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ACADEMY 2nd INTERNATIONAL CONFERENCE ON MIGRATION STUDIES

AUGUST 2- 4, 2024

ROME

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ACADEMY 2ND INTERNATIONAL CONFERENCE ON MIGRATION STUDIES
AUGUST 2- 4, 2024 – ROME

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DATE – PLACE
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PRESENTATION
Oral presentation

ASSOCIATION & ACADEMIC INCENTIVES :
80 Papers from Turkey And 98 Papers from Other Counteries
Members of the organizing committees of the conference perform their duties with an "official assignment letter"

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Turkish, English, Russian, Persian, Arabic

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ACADEMY 2nd International Conference On Migration Studies
August 2- 4, 2024 - Rome

The aim of our conference is not to be hostile to migrants, but to ensure that the subject is discussed by experts.
Speculative and populist studies were not accepted.

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2 Ağustos / August 2, 2024 / 15:00 – 17:00 Time zone in Turkey (GMT+3)				
Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
HALL / SALON 1	**Yüksek Şehir ve Bölge Plancısı Hüsne TEMUR**	1	SURIYELI GÖÇMENLER ve TÜRKİYE'DE GÖÇMEN ÇOCUK YAŞAM MERKEZLERİ	Öğr. Gör. ALİ TELLİ
		2	SYRIA'S EXODUS: UNDERSTANDING THE CAUSES AND IMPACTS OF MASS MIGRATION	Dr. Muhammad Munib Khalid Muhammad Yousaf
		3	SOCİOLOGİCAL AND PSYCHOLOGİCAL EFFECTS OF BRAİN DRAİN TODAY	Fahmı BABAYEV
		4	THE FEMINIZATION OF MIGRATION AND THE BRAIN DRAIN: AN EVALUATION FOR TÜRKİYE AND IRAN	DR. CAHİDE GÖĞÜSDERE
		5	KENTLEŞME SORUNLARI VE GÖÇ	Doç. Dr. Seçil Gül MEYDAN YILDIZ Yüksek Şehir ve Bölge Plancısı Hüsne TEMUR
		6	RELIGION AS A SOCIAL CAPITAL AND EMIGRATION: A COMPARISON OF ALBANIAN EMIGRANTS IN ITALY AND TURKEY	Ph.D. Matilda LIKAJ
		7	KENTLEŞMENİN KLASİK NEDENİ OLARAK GÖÇ VE GÖÇÜN KENTLEŞME ÜZERİNDEKİ ETKİLERİ	Yüksek Şehir ve Bölge Plancısı Hüsne TEMUR

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Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
HALL / SALON 2	**Assoc. Prof. Dr. Ömer Gökhan ULUM**	1	Exploring Pre-Service ELT Teachers' Attitudes toward Immigrants in Turkey	Assoc. Prof. Dr. Ömer Gökhan ULUM
		2	A STUDY ON CULTURAL ADAPTATION TENDENCIES OF REFUGEES FROM THE PERSPECTIVE OF INTERCULTURAL COMMUNICATION	Assoc. Prof. Dr. MUSTAFA C. SADAKAOĞLU FERYAL GENÇ
		3	İLKOKULLARDA ÖĞRENİM GÖREN SURİYELİ ÖĞRENCİLERİN SOSYAL ENTEGRASYONLARININ İNCELENMESİ	Ahmet HAMET Assoc. Prof. Dr. Faysal ÖZDAŞ
		4	GÖÇ SONRASINDA YAŞANAN OKUL ÖNCESİ EĞİTİM PROBLEMLERİ	ASLI ŞAHİN Doç. Dr. ALPER YUSUF KÖROĞLU
		5	MIGRATION AND EDUCATION: A COMPLEX RELATIONSHIP	Dr. Öğretim Üyesi Selami Yeşilyurt
		6	GÖÇ'ÜN OKUL ÖNCESİ DÖNEM ÇOCUKLAR ÜZERİNDEKİ ETKİSİNİN DİL GELİŞİMİ BAĞLAMINDA İNCELENMESİ	Yüksek Lisans Öğrencisi, GÜLER DUMAN Doç. Dr. ALPER YUSUF KÖROĞLU

