

# PLANNING TO MEET THE EDUCATIONAL NEEDS OF TURKISH EMIGRES IN EUROPE

Emine Babaoglan

## ABSTRACT

*This study was designed to examine the educational needs of Turkish students living as emigrants with their families in other European nations. In particular, the study uses a qualitative research model to examine the extent to which various social, political, and economic conditions in these European nations impact the quality of education that the Turkish students receive. Furthermore, based upon the interviews of Turkish émigrés living in Europe, suggested strategies are presented to help the educational leaders from the European nations and Turkey to effectively plan to meet the needs of these students. The results of the research strongly suggest that everyone involved in this situation--the government of Turkey, the governments of the involved European nations, and the families themselves--needs to collaborate and develop workable plans to make the educational experiences for the Turkish students more productive.*

## INTRODUCTION

After the Second World War, a number of nations in Europe were becoming very industrialized and had a great demand for workers. This demand was often met by importing workers from other less industrialized European nations, particularly along the Mediterranean (Şen, 2003; Tezcan, 1989; Turan, 1992; Uslu & Cassina, 1999). One of the nations that became involved in supplying workers was Turkey, which signed the Turkish-German Labourer Exchange Treaty with Germany in 1961, and subsequently signed similar treaties with Austria, Belgium, and Holland in 1964; with France in 1966; and, with Sweden in 1967 (Gitmez, 1983; Köktaş, 1999; Uslu & Cassina, 1999). As a result, thousands of Turkish workers and their families migrated to these industrialized nations of Europe.

This migration was expected to be a benefit to both Turkey and the nations that were accepting the workers. For Turkey, it meant a healthier economy, as unemployment would be lower, and there was the opportunity to improve relations with the other nations. Furthermore, when these workers returned to home, Turkey would benefit from having a more skilled workforce (Gönüllü, 1996; Martin, 1991; Pekin, 1990; Tezcan, 1993a; Yalçın, 2004). Another benefit to this migration was for the workers themselves, who would now have a higher standard of living and more opportunities to improve their lives, both socially and economically (Pekin, 1990). The European nations benefitted from this migration because they would have a supply of labor to meet the demands of their economic recovery (Yalçın, 2004; Gitmez, 1983).

Initially, the industrialized nations of Europe, who were accepting these workers, considered them to be “guest workers” and assumed that over time these workers would return to their homeland (Arslan, 2006; Conrad, 2002; Gitmez, 1983; Turan, 1992). Even the workers thought that they would return home at some future point (İyidirli, 1990; Yalçın, 2004). The treaties stipulated that the workers would return to their native land, when the agreements expired; thus, many of the Turkish workers did not have their families accompany them to the country in which they worked (Gitmez, 1983; Abadan-Unat, 2002).

As the treaties began to expire, however, the employers from the European nations did not want the workers to leave, as there continued to be a demand for their labor (Abadan-Unat, 2002). At the same time Turkey was experiencing political and economic issues, including high levels of unemployment (Arslan, 2006). The end result was that workers were allowed to stay in these European nations. Many “guest workers,” in fact, decided to stay and not return to Turkey (İyidirli, 1990; 1990; Turan, 1992).

From 1960 until 1973, the industrialized nations of Europe imported nearly one million Turkish workers into their respective labor markets (Gitmez, 1983). In the beginning of this migration, common thought was that the foreign workers would stay for a short time and then return. Contrary to expectations, however, the foreigners stayed longer, and the number of new migrant workers actually increased. The Family Reunification Law, which came into effect in Germany during 1974, made it possible for the Turkish migrant workers to bring their families to the country in which they worked (Uslu & Cassina,

1999). As a result, many Turkish families were reunited, and the number of spouses and children migrating from Turkey increased dramatically (Arslan, 2006; Akıncı, 2007). As of 2000, there were more than 500,000 Turkish students living in Europe.

As more families arrived, the issue of how, when, and where to educate these children began to develop (Martin, 1991; Sağlam, 1991). To further complicate matters, the problems of social adaptation and interaction of the foreign children into their new culture began to develop as well, which led to both the government of the country to which these migrants were arriving and the country in which they were leaving to begin seriously to consider making improvements in a collaborative manner. Some initial plans included providing preparatory classes for the students, having classes taught in the students' native language and in the language of the country in which they lived, and extending the length of the school day (Sağlam, 1987).

Since the Turkish workers were remaining longer and needing more support for themselves and their families, a debate began to develop within the receiving nations as to whether or not the policies in dealing with the workers were appropriate (Sağlam, 1991). At first, the importing countries tried to assimilate these workers and their families into their culture. Many people began to discredit this philosophy, however, as available research suggested that individuals whose cultural values were suppressed may not be as productive in their lives. Thus, the concept of multiculturalism began to take hold, and, consequently, led to the demise of assimilation of the workers and their families (Yalçın, 2004). According to the proponents of multiculturalism, it was imperative that, in order to have a productive society, cultural differences among the population needed to be accepted and tolerated (Yalçın, 2002).

