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**English - Or. English**

**DIRECTORATE FOR EDUCATION  
EDUCATION POLICY COMMITTEE**

**Group of National Experts on the Education of Migrants**

**OECD THEMATIC REVIEW ON MIGRANT EDUCATION  
SUPPORTING TURKISH MIGRANTS IN SCHOOLS IN WESTERN EUROPE  
TURKEY**

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## **Background**

1. As part of the OECD review on migrant education, countries were invited to provide information on their national migrant education policies. Note that this information is in addition to the full country background reports provided by the six countries participating in the policy review: Austria, Denmark, Ireland, the Netherlands, Norway and Sweden.
2. The attached information was provided by Turkey and details educational challenges faced by Turkish migrants in Western Europe, as well as the support offered to these migrants by the Turkish government and suggested policy options to improve education outcomes for these migrants.

## **Turkish Migrants and Education**

The immigration of the Turkish workers to Western European countries started in the beginning of 1960's. They were accepted under provisional status. Today, the majority of the Turks living abroad, a considerable number of whom have obtained the citizenships of the destination countries, are permanent residents.

About 5 million Turkish people live in foreign countries, approximately 4 millions in the EU member countries, 300,000 in Northern America, 150,000 in Australia and 200,000 in the Middle East.

### **Common Qualifications of Turkish Immigrants:**

The first generation Turks moved into Europe to work in industrial branches were based on manual power. Since most of them were coming from rural areas, with low educational backgrounds and without professional qualifications.

The first generation of the Turks were lack of language and communication with the host countries' society, so they preferred living in closed society, within their own cultural environment. Therefore, they became segregated immigrants from the rest of the community.

Educational backgrounds and living standards of families effected the children's school performance and integration. Since the respective host countries did not develop appropriate policies for those people, they failed in a satisfactory integration.

In generations (especially second and third generations) who are lacking good command of mother tongue education, a weak Turkish, and the insufficiency of the host country's language, caused lack of communication within the families and in schools, educational failures easily led migrants to special education.

Third generation Turkish parents are still economically productive. They are still pursuing or have completed their education in the host country. However, they are insufficient in reading, understanding, writing and synthesizing in the language of the host country. That is because these citizens have studied in schools which are predominantly attended by children with migrant origin who do not have enough language competencies.

### **Educational Problems of Turkish Immigrants**

1. Low percentage of attendance to preschool education,
2. Experiencing cultural controversies and communication challenges due to lack of good command of mother tongue,
3. Lack of academic orientation and failure in learning the language of instruction adequately as a result of attending at schools where the majority of students are migrants,
4. Developing communicational and behavioral disorders due to incompetency of language and the outgrowth in the number of students who attend to schools for special needs,
5. Rise in dropout rates as a consequence of failure in the countries applying early selection in education,

6. Unemployed youngsters who have completed their vocational education but have not undergone apprenticeship / on the job training,
7. Damages on self-image and self-esteem because of unpleasant expressions about homeland in curriculums and in text books,
8. Negative influence of teachers who are not open to cultural dialogue and who do not have so much expectations from migrant students,
9. Parents' low interest in schools,
10. Deficiencies experienced in host countries in counseling, orientation and guidance services due to lack of institutional measures taken for migrant children.

#### **Services Provided by the Ministry of National Education (MoNE):**

Beginning from early 1970's, the Ministry of National Education of Turkey appoints teachers of Turkish Language and Turkish Culture to different countries. Those teachers are able to speak the language of the host countries to which they are sent and their salaries are paid by the Republic of Turkey. Majority of those teachers have completed a part of their study in the country to which they have been appointed.

Teachers are capable of guiding students and their parents, besides instructing Turkish Language and Culture. The table shows the number of teachers appointed abroad between the years 2002-2007.

#### **Number of Teachers Assigned Abroad**

**2002 - 2007**

2002	2003	2004	2005	2006	2007
<b>900</b>	<b>1040</b>	<b>975</b>	<b>1000</b>	<b>1071</b>	<b>1149</b>

Required programs and materials for Turkish language and Culture subjects are prepared by the Ministry of National Education of Turkey.

