schilderswijk in The Hague in the Netherlands, Afrikanderwijk in Rotterdam, Kanaleneiland in Utrecht, and Suburban neighborhoods in Paris in France.

In the future it is likely to wait like formations in Turkey. Ghetto is also an important source of problems such as criminality, theft, substance abuse, and other actions that disturb the whole society. (Entzinger & Engbersen, 2014: 7).

While we are working to improve the education provided to Syrian children, we are lagging behind in the efforts to improve the living conditions and social environment of Turkish children due to the presence of Syrian children. In fact, these studies that are being carried out in order to ensure the integration of immigrants coming to our country and improve their living conditions should also cover our students. The perception of prejudice and unrest about Syrians increases when the children leave their own children to live with foreigners and the problems experienced today increase. It is possible to contribute to the integration studies by providing integration services with Turkish students, providing guidance on the subject, seminars with the support of Lifelong Learning.

Education

Education and Training Services for Foreigners is bound and secured in a certain standard with the circular numbered 2014/21. (MEB,2014) This circular aims to make public schools more accessible to Syrian migrants. According to Coşkun, when we look at the literature on migration and integration, the interaction of immigrants with the local people and ensuring their unity in almost all fields such as education, employment and social areas are vital for the peace of society. The creation of the possibility of intercultural communication is an obligation to erase mutual prejudice and to establish respect. Therefore, MONE's policy of directing immigrants to public schools is positive (Coşkun, 2018). In the surveys conducted on the education given to Syrian migrant parents and children in Adana and Ankara, it was observed that on average 95% of the migrants who



participated in the survey found that the training was adequate. Although 85% satisfaction can be seen as an important indicator in terms of giving Turkish people the opportunity to learn Turkish, it is important that immigrants actually participate in education. Because, as can be seen from other sources, access to educational institutions is not possible for all immigrants. As a matter of fact, although some of the immigrant children are legally enrolled in school, it should be taken into consideration that they may abandon their education after a while to support the home economy. In order to realize intercultural communication between immigrants and settled people, besides the satisfaction of education, the participation rate in education should approach 100% and every immigrant who wants to learn Turkish should be provided with the opportunity to learn Turkish. Thus, in order to contribute to the future of immigrants on the one hand and gain them to the society, on the other hand, an important stage in public service may be made for the peace of the settled society (Özgüzel & Bilgin, 2018: 25-26).

In the Temporary Education Centers (GEM), Turkish education is provided free of charge by volunteers in some schools for 4-5 hours a week, while in the remaining schools by Turkish teachers, the costs are paid by the schools or NGOs. It cannot be said that the Turkish education in the TECs is as productive as expected due to the lack of teaching hours and the lack of instructors' experience of teaching Turkish to foreigners. It is also known that volunteer instructors occasionally interrupt the lessons. It is understood that the opportunities in which the students in the TECs can communicate with Turkish students and improve their language skills have not been established yet. The training in TECs is generally rote and monologous. Textbooks except Turkish language books are distributed free of charge but Turkish language books are not available to all students as they are limited. Most schools lack basic science equipment in the TEC. It is possible to solve the problems in schools with the lack of books and equipment (DGMM, 2016). On the other hand, some problems are encountered in the transition from TECs to public schools and universities, and although the curricula are close to each other, class levels vary. The lack of information about the equivalence exams in the previous year has caused students to not be well prepared for the equivalence exam. In general, Syrian students do not receive sufficient attention and are also exposed to discrimination from time to time (Aras, 2016).

Precautions In The Early Age In Education And The Case Of Netherlands

Return Aiming Training Programme for Immigrants in the Netherlands

Dutch state throughout history, although it remains excuse to migrate immediately after the Second World War in this study due to the fast-growing economic conjuncture, Turkey, Morocco, the former Yugoslavia, Portugal, Spain, Greece migrant workers settled with education and have contributed to integration have been revealed.

Immigrants who came to the Netherlands in the 1960s were given the opportunity to bring their spouses and children with them in the 1970s. The education given to immigrant children for approximately 25-30 years has been given with the logic that they will return to their countries. In the 1970s, the mother tongue and culture education was taken into the curriculum of primary schools, in the 1980s the Nuts Academie Rotterdam, which educates Turkish teachers, and the Nuts Seminarium, which educates Arabic teachers, were established in Amsterdam and tried to train teachers in secondary education institutions. Meanwhile, by changing the law in education, it was ensured that Turkish and other



minority languages were given as elective courses in secondary schools, and even in high school graduation exams, it was an elective course for all students such as German and French in addition to English. During this period, bilingual preparatory- and transition classes were established for foreigners in schools, and teachers were assigned to schools to assist students in their own languages, but the success of immigrants in education could not reach the expected level (Özgüzel, 2013: 143-152). However, until 2000, migrant problems did not occupy much of the agenda. With the article published in 2000 under the title of *Multiculturele Drama 2000* by Scheffer, the topic of immigration began to be discussed at all levels of society (Scheffer, 2000). In 2001, the Dutch Parliament sought to ensure the integration of immigrants in society through the *Citizenship Law*. (WRR, 2018: 19).

