



Women without a backward glance: migrant women profile from the point of lifelong learning, adaptation, employment, education, and social integration

Banu YAMAN ORTAS *

^a Department of Educational Sciences, Trakya University, Edirne, 22030-Turkey

Abstract

Migrant women encounter new environments, opportunities, human behaviors, communication manners, traditions-customs and limitations in the country they migrate to, which may be completely different from their own countries. All these new situations create the need for employment, integration, education and social reintegration. Education of migrant women, however, has a strategic importance for the reasons such as being productive, more sensitive to society, more adaptable, and taking first-degree responsibility in the care and education of children. The aim of the study was to evaluate the views of migrant women about their lives in terms of employment, adaptation, education and social reintegration. The study adopted phenomenological research design, one of the qualitative research methods. The data were collected through the “Sustainable Personal Development-Lifelong Learning Form”. The participants were selected using the snowball sampling method and comprised 96 immigrant women in such countries as Turkey, Australia, Greece, Switzerland, France, Germany, Netherlands, and the USA. The data covered information about the reasons for their migration such as marriage, refuge, work and education have participated in the research. The data were analyzed via the content analysis method. The results revealed that the migrant women were in need of feeling safe and free, success religion, access education for their children, and lead sustainable life as an average human.

© 2016 IJCI & the Authors. Published by *International Journal of Curriculum and Instruction (IJCI)*. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Keywords: Migration, migrant women, sustainability, employment, adaptation, education, social reintegration, lifelong learning.

* Banu Yaman Ortas. Tel.: +90-284-2120808-1278
E-mail address: banuyaman@trakya.edu.tr

1. Introduction

1.1. Introduce the problem

There are many reasons for migration. Among the most important of these, better life conditions, a search for prosperity, education opportunities, political and social pressure, natural events and war can be regarded as reasons for migration. Especially families' expectations, which are the aim of a more secure and democratic environment and of ensuring a better future for their children, form the basis of the phenomenon of migration. Studies and example cases related to internal or external migration reveal that in a basic sense, the mother's role is as essential as the father's in enabling children to adapt to the host country. While the father gives priority to taking responsibility for work and employment, the mother also plays various roles in adaptation to the new life. She takes responsibility not only for improving herself and supporting her husband, but also for her children's employment, education, and adaptation and integration. Besides those migrating as a family, women who migrate for different reasons do, of course, make up a significant percentage. These are single mothers, those choosing to migrate for various political and social reasons, those who are refugees seeking their freedom, and women who migrate for education or through marriage. A United Nations report on women and migration argues women's status the impact of that roles on their propensity to migrate must be considered at three levels: individual, familial, and societal (Boyd & Grieco, 2003).

Combres (2007, 10) classified migrant women under four main concepts: permanent settlers, temporary residents, refugees and undocumented migrants. In order to adapt to the conditions of the country settled in and meet one's future expectations at the desired level, it is important to carry out the responsibilities resulting from migration to that country and from being an immigrant in that country in a healthy way. Nowadays, when especially with regard to migration, problems are at the forefront, projects are carried out, and a political and educational approach and innovations are evaluated, research related to assessing migration, immigration and the phenomenon of female migration is important.

A considerably large number of studies can be found on the subject of female migration. In their study titled "Women and Migration: Incorporating Gender into International Migration Theory", Boyd and Grieco (2003) discuss migration theory as follows: "because migration theory has traditionally emphasized the causes of international migration over questions of who migrates, it has often failed to adequately address gender-specific migration experiences". There are many questions that need to be answered with regard to migration and immigration. Due to the pandemic experienced nowadays, the work and life conditions of many people have undergone changes. These

changes will also affect the perceptions of migration and immigration, and will cause them to be reshaped.

Grieco, E.M and M.Boyd (1998) as they have stated, the same authors include two important questions: “The feminist view of gender as a ‘social construction’ has raised two questions that have fuelled much of the research in the study of women and migration over the last decade. The first relates to how does patriarchy, which gives men preferential access to the resources available in society, affect women’s ability to migrate, the timing of that migration, and the final destination? The second question focuses on how is patriarchy altered or reconstituted after migration?”

As discussed in studies on migration, the educated mother and educated child play an effective role in shaping the future. In her study of migrant women in Australia, Inglis (2003) defines the role of the migrant mother as follows: “women have a necessary role in this emphasis on the family’s contribution to nation-building.