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HALL / SALON 3	**Doç. Dr. Rasim SOYLU**	1	KARİKATÜR UYGULAMALARINDA GÖÇ YANSIMALARI	Bedia YANIK Doç. Dr. Sevtap KANAT
		2	TÜRKİYE'YE GÖÇ EDEN AİLELERİN ÇOCUKLARININ RESİM ÇİZİMLERİNDEKİ GÖÇ ALGISI YANSIMALARININ İNCELENMESİ	Yüksek Lisans Öğrencisi, ZEYNEP TOPBAŞ DR. ÖĞR.ÜYESİ ÖZLEM YILMAZ DEMİREL
		3	SEMIOLOGICAL ANALYSIS OF İBRAHİM BALABAN'S BLUE MIGRATION PAINTING	Doç. Dr. Rasim SOYLU Prof. Dr. Mustafa DİĞLER
		4	SEMIOTICS ANALYSIS OF MIGRATION SIGNS SEEN IN CONTEMPORARY INSTALLATION ART	Doç. Dr. Rasim SOYLU
		5	THE PHENOMENON OF MIGRATION AND THE QUEST FOR IDENTITY AND BELONGING IN ART	Burcu Kaya
		6	THE THEME OF MIGRATION IN THE PERSPECTIVE OF ''LOOKING AT ARTISTIC IMAGINATION FROM A GLOBAL DIMENSION''	Lecturer Ümit Parsıl Spec. Ahmet Göktuğ Kılıç
		7	VAHED KHAKDAN VE ESERLERINDE GÖÇ İMGELERİ	Öğr. Gör., ÜMİT PARSIL Doç. Dr., FAHRETTİN GEÇEN
		8	BİJAN BAHADORİ KEŞKULİ'NİN GÖÇ TEMALI RESİMLERİNDEKİ BİÇİMSEL TAVIRLARIN, GÖÇÜN ACISINI ANLATMASINDAKİ ETKİSİ	Öğr. Gör., ÜMİT PARSIL Doç. Dr., FAHRETTİN GEÇEN

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HALL / SALON 4	**Doç. Dr. SAİT YILDIRIM**	1	SOSYAL MEDYADA SURİYELİ GÖÇMENLERE YÖNELİK ALGILARIN POLİTİK BİÇİMLENİŞİ ÜZERİNE BİR DEĞERLENDİRME	Doç. Dr. SAİT YILDIRIM
		2	SURİYELİ GÖÇMEN ÇOCUKLARIN EĞİTİM SÜRECİNDE YAŞADIĞI SORUNLAR VE ÇÖZÜMLERİ ÜZERİNE BİR DEĞERLENDİRME	Doç. Dr. SAİT YILDIRIM
		3	ÇOCUK SUÇLULUĞU VE GÖÇ	Yüksek Lisans Öğrencisi, Hakan ÇAĞLAR Dr.Öğr. Üyesi Özlem Yılmaz DEMİREL
		4	ACCULTURATION PROCESSES AND RESILIENCE OF REFUGEE YOUTH	Doç. Dr. B. Dilara Şeker
		5	MIGRANT WOMEN AND VIOLENCE	Arş. Gör. Dr. Fatma YILDIRIM Arş. Gör. Sıla GÜL Prof. Dr. Nuriye BÜYÜKKAYACI DUMAN
		6	PSYCHOLOGICAL PROBLEMS OF ELDERLY IMMIGRANTS	Gulshan Aliaskar Aliyeva

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HALL / SALON 5	**Prof. Dr. Sıddık KESKİN**	1	GÖÇMENLERİN KONUT SORUNUNUN TÜRKİYE'NİN GÖÇ POLİTİKALARINDAKİ YERİ	Dr. Öğretim Üyesi İbrahim YILDIZ Öğr. Gör. Esra YAŞAR
		2	TÜRKİYE'NİN KENTLEŞMESİNDE GÖÇLERİN YERİ VE ÖNEMİ	Öğr. Gör. Esra YAŞAR Dr. Öğretim Üyesi İbrahim YILDIZ
		3	MIGRATIONS DUE TO SIGNIFICANT EARTHQUAKES IN TÜRKİYE IN RECENT YEARS	Asst. Prof. MURAT CAMUZCUOĞLU
		4	GÖÇ SORUNLARIYLA İLİNTİLİ GERÇEKLEŞTİRİLEN TASARIM PROJELERİ	Dr., Evrim KABUKCU
		5	HEKİM VEYA HEMŞİRE GÖÇÜ KONULU ÇALIŞMALARIN BİBLİYOMETRİK ANALİZİ	Prof. Dr. Sıddık KESKİN
		6	GÖÇ ve SAĞLIK KONULU ÇALIŞMALARIN BİBLİYOMETRİK ANALİZİ	Prof. Dr. Sıddık KESKİN
		7	GÖÇÜN KALKINMA ÜZERİNE ETKİLERİ	Prof. Dr. Melahat DEMİRBİLEK