Holland Immigrants

Table 2. Population of the Netherlands according to 2017 data

Holland	Year: 2018
Total Population	17 181 084
Dutch	13 209 225
Migrant Roots	3 971 859
West European Roots	1 729 016
Immigrants outside Europe	2 242 843
Turk	404 459
Moroccon	396 539
Surinam	157 114
Antil Islands & Aruba	351 681
Other immigrants outside Europe	933 050



Population of The Netherlands in 2017, broken down according to country of birth (of person and parents), referred to as “migration background”

Starting Education at an Early Age as the Most Important Investment in the Future:

In the Netherlands, education is considered as an important investment (intermediary). The importance of education in national memory has consistently remained at the highest level when governments have changed over the last 50 years. The Netherlands, which has a small population, has already understood that it can only succeed in raising qualified citizens in almost every field against the countries with more population.

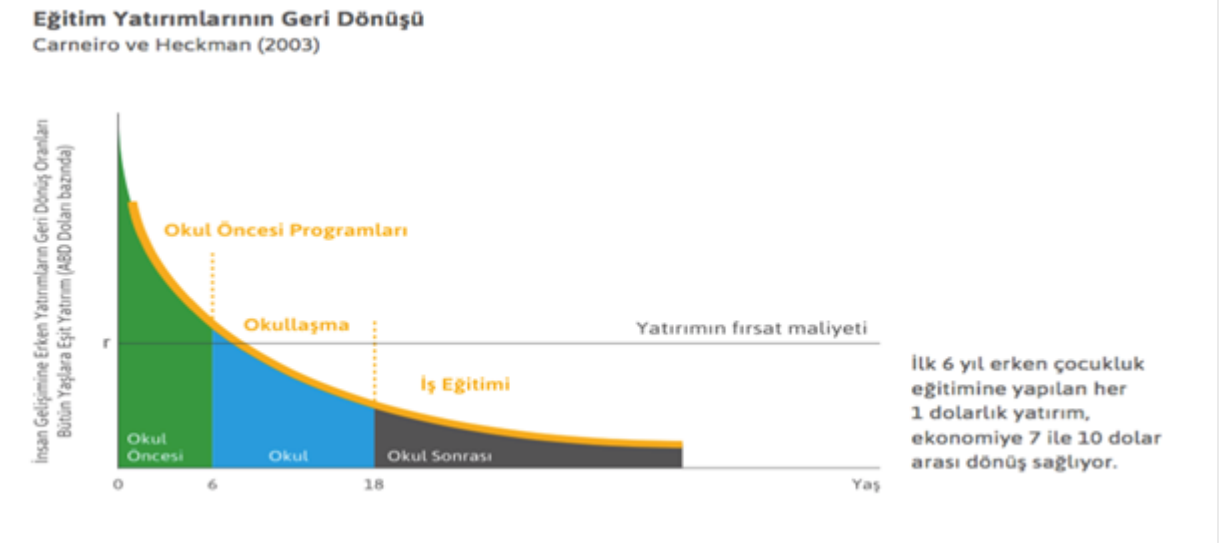


Figure 2. Return on Educational Investments

In the Netherlands, children in the 0-6 age category are preparing for the future in the triangle of school, family and close circle, while family communication is of paramount importance. In fact, the best education is to set a good example for the child by living as a role model. In addition, parents need to be in good communication with the school and closely monitor the close environment of their children. According to Carneiro and Heckman, the educational investment in the education of children between the ages of 0-6 is the most beneficial for the child's future, as can be seen in the graph above. In the past, the lack of a strong culture of communication in immigrant families, parents' lack of command of the language of the country in which they live, their lack of recognition of the culture of the society, caused these children to fall behind in education (Veer et al., 2016).