The theory of multiculturalism began to play a critical role in planning for the needs of the migrant workers and their families, especially in education. By the mid-1980s, West Germany attempted to provide these students with an education by preserving and improving the linguistic and cultural identities within the multicultural society that was developing. Classes that were considered to be bilingual and preparatory were abolished, as many considered such to be discriminatory, abstract, and not appropriate (Sağlam, 1991). As these conditions changed and evolved over time, the Ministry of Education for the Republic of Turkey became much more active in supporting these students. For example, Turkish teachers were allowed to migrate to Germany, Holland, Sweden, and France, in order to help these students receive an appropriate education (Pekin, 1990).

Numerous studies note concerns about the educational problems of the children of Turkish laborers in Europe. (Abalı, 1999; Akıncı, 2007; Arslan, 2006; Çakır, 2002; Doğan, 1990; Doğan, 2000; Kayadibi, 2007; Martin, 1991; Sağlam, 1991; 1987; Sevinç, 2003; Sezgin, 1992; Tezcan, 1990; Turan, 1992; Türkoğlu, 1982). Sağlam (1990) suggested that Turkish teachers, who knew German, teach the Turkish courses to assist with improving the linguistic skills of the Turkish students. Another study from the Netherlands suggested that Turkish parents should be made familiar with the educational system, including the different types of schools and curricula, and that such information be provided to them in information meetings (Sevinç, 2003). As Çakır (2002) suggested, Turkish and foreign language instruction for these Turkish students was critical and should not be disregarded. Furthermore, in order for Turkish students to succeed under these conditions, the parents and governments should work and plan together for their success.

This study is about the educational needs of the families of Turkish workers in Europe. The purpose is to determine the needs of these emigrants, as perceived by the workers themselves. Furthermore, the study can benefit the involved governments and their educational agencies, as they plan to better meet the needs of these workers and their families. This planning is important as the Turkish families contribute greatly to the social and economic fabric of both countries.

## THEORETICAL FRAMEWORK

### *Problems Facing Turkish Workers upon Returning to Turkey*

The research about the impact of international labourer migrations increased in the early 1980s due to many such workers returning to their homeland (Kuruüzüm, 2002). One of the fundamental problems facing these returning workers and their families was that the children generally did not have a sufficient knowledge of the Turkish language, which led to a series of problems as they tried to adapt (Akbalık,

Karaduman, Oral, & Özdoğan, 2003). When the children of workers returning to their homeland could not assimilate back into the Turkish educational system, their problems became very evident because they were so unsuccessful (Kuruüzüm, 2002).

### *The Effects of the Migrations on Turkey and European Countries*

One of the negative effects of the worker emigration was that skilled workers left Turkey in huge numbers, leaving Turkey with a lack of skilled workers, including those who emigrated from developed parts of Turkey (Gitmez, 1983, Yalçın, 2004). This was contrary to expectations that only unskilled workers would leave Turkey (Abadan-Unat, 2002; Gitmez, 1983; Gönüllü, 1996; Güven, 1994; Tufan, 2002; Yalçın, 2004). Furthermore, skilled workers leaving from Turkey, in many instances, ended up working as unskilled workers in the developed European nations, which again, left Turkey without skilled workers. One benefit of the emigrations, however, was that Turkey was allowed to have their loan payments to these countries relaxed (Gitmez, 1983; Yalçın 2004).

The European nations into which the Turkish workers emigrated also faced many unforeseen problems. These problems included the issues of unifying the emigrants into their culture, the social and educational difficulties that emerged, and the discrimination that the emigrants experienced (Yalçın 2004).

### *The Native Language (Turkish) and the Language of the Foreign Nation*

Most Turkish children, who grew up abroad, had great difficulty learning both their native language and the language of the new country in which they were residing. According to Çakır (2002), if a child sufficiently learned his native language first, it was easier for these children to learn a second language. This was called from “local to universal.” In response, Turkey sent Turkish teachers to teach the mother tongue to the Turkish children. For some reason, however, Turkish children did not sufficiently benefit from those Turkish classes (Akıncı, 2007).

On the other hand, the fact that the Turks did not know the languages of the nations to which they were migrating caused problems, as they tried to adapt to new cultures (Akbalık, et al., 2003). These problems were magnified for the children, and resulted in less than expected achievement (Aile ve Sosyal Araştırmalar Genel Müdürlüğü Yayınları, 2007; Sevinç, 2003). Many of these students, because of their inability to learn the new language, were placed in special education classes (Abadan-Unat, 2002).