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HALL / SALON 6	**Dr. Bedri ŞAHİN**	1	IRREGULAR MIGRANT WORKERS: LACK OF SOCIAL PROTECTION AND POLICIES TO BE TAKEN	Doç. Dr. Sevgi IŞIK EROL
		2	THE IMPACT OF MIGRANT WORKERS IN EVERYDAY LIFE IN THE UNITED ARAB EMIRATES (UAE)	Assis. Prof., HAMDULLAH BAYCAR
		3	EFFECTS OF MIGRATION AND POPULATION MOVEMENTS ON ROMAN SOCIETY: EPIDEMIOLOGICAL ISSUES	Doktora, SAİT ÖZDEMİR
		4	PROBLEMS of SYRIAN REFUGEES in TURKEY	OĞUZ TANER HACIFAZLIOĞLU
		5	THE PHENOMENON OF MIGRATION IN TERMS OF SECURITIZATION IN THE CONTEXT OF INTERNATIONAL SECURITY: THE CASE OF GERMANY'S SKILLED LABOR MIGRATION LAW (2023-2024)	Dr. Bedri ŞAHİN
		6	HUMAN TRAFFICKING IN THE AGE OF GLOBALISATION A MULTIDIMENSIONAL ANALYSIS IN THE CONTEXT OF SUSTAINABILITY, SECURITY AND ILLICIT TRAFFICKING	Dr. CUMHUR HAVAN
		7	ECONOMIC-POLITICAL EFFECTS OF INTERNATIONAL LABOR MIGRATION MOBILITY	Dr. NİDA GÜNSAN Prof.Dr. HALUK YERGİN
		8	YEREL YÖNETİMLERİN GÖÇ OLGUSU ÜZERİNE BİR İNCELEME	Furkan ÇAPOĞLU

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HALL / SALON 1	**Xiao Chen,**	1	GENDERED DIMENSIONS OF MIGRATION AND HUMAN SECURITY: ANALYZING ETHIOPIAN FEMALE MIGRANTS IN SUDAN	Leila M. Fadila, Ibrahim N. Ahmed,
		2	THE IMPACT OF MIGRATION ON UNEMPLOYMENT DURATION: INSIGHTS FROM EMERGING ECONOMIES"	Carla Almeida,
		3	ADDRESSING YOUTH EMPLOYMENT CHALLENGES IN GEORGIA'S AGRICULTURAL SECTOR AND MIGRATION DRIVERS	R. Moreno, D. Nguyen, A. Zhang
		4	RAY TRACING MODELING AND KIRCHHOFF'S DEPTH MIGRATION FOR ENHANCED IMAGING OF COMPLEX VELOCITY MODELS	Xiao Chen, Amina Diallo
		5	HOUSEHOLD-LEVEL INFLUENCES ON RURAL-URBAN MIGRATION PATTERNS IN BANGLADESH	Rajiv Kumar, Mei Ling Chen
		6	ADVANCED TECHNIQUES FOR CROSS-DATABASE DATA MIGRATION	Dr. Maria Silva, Professor Ahmed N'Diaye
		7	MIGRATION AND ADAPTATION OF KAZAKH REPATRIATES: CHALLENGES AND SOLUTIONS	L.N. Zhang, R.K. Yusufov
			CHALLENGES OF LABOUR MIGRATION IN RUSSIA AND THEIR IMPACT ON NATIONAL SECURITY	A. C. Silva,
		8	URBAN MIGRATION DYNAMICS IN A MULTICITY FRAMEWORK	Hana Kim, Takumi Suzuki