Some measures to solve problems of our citizens have been taken through bilateral negotiations and agreements at the Ministerial level with the countries where Turkish immigrant population is high.

Meetings of Education Experts are held in collaboration with Germany, Austria, Sweden, Norway, France, Netherlands, Denmark and Belgium. The most regular meetings are those organized with Federal Republic of Germany. The latest meeting was held in May 2008 in Ankara. Although other countries have declared that they are supporting such meetings, there has not been any regular meeting with them since 1998.

During their education oriented visits to Turkey, foreign teachers of our citizens' children, school principals and principals of region can be accommodated in Teacher Hostels with the same reduced price applied to their Turkish colleagues and they can visit schools, if they wish, according to the program prepared by the Ministry of National Education of Turkey.

‘Sister School’ implementations are being developed in accordance with bilateral agreements.

There are 41 Education Counselor and Education Attaché offices in 15 countries. These offices were established to solve the educational problems of Turkish citizens.

**Some Proposals for (Turkish) Migrant Education:**

1. Development of a strong personality is important among other things to accommodate a healthy integration of migrants. For this, migrants should be able to keep their own identity. Since learning mother tongue is the most important element of cultural identity and a must to become proficient in a second language, host countries should guarantee that the mother tongue is being taught at all levels of education and within suitable environments and facilities and by professionals. This education can be given as a subject of mother language at primary level and as elective foreign language course in secondary schools.
2. Immigrant students who do not speak the language of instruction at home face significant disadvantage in school. Therefore, additional courses should be provided to migrant students who are poor in language of the respective host country.
3. Because of cultural reasons, mothers have a vital role in the education of Turkish children, too. Turkish migrant mothers who do not work and who spend their time at home as housewives, may be reluctant in sending their children to early childhood education and care institutions due to cultural or personal reasons. The mothers should be informed and encouraged about the necessity of ECEC through a training program. Kindergartens must be increased in some countries.
4. Teachers who are open to multicultural dialogue should especially be hired in schools with migrant students.
5. Surveys and analysis must be conducted about the sources of successful migrant students and reasons of unsuccessful ones.
6. Bringing “Successful Migrant Role Models” who both are able to keep their own cultural identity and successfully integrated into the host country’s cultural, social and economical values to the attention of migrants (especially of children and youngsters) can be a source of motivation for them.
7. Migrant sending and migrant receiving countries should prepare more migrant integration projects by benefiting from EU funds.
8. Moreover, the cultural differences and the rational attitude against those differences must be emphasized in educational materials especially in those prepared for mother tongue teaching.
9. In line with lifelong learning principle, much more courses on language of host country, mother tongue and vocational courses should be given to migrants including adults.
10. Existing “Segregation Schools”, the great majority of students of which are migrants should be closed step by step and new settlement/housing policies for migrants should be put into practice.

Meanwhile, some measures should be taken about new schools of the migrant students so that their number should not exceed “a certain rate” of all students.

11. Primary and secondary school students in host countries should be encouraged to prepare EU projects in collaboration with the students from migrants’ homelands. That will cause them to know each other well.
12. A specific student mobility program can be created within ERASMUS program between teacher training institutions of host countries and motherlands of migrants. That can make a significant contribution for integration.
13. Despite all difficulties they encounter Turkish citizens, who are devoted to their own roots and traditions. Unilateral operations on integration matters result in a kind of disintegration. Therefore, when countries plan to evolve an integration program, cooperation with the relevant institutions of The Republic of Turkey will facilitate reaching to the Turkish immigrants.

Educational matters of migrants, problems and recommendations have been expressed comprehensively in the **NESSE report** titled “Education and Migration: Strategies for Integrating Migrant Children in European Schools and Societies” and submitted to the European Commission in April 2008.

“**Green Paper**” supported by NESSE report, presented by the Commission and adopted on the 03 July 2008 under the title of “Migration and Mobility: Challenges and Opportunities for EU Education Systems” has been submitted and put on web site to undertake consultation with interested parties.

The similar issues are also put forward in **OECD Thematic Review Screening Document** which tackles with migrants’ education in detail.

The Ministry of National Education of Turkey agrees with the conclusions and recommendations in the NESSE report and support them all.