There are a number of studies that examine whether there are differences in the level of expectation between the country where women choose to continue their lives and the country they come from. In this study, analyses have been made based on pioneering studies, and at the same time, the opinions of first- and second-generation migrants related to discrimination against themselves and their children are evaluated. Families who have encountered the problem of social alienation in the countries they have settled in benefit from opportunities for social reintegration in those countries. The European Union attempts to redress the problem of social alienation with certain agreements. The Amsterdam Treaty (1997) occupies a special place, generally in terms of social policies and particularly with regard to social protection and social inclusion. For the struggle against all kinds of discrimination on the basis of gender, race, ethnic roots, religion and faith, disability, age or sexual orientation, the 13th Clause added to the European Communities Treaty by the Amsterdam Treaty deals with the adoption of regulations against discrimination and authorises the taking of necessary measures.

Women who are oriented towards developing themselves, especially by benefiting from the facilities in the countries they migrate to, represent the most striking examples of lifelong learning. Lifelong learning indicates education for sustainable development, life satisfaction and a cognitive/judgmental process, and is defined as individuals’ general evaluation of their life quality according to criteria they have selected themselves (Shin & Johnson, 1978: 478; Diener, Emmons, Larsen & Griffin, 1985: 71; Diener & Suh, 1997: 200).

Satisfaction with life in the country migrated to is a person’s cognitive and emotional assessment of his/her experience in the past, present and future, and based on this, of his/her increased level of satisfaction (Myers & Diener, 1995). For determining life quality in lifelong learning, there are three main functions defined by the European Union Lifelong Learning Commission: (i) lifelong learning for *economic development*; (ii)

lifelong learning for *personal development and self-fulfilment*; and (iii) lifelong learning for *social inclusion and democratic understanding* (Commission of the European Communities, 2006). When the concept of “adaptation”, which is one of the factors that enable life satisfaction, is taken into consideration, it is thought that life satisfaction will be one of the important indicators of adaptation to the new culture by individuals going through the immigration process. In this context, in the study, the situations affecting the lives of women undergoing the immigration process, and their demographic and socio-cultural characteristics have been examined.

It can be said that lifelong learning, towards which migrant women aiming to improve themselves are oriented, comprises education in four main categories, which are adult education, continuous education, professional education and learning based on self-motivation (Wetzels, 2010; Jarvis, 2004; Livingstone, 2001; Eraut, 2000, cited by Toprak & Erdogan, 2002; 70-71).

Immigrant groups in multicultural societies adopt different acculturation strategies aimed at preserving their own social identities and inclusion in the new culture. These strategies make them strong, and individuals steer towards choosing ways of developing themselves in order to strengthen themselves. Especially the different responsibilities and expectations brought about by being in a different country, and the stages to which migrant women are oriented in order to correctly plan their lives, play an effective role in shaping their futures. If they do not know the language of the country they choose to live in, if the education opportunities are different, if the professional competence they possess is insufficient for determining their life expectations, they will seek ways to improve themselves.

For sustainable personal development, the assessment of education and learning is an obligatory condition in terms of recognition. Canada can be given as an example of the assessment of lifelong learning (Livingstone, 2000; Burke & van Kleef, 1997; Isabelle, 1994; Canadian Council on Learning, 2012, cited by Toprak & Erdogan, 2012, 76). The Composite Learning Index used consists of 17 indicators, and measures annual developments in lifelong learning in over 4500 communities. The index has four categories: learning to know, learning to do, learning to live together and learning to be (Bryce, Frigo, McKenzie, & Withers, 2000, cited by Toprak & Erdogan, 2012, 76).

In the study titled “Life satisfaction of ethnic minority members: An examination of interactions with immigration, discrimination and citizenship”, aimed at immigrants’ lifelong learning levels and expectations, Kirmanoglu and Baslevent (2014) stated that first and second generation migrants showed differences according to their life satisfaction levels and whether or not they considered themselves as ethnic minorities. It was concluded that citizenship status was of secondary importance.

In their study conducted in 2014, titled “Life satisfaction among Turkey-origin women in the United Kingdom: Identity, acculturation and discrimination”, Seker and Sirkeci

examined the role of levels of acquisition of ethnic and religious identity, perceived discrimination, acculturation strategies and demographic characteristics in life satisfaction among women who had emigrated from Turkey and were living in the UK, within the framework of concepts of life satisfaction, social identity theory and acculturation. In the study, it was concluded that ethnic group, marital status, and the place where they had lived in Turkey, income, religious identity levels and integration strategies were significant predictors of life satisfaction in migrant women living in London.