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HALL / SALON 2	**Emilia Santos Silva**	1	MIGRATION, EMOTIONAL ISOLATION, AND FAMILIAL CONNECTIONS: A CASE STUDY	K. Obasanjo, L. Zhang
		2	CHARACTERIZATION AND PERFORMANCE OF POLYMER-BASED NANO-SILVER FOOD PACKAGING MATERIALS	L. A. Zhou, M. J. Bakari
		3	EFFICIENT ASYNCHRONOUS ELITE MIGRATION IN PARALLEL GENETIC ALGORITHMS	Zhang Wei, Akira Nakamura, Amina Abdullahi, Liu Jie,
		4	THE MIGRATION PATTERNS OF HIGHLY SKILLED INDIAN IT PROFESSIONALS TO JAPAN: INSIGHTS AND EMERGING TRENDS	Haruto Nakano
		5	REGIONAL MIGRATION GOVERNANCE AND THE VENEZUELAN DIASPORA IN IBERO-AMERICA (2015-2018): CHALLENGES AND OPPORTUNITIES	Emilia Santos Silva and Satoshi Kimura
		6	ENHANCING MOBILE AGENT MIGRATION THROUGH DECISION TREE-BASED ROUTING STRATEGIES	Dr. Maria Silva, Prof. Nari Lee, Dr. Ahmed Al-Mansoori

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		2	LABOUR MIGRATION IN SOUTH AFRICA: IMPLICATIONS FOR NATIONAL SECURITY	Dr. Thabo Mthembu,
		3	TRENDS AND STRUCTURAL SHIFTS IN LABOUR MIGRATION: THE SRI LANKA–MIDDLE EAST CORRIDOR	Ayesha Hassan, Mohamed Al-Rashid, Tharaka Jayasinghe
		4	THE DYNAMICS OF OUT-MIGRATION IN MALAWI	Thandiwe Nyirenda
		5	ECOLOGICAL CORRIDORS AND THEIR IMPACT ON WILDLIFE MIGRATION	Dr. Ebele Okeke, Dr. Tao Zhang
		6	AUTOMATED DATA MIGRATION FRAMEWORK BETWEEN NOSQL AND SQL DATABASES	Maria Oliveira , Chinedu Okeke

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HALL / SALON 4	**Dr. E. Pratama**	1	ORIGIN MYTHS OF THE THANGAL TRIBE: AN ANTHROPOLOGICAL INQUIRY	Farida Khan, Imran Aziz, Adeel Shahid
		2	KEY FACTORS INFLUENCING RELOCATION DECISIONS FOR COASTAL INHABITANTS AMIDST CLIMATE CHANGE	Dr. Aliya Al-Khalidi, Prof. Samir Al-Jabari, Dr. Omar Hassan
		3	GENDER DYNAMICS AND LABOR MARKET INTEGRATION: A STUDY OF TURKISH MIGRANTS IN GERMANY	Dr. E. Pratama, Dr. R. A. Wulandari
		4	NAVIGATING IDENTITY DEVELOPMENT IN DEAF IMMIGRANT ADOLESCENTS	Ana Sousa, Jean-Luc Dubois, Maria Rosetti
		5	STRATEGIES FOR MITIGATING CORRUPTION IN THE CONTEXT OF MIGRATION IN EUROPE	Ana Pereira, Wei Zhang,
		6	DEMOGRAPHIC TRENDS AND POPULATION DISTRIBUTION IN GEORGIA FROM THE 1950S	Dr. Elena Vasquez, Dr. Haruto Nishida, Dr. Amina Khamis
		7	RADICAL RIGHT PARTIES AND THE SECURITIZATION OF MIGRATION IN EUROPE	Ana Carla Souza, Etsuko Tanaka
			SOCIAL SUPPORT AND QUALITY OF LIFE FOR YOUTH WITH CEREBRAL PALSY TEMPORARILY ORPHANED DUE TO PARENTAL MIGRATION	Dr. Mia Huang, Dr. Pedro Santos,
		8	AN INTEGRATED APPROACH TO URBAN CONSERVATION AND REVITALIZATION: INSIGHTS FROM IMMIGRATION IMPACTS ON THE REYHAN HERITAGE SITE IN TURKEY"	Ahmed El-Sayed, Fatima Hassan

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		5	THE RELATIONSHIP BETWEEN POPULISM AND MIGRATION: CASE OF THE JAPAN FIRST PARTY	Dr Öğr. Üyesi ALİ ÇİÇEK
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MIGRATION AND EDUCATION: A COMPLEX RELATIONSHIP