The start of primary education in the Netherlands has been reduced from 6 to 5 years of age in order to eliminate or reduce the negative factor of the parents, since the benefits of starting education very early are known, and parents are not sufficiently supportive of their children's education, and because they are seen as negative role models for their children because of their low life expectancy. In addition, parents are encouraged to enroll their children in the preparatory class for children from the age of 4 years. With this application, the so-called kindergarten institutions were combined with primary schools and the 8-year education given to the 4-12 age group was called primary education. The reason for this



legal change is to prevent the backwardness of immigrant children in education at an early age. However, it was seen that the backwardness of immigrant children could not be solved with primary education. Because 70% of immigrant children over the age of 4 have been found to have to start primary school in reading, writing and mathematics more than their Dutch peers. (Van Schalkwijk, 2011, s.95). Based on these results, primary schools were encouraged to include pre-primary education (VVE) institutions with children between the ages of 2.5 and 4. The objective of the Dutch Ministry of Education, Science and Culture was to address the shortcomings of immigrant children before the age of 4 and to ensure that they start their primary education on an equal basis with their Dutch peers at the age of 4. Enrichment studies are being conducted for immigrant children from the age of 2.5 and guidance for parents is aimed at: Because parents are expected to contribute to the education process (Driessen, 2013, p.67). In order to provide immigrant parents with educational supportive skills, at least high school graduates of immigrant background were educated through in-service courses and were given paraprofessional guidance to migrant mothers with children in their own language. Semi - professional women enabled parents to consciously support their children in education. Researches have shown that this method is very important and useful for the success of children in education and that the children participating in this education start primary education with a broad general culture.

Another measure taken to eliminate the backwardness of immigrant children in education is to provide compulsory integration courses to immigrants under the Citizenship law. New immigrants who come to the Netherlands as part of family reunification or family reunification are required to learn Dutch at least B1 under this law. Children of immigrant parents who are highly educated and who know the language of the country in which they live at home are more successful (Beekhoven, Ince, Kalthoff & Van der Vegt, 2008, p.49).

Conclusions

Language is very important in the formation of social culture. If people living in a society do not speak the same language, it can take many years to ensure integrity in that society. In this sense, language is the “yeast kültür of culture.

It is a necessity for the newcomers living in the new articulations to the social culture it creates as a result of immigration, to realize the adaptation process of the newcomers to their society as soon as possible and in the most effective way. In previous periods, this adaptation process has been in the form of an giving and receiving girls ”, that is, social cohesion provided by economic functions such as relatives, labor and labor relations, and similar relationships, but sometimes this takes many years, while the dynamics of the 21st century it does not give the opportunity to live this process in its natural form. Social culture that has been formed for centuries through many badges and education; the adaptation process of newcomers needs to be shortened, otherwise serious social problems may arise.

In this case, societies that accept migrants for any reason should be able to realize the adaptation process of newcomers in a controlled and as fast as possible manner with conscious policies.

In Turkey, developments with Syrian immigrants, the point reached in the implementation of such policies has come to the point in absolute terms. This process, which has reached its 10th year, has brought the optimism of the early times and the idea



that those who will come back to their homeland one day will surely come back to the fact that some or even a very high percentage will no longer return and live with the Turkish society.

Do not be members of the same religion (religious perspective, even though differences such sects) are the advantages and disadvantages of being speaks a different language eliminated and a number of cultural differences, should be reinforced by ongoing training will be given and "Syrian refugees" in "Turkish settlers" to conversion must be provided. In these studies, which will be realized with the cooperation of the central bureaucracy with the local administrations, it should be ensured that Turkish education and Turkish culture are introduced to the "mothers bakımından in terms of their impact on the development of children in the family and the family (especially with the societies like Syria), which constitute the most important figure of the culture. In order to target this transformation, the most important thing that the educators should adopt is; to destroy the old culture or absence of an object, such as changing their way of life is that to teach the language and culture of Turkey to the new residents. This makes it easier for those who are trained to understand it. Otherwise, a sense of commitment to the old society and culture comes into play and results in the personal (or group) defense, ghettoization and failure of education that individuals will create in themselves. Another important effect of the family in this education process is that the education to be given to Syrian children in schools causes the loss of influence within the family with the defensive tendency we mentioned. In other words, Syrian parents are at the heart of the adaptation effort, both for themselves and for their children.

All these considerations in mind, the realization of Syrian immigrants should adapt to Turkey holistic assessment studies; The Turkish language must be taught and every individual should be given appropriate education in terms of age and level of education in order to prevent any negative sound or view in the family. The infrastructure of the cooperation of state institutions with local governments and NGOs should be prepared and, perhaps most importantly, it should be explained and accepted both to themselves and to the Turkish people who will accept that a significant portion of these immigrants will continue to live in this country.

Netherlands II. World issued to immigrants who settled after the war, "Citizenship" law and brought it to the immigrants, lived in learning the language and culture of the country, it must all be implemented without losing time in Turkey.

In addition, parents should be given guidance to support their children in education. With the legal regulation, immigrant children should be given pre-school preparation and Turkish education under the auspices of schools starting from 2.5 years of age. Finally, teachers should be given urgent intercultural communication training and the performance of the education given to immigrants should be improved. However, if these measures are taken, the desired integration and social peace will be realized.

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