### *Racism or Xenophobia*

Xenophobia has economic, social, cultural, and psychological roots regarding the treatment of the Turkish emigrants (Aile ve Sosyal Araştırmalar Genel Müdürlüğü Yayınları, 2007). Xenophobia, which emerged in Germany and Europe in the 1980s, increased when the Turks, who were determined to stay utterly devoted to their religion and lifestyle, appeared in public life more and more. For example, ‘the guest workers’ were welcomed happily and proudly in the 1960s to cover the deficit in the workforce. As they settled in Germany, they began to be judged and criticised by German public opinion when they decided not to return to their home country after the importation of workers was stopped in 1973 (Abadan-Unat, 2002; Yalçın 2004).

### *Lack of Success of Turkish Children at School*

For many of the reasons discussed, Turkish children living in a foreign environment could not successfully achieve in school. Because these children spent their early socialization years in a foreign culture and experienced disadvantages in the education system, Turkish students were often sent to special education classes and schools (Aile ve Sosyal Araştırmalar Genel Müdürlüğü Yayınları, 2007; Kayadibi, 2007; Sevinç, 2003).

### *Laws*

Turks living in these European nations had many difficulties regarding laws about dual citizenship, family reunifications, and bilateral treaties involving social security and even obtaining visas. Germany, which imported the most Turkish workers, expected foreign workers to return to their countries at

some point in the future and began making it difficult for the migrant workers to stay (Aile ve Sosyal Arařtırmalar Genel M¼d¼rl¼ę¼ Yayınları, 2007). For example, in the early 1990s, West Germany, Switzerland, Belgium, and Holland made it very difficult for workers from Turkey to obtain citizenship (Yalçın 2004). In addition, West Germany demanded stringent prerequisites to be naturalized until 1990. These prerequisites included at least ten years of residence, a high level of cultural adaptation conforming to the guidelines determined in 1977, and fees up to DM 5.000. West Germany granted dual citizenship only in some exceptional circumstances. But this restrictive policy for foreigners contradicted with the situation of citizens from East Germany. They were granted lavish rights of immigration and immediate naturalisation, with no prerequisites demanded of them. West Germany even accepted the East German's dual citizenship (Green, 2003).

### *Adaptation of Turks to the Culture of the European Nation*

Both German and Turkish teachers and leaders faced the adaptation of the children of Turkish workers to the German society and recognized their educational system as a problem. It is always difficult for people who have different cultural characteristics and different social relations to adapt to a new social structure and a new cultural environment. They had always had difficulties in adapting to the language, cultural values, attitudes, behaviours, and business life of the countries they had migrated to. Moreover, Turkish families had worries about how their children were growing up. These worries focused on such concerns as whether they would be able to learn their own religious values and their cultures, whether they would adopt new values, whether they would become distant from their families, whether they would be well educated, and whether they would become addicted to drugs and alcohol (Aile ve Sosyal Arařtırmalar Genel M¼d¼rl¼ę¼ Yayınları, 2007).

### *Social Life of Turks in Europe*

The Turkish families, upon arriving in Europe, often were forced to live in the poverty-stricken areas of their new nation. However, as the Turks began to form their own neighbourhoods, many women could not work, and along with their children, became very homesick and lonely. Although there was a sense of solidarity among those living in these conditions, it caused many of these Turks to become introverted and unable to adapt to the new culture (Kılıçarslan, 1992). The problems of Turks, such as not knowing the language of the country they lived in, not being able to profit from an education system that had complex rules and was very different from the education system of Turkey, and having difficulty in adapting to a different society forced them to withdraw into their shells. Turks chose to live in a ghetto style with groups composed of relatives and friends (Abadan-Unat, 2002). The problem grew, as many of the Turks did not learn the new language, forcing the social lives of these migrant families to be limited to their own Turkish neighbourhoods (Gönüll¼, 1996).

### *Cultural Identification*

Because of the familial and social environment of the Turks, the Turkish families did not benefit from their exposure to their new culture. The second-generation of children had even more problems, as they were confused about their social and cultural values, leading to serious problems in their self-confidence and identification (Gitmez, 1983; Gönüll¼, 1996).

Second and later generations of Turks faced the dilemma of not belonging, being understood neither in their own country nor in the country where they live, being subject to xenophobia, not being accepted by the foreign society, and suffering from discrimination in their business lives (Yalçın, 2004).

### *Current Situation*

There are about 3.6 million Turks living in the European Union (Şen, 2003). Many of the Turkish families have been in foreign countries for several decades, Germany being an example. It is not uncommon for Turkish workers to improve the economic situation where they live and work. Furthermore, since most of the second and third generation Turkish children have gone through the German education system, they are having less adaptation problems (Zarif, Goldberg & Karakaşoęlu, 1995). Almost 30,000 Turks attend German universities, with many enrolled in law, economics, and

engineering (Şen, 2003). Many Turkish workers now own their own businesses and are self employed (Tufan, 2002). Presently, there are more than 86,000 Turkish migrants who have established their own businesses throughout the European Union (Şen, 2003).