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ABSTRACT

The relationship between migration and education is complex and multifaceted; the integration of migrants into the education system must be carefully managed for the benefit of both migrants and the local population. Awareness of migration and access to basic education are critical for migrants to adapt to society and succeed in their new lives. Migrant children may face various challenges in the education process due to language barriers, cultural adaptation issues, and socio-economic difficulties. However, initiatives such as language education, cultural bridge programs, and citizenship education can facilitate these children's adaptation to the education system, encourage their active participation in society, and help them embrace democratic values. Nevertheless, migration can impact the quality of education for both migrants and the local population. The quality of the education systems in the countries from which migrants come can affect the academic success of migrant children. In host countries, the increasing number of students may lead to insufficient existing educational resources and a decline in the quality of education. Conversely, the diverse cultural and educational perspectives brought by migrants can contribute new and enriching viewpoints to local education systems. At this point, it is crucial for policymakers to implement anti-discrimination policies and support programs with inclusive policies based on transparency and dialogue to ensure that migrant children have equal opportunities in education. However, in these education policies, a balanced approach is needed between access to educational opportunities for migrant children and the concerns of the local population. We believe this balanced approach is critical for establishing social cohesion and supporting economic development. This study aims to raise awareness on the issue of migration and education and contribute to the development of more effective policies in this area.

Keywords: Migration, Education system, Integration, Cultural adaptation, Equity policies, Social awareness

GÖÇ VE EĞİTİM: KARMAŞIK BİR İLİŞKİ

ÖZET

Göç ve eğitim arasındaki ilişki karmaşık ve çok boyutludur; göçmenlerin eğitim sistemine entegrasyonu hem göçmenlerin hem de yerli halkın yararına olacak şekilde dikkatle yönetilmelidir. Göç bilinci ve temel eğitime erişim, göçmenlerin topluma uyum sağlamaları ve yeni yaşamlarında başarılı olmaları için kritik öneme sahiptir. Göçmen çocuklar, dil bariyerleri, kültürel uyum sorunları ve sosyo-ekonomik zorluklar nedeniyle eğitim süreçlerinde çeşitli

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zorluklarla karşılaşabilirler. Buna mukabil, dil eğitimi, kültürel köprü programları ve vatandaşlık eğitimi gibi girişimler, bu çocukların eğitim sistemine daha iyi adapte olmalarını sağlayabilir; topluma aktif katılımları teşvik edilerek demokratik değerleri benimsemeleri sağlanabilir. Ancak göç, hem göçmenlerin hem de yerli halkın eğitim kalitesini etkileyebilir. Göçmenlerin geldikleri ülkelerdeki eğitim sistemlerinin kalitesi, göçmen çocukların akademik başarılarını etkileyebilir. Göç alan ülkelerde ise artan öğrenci sayısı, mevcut eğitim kaynaklarının yetersiz kalmasına ve eğitim kalitesinin düşmesine neden olabilir. Bununla birlikte, göçmenlerin getirdiği farklı kültürel ve eğitimsel perspektifler, yerel eğitim sistemlerine yeni ve zenginleştirici bakış açıları kazandırabilir. Bu noktada politika yapıcıların şeffaflığı ve diyalogu esas alan kapsayıcı politikalarla göçmen çocukların eğitimde eşit fırsatlara sahip olmalarını sağlamak için ayrımcılık karşıtı politikalar ve destek programlarını uygulamaları oldukça önemlidir. Ancak bu eğitim politikalarında, göçmen çocukların eğitim fırsatlarına erişimi ile yerli halkın endişeleri arasında dengeli bir yaklaşım sergilenmesi gerekmektedir. Bu yaklaşımı toplumsal uyumun tesisi ve ekonomik kalkınmanın desteklenmesi açısından kritik olduğunu düşünmekteyiz. Bu çalışma, göç ve eğitim konusundaki farkındalığı artırmayı ve bu alanda daha etkili politikaların geliştirilmesine katkıda bulunmayı amaçlamaktadır

Anahtar Kelimeler: Göç, Eğitim sistemi, Entegrasyon, Kültürel uyum, Eşitlik politikaları, Toplumsal farkındalık

INTRODUCTION

Migration is a complex phenomenon that deeply affects the lives and futures of individuals and societies (Castles et al., 2014). Facilitating the integration process of migrants and ensuring their contribution to the new society requires both migration awareness and access to basic education, which are critically important. Essentially, migration and education are two complex and intersecting concepts for individuals, societies, and nations (Bartlett & Ghaffar-Kucher, 2013). The relationship between migration and education is a significant issue for both migrating individuals and the societies receiving them (Dustmann & Glitz, 2011). Migration can affect individuals' educational levels, educational systems, and societal structures in various ways (Faist, 2000). On the one hand, migration can influence access to educational opportunities, while on the other, education can shape migration flows and the integration of migrants into the host society (Schiller & Çağlar, 2009). This paper will explore the complex interactions between migration and education, examining the different dimensions of this relationship, as well as the issues of migration awareness and basic education, how they feed into each other, and how these challenges can be addressed.

THE IMPACT OF MIGRATION ON EDUCATION

Migration can have various impacts on education, which can be both positive and negative. These impacts vary depending on the origins of the migrants, the destinations, the reasons for migration, and the conditions they face (Suárez-Orozco & Suárez-Orozco, 2002). Migrant children may encounter numerous challenges in their educational processes due to

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language barriers, cultural adaptation issues, and socio-economic difficulties encountered during the migration process (Portes & Rumbaut, 2001). These children often need support in adapting to the education system. Language barriers can be a significant obstacle, especially for children who migrate at a young age. Research shows that migrant children's language proficiency has a direct impact on their academic achievement (Cummins, 2000).

Migration can affect the quality of education for both migrants and the native population (OECD, 2018). The quality of education systems in the countries from which migrants come can influence the academic success of migrant children. In countries receiving migrants, the increasing number of students may lead to insufficient educational resources and a decline in the quality of education (Dustmann & Glitz, 2011). However, the different cultural and educational perspectives that migrants bring can also introduce new and enriching viewpoints to local education systems (Banks, 2016; Portes & Rumbaut, 2001).

The positive effects of migration on education can be summarized as follows:

Access to better educational opportunities: Some migrants move from countries with limited development opportunities to countries with better educational systems and more educational options (Grogger & Hanson, 2011).

Acquisition of new skills: Migrants can acquire new skills through the migration experience, such as learning a new language and adapting to a new culture (Chiswick & Miller, 2015).

Increased diversity in education: Migrant students can bring diverse perspectives and experiences to schools and classrooms, creating a richer learning environment for all students (Banks, 2016).

The negative effects of migration on education can be summarized as follows:

Barriers to accessing education: Migrants may face difficulties in accessing education due to language barriers, financial challenges, discrimination, and bureaucratic obstacles related to migration (Brown, 2015).

Educational delays: Migration can lead to delays in education and learning loss, particularly for children who are out of school for extended periods during or after migration (Dustmann & Glitz, 2011).

Lower educational attainment: Some migrant groups tend to have lower educational attainment levels compared to the native population of the host country (OECD, 2018).

Social exclusion and discrimination: Migrant students may face exclusion and discrimination in educational institutions from their peers or from educators with anti-immigrant attitudes. This can negatively impact their academic performance and overall well-being (Vedder & Horenczyk, 2006).

Cultural adaptation difficulties: Migrant students may struggle to adapt to the new educational system and cultural norms, which can adversely affect their learning process and social integration (Berry et al., 2006).

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THE IMPACT OF EDUCATION ON MIGRATION

The educational level of individuals plays a decisive role in their reasons for migrating. Individuals with higher levels of education are generally more inclined to migrate in search of better job opportunities and living conditions (Docquier & Rapoport, 2012). This phenomenon is particularly associated with the concept of brain drain, where there is a migration of skilled labor from developing to developed countries. While brain drain creates a shortage of qualified labor in the countries of origin, it enriches the knowledge and talent pool in the receiving countries (Docquier & Rapoport, 2009).

The educational attainment of migrants directly influences their integration processes and economic success in the countries they migrate to. Educated migrants are more likely to find employment easily and integrate more rapidly into the new society (Chiswick & Miller, 2009). On the other hand, migrants with lower levels of education often end up in low-paying jobs and face greater challenges in social integration (OECD, 2018).

Education can also influence migration flows and the integration of migrants into the host society in various ways, which can be either positive or negative.

The positive effects of education on migration may include:

Desire to migrate: The aspiration to access better educational opportunities can motivate individuals to migrate (Grogger & Hanson, 2011).

Skill development for migrants: Education can help migrants develop skills that facilitate their employment and contributions to the host society (Dustmann & Glitz, 2011).

Social integration: Education can assist migrants in learning a new language, adapting to a new culture, and engaging more with the host society (Ager & Strang, 2008).

However, the impact of education on migration can also have negative aspects:

Brain drain: Highly skilled migrants tend to migrate from developing to developed countries in search of better educational and employment opportunities, leading to brain drain and loss for developing countries (Docquier & Rapoport, 2012).

Educational inequalities: Migrants may be disadvantaged by factors such as inequalities and discrimination within the educational system (Brown, 2015).