The trend toward self-employment is due to the fact that unemployment is on the rise, especially in Germany. Germany, like many other industrialized nations, is going through an economic transition where traditional labourers are not in as much demand. As a result, Turks have the highest unemployment rate of foreigners in Europe and continue to struggle to adapt economically and socially (Şen, 2003).

## METHOD

### *Research Approach*

Qualitative research techniques were used to examine the educational needs and problems of Turkish workers living in Europe, based upon the opinions of the Turkish emigrants.

### *Group*

Convenience sampling was employed. The interviews were conducted with volunteer soldiers working in eight European countries. A total of forty-eight soldiers were interviewed: nineteen working in Germany, seven working in France, six working in Switzerland, six working in Russia, four working in Belgium, three working in the Netherlands, and three working in England.

### *Semi-Structured Interview Technique*

A semi-structured interview technique was used to collect the data, and the questions for the interview were prepared in line with the research purpose after a review of the literature. A semi-structured interview form was prepared by the researcher.

The draft interview form was reviewed by five soldiers before it was used with a sample group of interviewees. According to the expert input, the form was edited into its final design. In order to identify more specific educational needs, one open-ended question was developed. The question was, "What do you think are the major educational needs and educational problems of Turks living Europe?" Interviews were conducted during January, 2008.

### *Data Collection*

The semi-structured interviews were conducted with volunteer soldiers living and working in European countries. The data were obtained from written reports following the interviews. The aim of the research and how the study would be carried out were clearly stated on the semi-structured forms. In addition, it was emphasized that the identities of the participants would remain confidential. Interview sessions lasted from 15 to 20 minutes.

### *Data Analysis and Interpretation*

Content-analysis techniques were used to analyze the collected data. The theme for describing the data were determined prior to the data analysis. The responses to the open ended question were analyzed, and categories were established for the analyses. When dividing the data into categories, the researcher identified such categories independently on four interview forms. Later, the researcher identified the themes independently, again, on the same four interview forms. The themes were compared and found to be consistent. Categories determined during the data analysis were then formed around the themes. The findings were reported under the theme first, and then the categories that formed the theme were explained. To render these categories meaningful, frequencies were taken. Sample soldier categories were included as examples for the theme. The data were described under one theme: educational needs on the basis of one open-ended question (see Table 1). Following the determination of theme and categories in the data analysis process, the findings were defined and interpreted. In addition, frequencies for ordering, themes, and categories were expressed.

## RESULTS

Content analysis of the responses from the workers revealed a number of educational needs.

Categories of these educational needs can be seen in Table 2.

As can be seen in Table 2, the most frequently mentioned categories were school (f=37). Other categories were family (f=33), language (f=11), legislation (f=3), being organized (f=3), and adaptation (f=3).

Table 1.

*Theme and Categories*

Theme	Categories
Educational Needs	School Family Language Legislation Being organized Adaptation

Table 2.

*Categories of Educational Needs*

Categories of Educational Needs	f
School	37
Family	33
Language	11
Legislation	3
Being organized	3
Adaptation	3

Content analysis of the responses to the open-ended question about the educational needs of the Turks working in Europe revealed school related needs, which can be seen in Table 3.

The most frequently mentioned educational needs and educational problems were that the government of Turkey should provide more help and care for the Turks living throughout Europe (f=14). Some of the needs included providing parents with counseling and support, making the parents more conscious of educational matters (f=5), opening up Turkish schools in Europe (f=4), encouraging Turkish teachers to not teach religion but Turkish culture and language (f=3), as well as teaching Turkish cultural education (f=3), and providing scholarships and financial aide to Turkish university students. The university tuition should be reduced as well (f=3).

Statements made by Turkish workers who were interviewed included the following:

1. The Turkish ambassador and consulate officials should visit schools, listen to the problems of Turkish children, and find solutions to these problems.
2. Turkey should stand up for the Turks living abroad and provide their education.
3. The Turkish Republic should open Turkish schools in Europe.
4. The education should be free.
5. Out-of-school cultural and social activities should be encouraged in order to make Turkish students grow up healthily and be more successful.

The responses also revealed that only twenty-one workers mentioned school related needs compared to educational problems that were addressed. Eight of these workers were from Germany, four from France, four from Belgium, three from Russia, and two from England.