Unrealistic expectations: Education does not automatically guarantee success and prosperity for migrants in their destination countries, which can lead to disappointment and dissatisfaction (Pires, 2015).

THE IMPORTANCE OF MIGRATION AWARENESS

The lack of migration awareness and fundamental education issues form a mutually reinforcing cycle. Migrants who lack migration awareness may face greater challenges in accessing basic educational opportunities (Dryden-Peterson, 2016). On the other hand, migrants who cannot access basic education may struggle more with adapting to the new society and have fewer opportunities to develop migration awareness (Suárez-Orozco & Suárez-Orozco,

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2002). Additionally, many migrants encounter difficulties in accessing basic education due to language barriers, financial challenges, and discrimination (UNESCO, 2019).

Migration awareness helps migrants understand their place in society and facilitates their integration into the community. This awareness also allows the native population to better comprehend the challenges faced by migrants and the contributions they bring (Ager & Strang, 2008). Educational institutions play a critical role in enhancing migration awareness. Specifically, programs and educational materials in schools aimed at the integration of migrant children can increase awareness about migration among both migrant and native students (Banks, 2016; Cummins, 2000).

POLICY RECOMMENDATIONS

Understanding and Managing the Complex Relationship Between Migration and Education

Understanding and managing the complex relationship between migration and education should be a critical priority for policymakers. Below are policy recommendations and solutions aimed at enhancing migration awareness, ensuring access to basic education, and positively developing the migration-education relationship:

Language Education and Cultural Adaptation Programs

Language education and cultural adaptation programs for migrant children facilitate better adaptation to the education system. Such programs help migrant children overcome language barriers and improve their academic success (Cummins, 2000). According to an (OECD, 2019) report, these programs play a significant role in facilitating the integration of migrant children into the education system.

Integrated Language Support Programs

Integrated language support programs should be implemented to help migrant children overcome language barriers. These programs should support both native language development and the acquisition of the new language. Bilingual education models and language transfer strategies, as suggested by Cummins (2000), can be utilized. Additionally, the translanguaging approach highlighted by (García & Wei, 2014) can be effective in multilingual classroom settings.

Teacher Training and Support Programs

Teacher training programs should be offered to equip educators with the necessary skills to meet the specific needs of migrant children. These programs should include topics such as intercultural competence, second language acquisition pedagogy, and trauma awareness. Deardorff's (2009) intercultural competence model can form the foundation of these trainings, developing the ability to communicate effectively with people from different cultures and

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provide culturally sensitive services. Bennett's (2017) research demonstrates that intercultural competence plays a crucial role in the integration of migrants.

Psychosocial Support and Counseling Services

Comprehensive psychosocial support and counseling services should be provided to help migrant children cope with the trauma and adaptation challenges they face. These services should be culturally sensitive and multilingual. School-based intervention models proposed by Fazel et al. (2012) can serve as the foundation for these services.

Cultural Bridge Programs

"Cultural bridge programs" should be implemented to facilitate the cultural adaptation of migrant children. These programs help children maintain their cultural identity while adapting to the new culture. They promote intercultural dialogue and mutual understanding while encouraging the learning of the new culture and language (Portes & Rumbaut, 2001). Ager and Strang's (2008) work also indicates that these programs positively affect migrants' social integration and interaction with the local community. Multicultural education approaches, as proposed by Banks and Banks (2019), can be integrated into these programs. Furthermore, Portes and Rumbaut's (2001) selective acculturation model can guide the design of these programs. According to Banks (2016), multicultural education approaches will ease the coexistence of different cultures and strengthen social cohesion. These programs will also help migrants better adapt to the new society and understand cultural differences (Berry et al., 2006).

Citizenship Education

Comprehensive citizenship education should be provided to migrants regarding the political system, rights, and responsibilities of the country they have migrated to. This education encourages migrants' active participation in society and is crucial for embracing democratic values (Kymlicka, 2003). As Bauböck (2006) pointed out, citizenship education supports the political integration of migrants and strengthens social belonging.

Family Involvement and Community Collaboration

Programs should be developed to encourage the active involvement of migrant families in the education process. These programs should not only inform families about the education system but also value their cultural resources and knowledge (Bartlett et al., 2015). Epstein's (2014) family involvement model can be used in designing these programs.

Social Awareness Campaigns

Social awareness about the challenges and contributions of migrants should be raised. Such campaigns can increase empathy and understanding toward migrants in society, thereby facilitating their integration into the community (Koser, 2007). Additionally, as suggested by Bajaj and Bartlett (2017), education systems can enrich themselves by adopting the cultural diversity and different educational approaches that migrants bring.