**Table 3.**  
*School Related Needs to Educational Problems*

<b>Items</b>	<b>f</b>
The government of Turkey should provide more help and care more about Turks living throughout Europe	14
Providing parents with counseling and support, making the parents more conscious of educational matters	5
Opening up Turkish schools in Europe	4
Turkish teachers should not only teach religion but also Turkish culture and language	3
Turkish cultural education should be taught in the schools	3
Scholarships and financial aid should be given to Turkish university students and the university tuition should be reduced	3
Turkish children should attend preschool education	2
Turkish children should benefit from out-of-school activities	1
The educational system should not be so repetitious	1
Determine if the Turkish government will recognize religious schools	1
<b>Total</b>	<b>37</b>

Content analysis of the responses of workers living in European countries to the open-ended question about the educational problems of Turks working in Europe revealed family issues as well. Familial needs as related to educational problems can be seen in Table 4.

The most frequently mentioned educational need regarding educational problems was that families (parents) should care more about their children's education (f=8). Other educational needs included were that families should give more importance to their children's education (f=6), parents should become more familiar with the educational system (f=6), education level of parents should be improved (f=4), and parents should support their children more in their educational pursuits (f=3).

The statements made included:

1. Parents should know the educational system well, take care of the education of their children closely, and encourage them.
2. When the parents take care of their children's education, the child becomes successful at school; but when they do not, the child becomes unsuccessful.

Table 4.  
*Familial Needs to Educational Problems*

<b>Items</b>	<b>f</b>
Families should care about their children's education	8
Families should give more importance to the children's education	6
Parents should become more familiar with the educational system	6
Education level of parents should be improved	4
Parents should support their children more in their education	3
Parents should give importance to their children's personality and social development	2
Introduction of Turks to others living in this country needs to be positive	2
Parents should invest more resources in their children's educational experience	1
Interpreter should be provided for parents who do not know foreign language well	1
<b>Total</b>	<b>33</b>

The responses revealed that only sixteen workers mentioned family needs as educational problems. Six of these workers were from Germany, four from Switzerland, two from France, two from Belgium, one from the Netherlands, and one from Russia.

Content analysis of the responses to the open-ended question about the educational needs of Turks working in Europe revealed that language related suggestions included that Turks needed to know the foreign language (f=6) and the native language as well (f=5). Workers' responses revealed that only ten workers mentioned language needs as a solution to educational problems. Five were from Germany, three from France, one from the Netherlands, and one from England.

The statements made by workers under this category included:

1. Mother tongue education should be the first aim, and also the importance of speaking well in his/her mother tongue and expressing himself/herself should be emphasized.
2. Parents should encourage their children to learn the language of the country that they live in.
3. The government and the private intuitions should make an attempt to teach about Turkey and its culture.

Content analysis of the responses to the open-ended question about the educational needs of these workers revealed that legislation often prevented workers and their families the opportunity to assimilate into the new culture (f=1) and to ease the condition of settling into new cultures (f=1). One of the workers was told that these problems could not be solved and was asked to leave the country (f=1). Workers' responses revealed that only two mentioned legislation as a solution to educational problems. One of these workers was from Germany, the other from France.

Content analysis of the responses also revealed that being better organized would assist in solving language, cultural, and educational problems (f=3). Two of these were from France, the other from Germany.

Content analysis also revealed that adaptation to intercultural issues was a concern, (f=2); this was thought to prevent generational conflict (f=1). However, only three workers thought that adaptation was an issue, with two working in Germany and one in France.

## CONCLUSION

The researcher examined the needs and concerns regarding the educational problems of Turkish



workers who emigrated to the European countries of Germany, France, Switzerland, Russia, Belgium, the Netherlands, and England. The focus of the research was qualitative and based upon the perceptions of these workers.

The findings included that the most important educational needs were related to the educational problems of school issues, family issues, and language differences. Other concerns found in the research included lack of legislation to support these workers and the inability of the workers and their families to adapt to the culture of the country in which they lived.

Concerning the issue of the schools, the most important item mentioned was the Turkish government's lack of support for Turks living in Europe. This finding is consistent with Güllapoğlu's (1990) statement that Turkey did not support Turkish children abroad (p. 89). Likewise, Arslan (2006) also suggested that the Turkish government should fulfill its responsibilities toward its citizens living abroad. Furthermore, the results of the interviews suggested that parents should be provided with counseling in support of their children and their education, that Turkish schools in these European nations need to be opened, that Turkish teachers should teach their students about Turkish culture and language, and that Turkish students should have opportunities and financial support to attend universities throughout Europe.

Another issue of importance in this research is that many parents cannot care for their children appropriately, have trouble supporting them under these conditions, and do not stay connected with their children's schools. This result is consistent with the literature. For example, Pekin (1990) stated that Turkish workers, who live abroad, need a wide variety of information about both the country they live in and about Turkey. There appears to be limited efforts by the Turkish government and some of the European nations to address this. When it is addressed, limited success is experienced. For example, in order to provide a better service to these workers and their families, Pekin (1990) suggested that legal advisors, who know the Turkish judicial system, interpreters, and also social service experts be provided.