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Labor Market Integration Programs

Labor market integration programs should be implemented to ensure migrants have access to job opportunities that match their educational levels. These programs will enable migrants to become economically independent, contribute to local communities, and form bonds with the local population (OECD, 2018).

Equality and Access Policies in Education

Anti-discrimination policies and support programs should be implemented to ensure migrant children have equal opportunities in education. These policies can reduce the socio-economic challenges faced by migrant children and improve their educational achievements (Brown, 2015). According to a UNESCO (2019) report, providing accessible and quality educational opportunities to migrants is crucial in increasing educational levels.

Nevertheless, this issue is both sensitive and intricate. Striking a balance between ensuring migrant children's access to education and addressing the concerns of the local community is a fundamental aspect of educational policy. To achieve this balance, the following points should be taken into consideration:

Emphasis on Equality: As mentioned in the OECD (2018) report, migrant children often face additional challenges such as language barriers and cultural differences. Therefore, policies should offer equal educational opportunities to all children, whether migrants or natives.

Societal Benefit: As highlighted by Betts and Collier (2017), access to education for migrant children benefits the entire society in the long run. The awareness that well-educated individuals contribute more to the economy and enhance social cohesion should be instilled in society.

Inclusive Policies: According to Eurostat (2019), offering similar support to children from local families facing similar economic challenges can make policies more inclusive. This approach could be a key to establishing social peace.

Transparency: As UNESCO (2019) suggested, informing the public about the aims, implementation, and outcomes of policies can prevent misunderstandings and reduce the impact of provocations.

Dialogue: Establishing dialogue between the native population and migrants, as suggested by Castles et al. (2014), can increase mutual understanding. This dialogue can be encouraged through community events, cultural exchange programs, and joint projects.

Increasing Resources: As proposed in the World Bank's education report, increasing the overall education budget can provide more resources for all students (World Bank, 2020).

CONCLUSION

Migration and education are two critical societal phenomena with a complex and dynamic relationship (Suárez-Orozco et al., 2011), requiring a nuanced approach that balances

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the needs of both migrant and native populations. By implementing equitable educational policies, fostering intercultural understanding, and investing in the diverse potential of migrants, societies can benefit from a truly inclusive and globally engaged education system.

The main educational challenges faced by migrant children include language barriers, access to educational resources, and cultural adaptation issues (OECD, 2018). These challenges can negatively impact the academic performance and social integration of migrant students (Portes & Rumbaut, 2001).

Language barriers are among the most critical obstacles faced by migrant children in their educational processes. Research shows that language proficiency directly affects academic success and social integration (Cummins, 2000). Therefore, the implementation of effective language support programs and bilingual education models is of great importance (Thomas & Collier, 2017).

Access to educational resources significantly influences the educational opportunities available to migrant children. Economic challenges can prevent many migrant families from providing adequate educational resources for their children (Bartlett et al., 2015). In this context, it is crucial to offer special support programs and scholarships to create equal educational opportunities (Schleicher, 2019). However, policies aimed at ensuring equal access to educational resources for migrant children must also consider the concerns of the native population. Approaches such as emphasizing equality, societal benefit, inclusive policies, and increasing resources can help create a balanced and fair education system.

Cultural adaptation issues present another significant challenge for migrant children in their educational processes. Being educated in a different cultural environment can complicate the social and academic adaptation of these children (Berry et al., 2006). Schools adopting a culturally diverse and inclusive approach can be effective in overcoming these challenges (Banks & Banks, 2019).

Enhancing migration awareness and addressing fundamental educational issues are critical for ensuring the educational success and societal integration of migrant children (Szelei et al., 2020). Additionally, raising awareness among educators about migration, spreading cultural sensitivity training, and adopting multicultural educational approaches are important (Gay, 2018).

In conclusion, developing the relationship between migration and education in a positive direction requires the implementation of comprehensive and holistic policies (European Commission, 2020). These policies should include language education programs, cultural adaptation supports, the provision of accessible and quality educational opportunities, and the creation of opportunities to enrich education systems with the cultural diversity brought by migrants (UNESCO, 2019). When designing migration policies and educational programs, carefully considering the complex interactions between migration and education will lead to sustainable solutions that benefit both migrant children and host societies (Bajaj & Bartlett, 2017).

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