Opening up Turkish schools is another suggestion. It can be concluded that Turkish students need schools that have Turkish culture, language, and educational programs. In the light of these suggestion, it may be said that both Turkey and European countries could work together to open such schools in a collaborative manner.

The results indicated that the most important familial issue regarding the educational problems is that Turkish adults need to be much more knowledgeable and supportive of their children's education. Furthermore, the results of the interviews with the workers indicated other suggestions, such as families should be much more supportive and aggressive in dealing with their children's education; parents should become familiar with the educational system in the country where they reside; and, the education level of parents should be improved.

The findings also indicated that the most important language suggestions related to the educational problems were to know the foreign language and Turkish very well. As Çakır (2002) suggested in his work, the teaching of both the Turkish language and foreign language to the workers is of prime importance and should not be disregarded. This should be the responsibility of both the Turkish government and the governments of the countries in which the workers reside.

The research indicated that legislation, organization, and adaptation were not so important according to the workers. For example, in research of Turks living Germany, as Şen (2003) suggested, an important means of reducing rejection and promoting integration was achieved by increasing knowledge among Germans and Turks about each other. In another study, Turks living in Germany stated that being able to organize and be interdependent led to solving many of the problems discussed in this research. However, these organizations must be open to all Turkish citizens and be structured in a manner in which support can be effective. In incidences in which such organization and planning does not exist, Turkish families do not tend to reach a state of interdependence (Aile ve Sosyal Araştırmalar Genel Müdürlüğü Yayınları, 2007).

In the light of these conclusions and suggestions, it can be suggested that both Turkey and European countries should collaborate in supporting Turkish students. Finding realistic solutions to the education problems of Turks is possible with the cooperation of Turks living in Europe, Turkey, and the countries in which these emigrant families live. Based on the findings of this study and previous research, it also can be said that informed parents can contribute to the success of their children. In this process, it may be

suggested that the principals of schools and teachers in the countries where Turks live should encourage parents to become more involved with the school. Conferences may be held and brochures distributed by non-governmental organizations and foreign organizations from both the Turkish government and the government of the nation in which the families reside. The Turkish children need to be the focus of the planning to address the motivation of the child, the importance of the family during this entire process, and the effect of the family in the success of the student. According to the findings of this and previous studies, the multi-national planning needs to include the contributions of native and foreign language skills to the education process. First and foremost, for Turks living in Europe to reach their potential, the government of Turkey needs to take a much more active and supportive role.

### IMPLICATIONS FOR PLANNING

During the immigration of the Turkish work force to the various European countries, the involved governments looked at the process as being of benefit to all of the nations involved. Little thought was given to the long-range implications, and more importantly the impact on families and their children. While the Turkish government and the European Union cannot go backward in time, there is a need for planning for the future, based on the research that has been conducted. All of the associated countries have had the benefit of the industrious Turkish worker; it is time to develop plans to meet their familial needs, especially the educational, cultural, and sociological needs of the children. This can only be accomplished with the countries working and planning together.

NOTE: This paper was presented at the Thirty-Eighth Annual Conference of the International Society for Educational Planning, in October 2008 in Istanbul, Turkey.

### REFERENCES

- Abadan-Unat, N. (2002). *Bitmeyen göç, konuk işçilikten ulus ötesi yurttaşlığa* [Endless emigration, from being guest workers to being overnational citizen]. İstanbul (1. Baskı): İstanbul Bilgi Üniversitesi Yayınları: 30, Göç Çalışmaları 1.
- Abalı, Ü. (1999). *Almanya'daki Türk öğrencilerinin eğitim-öğretim sorunları ve çözüm önerileri* [The education and training problems of Turk students in Germany and solution suggestions]. Ankara: 72 Tasarım Ltd. şti.
- Aile ve Sosyal Araştırmalar Genel Müdürlüğü Yayınları. (2007). *Almanya'da yaşayan Türklerin aile yapısı ve sorunları araştırması* [The family structure of the Turks living in Germany and research of their problems]. Ankara: Afşaroğlu Matbaası.
- Akbalık, F. G., Karaduman, B.D., Oral, E.A., & Özdoğan, B. (2003). Yurt dışından dönen öğrencilerin uyum düzeyleri ve benlik algıları [Adaptation levels and self perceptions of the Turkish students who had come from foreign country]. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 36(1-2), 1-11.
- Akıncı, M. A. (2007). Fransa'da Türkçe ana dili eğitimi ve iki dilli Türk çocuklarının dil becerileri [Turk children' in France Turkish native language education and Turk children' having two language skills]. II. Avrupa Türk Dili Bilgi Şöleni, Söğütözü, Ankara: TOBB Ekonomi ve Teknoloji Üniversitesi, 5-6 Mayıs.
- Arslan, M. (2006). Almanya'daki Türk işçi çocuklarının eğitim sorunları [Educational problems of Turkish workers' children in Germany]. *Erciyes Üniversitesi, Sosyal Bilimler Enstitüsü Dergisi*, 21(2), 233-245.
- Conrad, K. E. (2002). *Almanya'ya Türk göçü* [Turkish Migration to Germany]. Uluslararası Toplantı, 4 Ekim. In Yurt. (2003). dışı işçi göçü sorunları ve çözüm arayışları [Problems and searching suggestion of outer migration]. Ankara: Ankara Üniversitesi Basımevi, Ankara Üniversitesi Avrupa Toplulukları Araştırma ve Uygulama Merkezi.
- Çakır, M. (2002). Almanya'daki çok kültürlü ortamlarda Türkçe'nin anadili olarak kullanımı [The use of Turkish as the mother tongue in multicultural settings in Germany]. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 2002-2003, 2(1), 39-58.
- Doğan, S. (1990). *Yurt dışından dönen gençlerin sorunları* [Issues of the youths returned from abroad].

Ankara: Türk Eğitim Derneği Yayınları.

- Doğan, A. A. (2000). Almanya'daki gençlerimizin eğitim beklentileri ve açıköğretim lisesi yurtdışı programı [Educational expectations of young people in Germany and abroad program open to high school]. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, 10(1), 67-80.
- Gitmez, A. S. (1983). Yurt dışına işçi göçü ve geri dönüşler, beklentiler, gerçekleştirenler [The worker emigration to the abroad and returns, expectations]. İstanbul: Alan Yayıncılık.
- Gönüllü, M. (1996). Dış Göç [Outer Immigration]. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, (1), 94-105.
- Green, S. (2003). The legal status of Turks in Germany. *Immigrants & Minorities*, 22(2-3), 228-246.
- Güllapoğlu, F. (1990). *Avrupa'da yaşayan Türklerin geleceği, AT ile bütünleşme sürecine olası katkıları ve serbest dolaşım* [Future of the Turks living in Europe, possible contributions to the integration with European Communities and free circulation]. in (Ed. Y. Fincancı), 30. yılında *yurt dışındaki Türkler: Varolma savaşımının anatomisi* [Turks on abroad in the 30. year: anatomia of existence war]. İstanbul: Türkiye Sosyal, Ekonomik Siyasal Araştırmalar Vakfı, Türkiye Araştırmalar Merkezi, Anadolu Matbaa Tic. Kol.Şti.
- Güven, S. (1994). *Uluslararası işçi göçü bağlamında dönüş göçünün sosyal politika sorunları* [The social politic problems of the return emigration on the point of international worker emigration]. Bursa: Uludağ Üniversitesi Basımevi.
- İyidirli, A. (1990). *F. Almanya'da Yaşayan Türklerin Durumu* [Condition of Turks living in Federal Germany]. in (Ed. Y. Fincancı), 30. yılında *yurt dışındaki Türkler: Varolma savaşımının anatomisi* [Turks on abroad in the 30. year: anatomia of existence war]. İstanbul: Türkiye Sosyal, Ekonomik Siyasal Araştırmalar Vakfı, Türkiye Araştırmalar Merkezi, Anadolu Matbaa Tic. Kol.Şti.
- Kayadibi, F. (2007). *İsviçre eğitim sistemi ve Türk çocuklarının eğitimi* [Sweden educational system and the education of Turkish children]. İstanbul: Dem Yayınları.
- Kılıçarslan, A. (1992). Federal Almanya'da Türk Kadınları [The Turkish women in federal Germany]. in *Batı Avrupa Türkleri: Federal Almanya'da 30. yıl* [West Europe Turks: 30 years in Federal Germany], Avrupa, Türk İslam Birliği Yayınları, Ankara, 55-70. Frankfurt.
- Köktaş, A. (1999). *Avrupa Birliğinde işçilerin serbest dolaşım hakkı ve Türk vatandaşlarının durumu* [Free circulation Rights of workers in European Union and condition of Turkish citizens]. Ankara: Nobel Yayın Dağıtım.
- Kuruüzüm, A. (2002). Kesin dönüş yapan işçi çocuklarının uyum problemi üzerine bir alan araştırması [A field research on the adaptation problem of returned emigrants' children]. *Akdeniz İ.İ.B.F. Dergisi*, (3), 102-113.
- Martin, P. L. (1991). *Bitmeyen öykü: Batı Avrupa'ya Türk işçi göçü -özellikle Federal Almanya Cumhuriyeti'ne* [Unending tale: The Turkish worker emigration to the West Europe- especially to Federal Republic of Germany]. Ankara: Uluslararası Çalışma Bürosu.
- Pekin, H. (1990). *Göç, dışarıda çalışma, geri dönüş (Hakların örgütlü korunması ihtiyacı)* [Migration, working in abroad, return (The need of rights' organized defense)]. in (Ed. Y. Fincancı), 30. yılında *yurt dışındaki Türkler: Varolma savaşımının anatomisi* [Turks on abroad in the 30. year: anatomia of existence war]. Türkiye Sosyal, Ekonomik Siyasal Araştırmalar Vakfı, Türkiye Araştırmalar Merkezi, İstanbul: Anadolu Matbaa Tic. Kol.Şti.
- Sağlam, M. (1991). Almanya'daki Türk Çocukları İçin Anadili Öğretiminin Önemi [The importance of teaching mother tongue for Turkish children in Germany]. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, 4(1,2), 89-101.
- Sağlam, M. (1987). Yurtdışından dönen öğrenciler için uyum programı modeli [Adaptation programme model for the students returning from abroad]. *Ankara Üniversitesi Eğitim Fakültesi Dergisi*, 2(1), 49-71.
- Sevinç, İ. (2003). *Hollanda'daki Türk çocuklarının eğitim sorunları* [The educational problems of the Turkish children in the Netherlands]. Ankara: Bizim Büro Basımevi.
- Sezgin, O. (1992). *Avrupa'daki Türk işçileri ve çocuklarının eğitimi* [Turk workers in Europe and the education of their children]. in *Batı Avrupa Türkleri: F.Almanya'da 30. yıl* [West Germany Turks: 30 years in Federal Germany]. Ankara: Türk İslam Birliği Yayınları.

- Şen, F. (1990). *Avrupa Topluluğu ülkelerinde yaşayan Türklere genel bakış* [A general overlook to the Turks living in European Union countries]. in (Ed. Y. Fincancı), 30. yılında yurt dışındaki Türkler: *Varolma savaşınının anatomisi* [Turks on abroad in the 30. year: anatomia of existence war]. İstanbul: Türkiye Sosyal, Ekonomik Siyasal Araştırmalar Vakfı, Türkiye Araştırmalar Merkezi, Anadolu Matbaa Tic. Kol.Şti.
- Şen, F. (2003). The historical situation of Turkish migrants in Germany. *Immigrants & Minorities*, 22(2-3), 208-227.
- Tezcan, M. (1989). Adjustment problems of Turkish workers children returned from abroad. *Ankara üniversitesi SBF Dergisi*, 44(3), 175-179.
- Tezcan, M. (1993). “Alamancı aile” ülkemizde yeni bir aile türü [“Alamancı family” a new family spice in our country]. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 26(1), 51-66.
- Tezcan, M. (1990). Avustralya’daki Türk çocuklarının eğitimi [The education of Turkish children in Australia]. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 23(2), 523-543.
- Tufan, B. (2002). *Türkiye’de dış göçün tarihsel gelişimi, beş yıllık planlar açısından göçün değerlendirilmesi* [The historical process of the external emigration in Turkey, the evaluation of the emigration in terms of five-year plans]. Uluslararası Toplantı, 4 Ekim. in (2003). Yurt dışı işçi göçü sorunları ve çözüm arayışları [External worker emigration problems and solution searches]. Ankara: Ankara Üniversitesi Basımevi, Ankara Üniversitesi Avrupa Toplulukları Araştırma ve Uygulama Merkezi.
- Turan, K. (1992). *Almanya’da Türk olmak* [Being a Turk in Germany]. İstanbul (1. Baskı): Sümer Kitabevi Yayınları.
- Türkoğlu, A. (1982). İsveç’te göçmen çocukların okulöncesi eğitim sorunları [The pre-school problems of emigrant children in Sweden]. *Ankara Üniversitesi Eğitim Fakültesi Dergisi*, 15(1), 84-90.
- Uslu, S., & Cassina, G. (1999). Türkiye’den Avrupa’ya Göç [Turkish Migration to Europe]. Ankara: Hak-İş, Türkiye Hak İşçi Sendikaları Konfederasyonu (The Confederation of Turkish Real Trade Union).
- Yalçın, C. (2002). Çokkültürcülük bağlamında Türkiye’den Batı Avrupa ülkelerine göç [Migration from Turkey to West European Countries in the context of multiculturalism]. *Çukurova Üniversitesi Sosyal Bilimler Dergisi*, 26(1), 45-60.
- Yalçın, C. (2004). *Göç sosyolojisi* [Migration Sociology]. Ankara: Anı Yayıncılık.
- Zarif, F., Goldberg, A., & Karakaşoğlu, Y. (1995). 2000’li yıllarda Almanya’da Türkler [The Turks in Germany in 2000s]. Ankara: Önel Yayınevi, Zentrum Für Türkeistudien [Türkiye Araştırmalar Merkezi].

Linda Lemasters, Editor