According to Diener and Seligman (2004), life satisfaction includes concepts such as positive effect on life, life quality and meaning of life (cited by Akin & Yalniz, 2015, p.96). Another study, conducted by Combres (2007), is concerned with the concept of return migration. In the study, the effects on the social and working lives of educated women returning from Canada to Turkey were examined. In the research, it is revealed that since the women had to contend with their own social and work life experiences, and their conflicting social roles as mothers, wives, daughters and professionals, the problem of gender discrimination dominated all aspects their lives at every stage of their migrations. Moreover, this study revealed that none of the women migrated as an individual actor. Rather, as well as the processes and outcomes of their migrations, contextual and stratification factors such as marital status, family structure, language skills, previous exposure to different cultures, socioeconomic background, education and inclusion in the labour force were found to shape and affect their potential for migration.

Another study was conducted and reported by Faraday (2016). In her study, titled “Canada’s Choice: *Decent work or entrenched exploitation for Canada’s migrant workers?*”, information was given about relevant institutions and organisations and their duties, resources provided for migrant mothers, education opportunities, education programmes, etc., and findings related to expectations and deficiencies were obtained through interviews.

As well as the expectations of those who migrate, the expectations of host countries from migrants are also an issue. In Europe, these expectations were defined by Androulla Vassiliou, the then European Commissioner for Education, Culture, Multilingualism and Youth, in the report named *Education for Citizenship* as follows: “*European countries need citizens to be engaged in social and political life not only to ensure that basic democratic values flourish but also to foster social cohesion at a time of increasing social and cultural diversity...*” (2012, p. 3).

Furthermore, the subject of women and migration is also discussed in a special edition of the journal published by the Migration Policy Institute. In the journal, in their study titled “*Women and Migration: Incorporating Gender into International Migration Theory*”, Boyd and Gracio (2003) stated that “Today the question ‘How can gender be incorporated into our understanding of migration?’ remains only partially answered for a

variety of reasons. For example, understanding migration and constructing useful theories must take into account many different types of migration, including temporary, permanent, illegal, labour, and conflict-induced migration.”

Migrant women with children in particular have missions such as improving both themselves and shaping their families’ futures. There are a number of studies related to what kind of effects and differences occur among family members following the phenomenon of migration. In particular, the participation of males in housework and their sharing of responsibility in bringing up the children is evaluated as an important process of change.

In the study by Inglis (2003) related to immigration and migration in Australia, it is stated that “Australia’s reliance on immigration for economic development and population growth has traditionally favoured family migration...Women have a necessary role in this emphasis on the family’s contribution to nation-building”. In this study, especially the importance of the concept of migrant women was brought to the fore.

All these studies reveal that while an individual who has acquired personal, social and economic skills and competences can make important contributions to the development of society, individuals with problems in terms of these skills and competences will have a negative effect on society. Since the person who will foster these skills and competences in their child is primarily the mother, the migrant women were also asked whether they had children or not. By asking those with children a large number of questions related to their children’s education in the questionnaire, an attempt was made to gather information on this subject.

2. Problem

With regard to migrant women who seek opportunities for themselves in the host country they have chosen to settle in, who also bring up their children, and who are included in and have also included their children in the country’s education system,

What are;

A- The employment opportunities for themselves and their children in the society they live in?

B- Their adaptations to the society they live in regarding themselves and their children?

C- The education opportunities for themselves and their children in the society they live in?

D- The situations they and their children encounter in terms of social reintegration?

E- Their views regarding their expectations for the future for themselves and their children?

F- The things they say “fortunately” and “if only” about for themselves and their children?

To achieve the general aim of the research, answers were sought to questions about the following sub-research questions:

- 1- How do migrant women describe the country they have left behind?
- 2-How do migrant women describe the country they have chosen to live in?
- 3- If migrant women have received education, what was the state of their own communication, and that of their children, with their teachers?
- 4-On which country’s culture do migrant women and their children regard themselves as dependent? Why?
- 5-Do migrant women believe that they and their children can receive education suited to their interests and abilities? In what way?
- 6-What kind of opportunities have migrant women and their children benefited from in the countries they have migrated to?
- 7-Do migrant women consider that they and their children have been subjected to discrimination? In comparison to the countries they have come from, do they know what to do about it?
- 8-What do migrant women plan to do for themselves and their children in the future?
- 9-What kind of support do migrant women wish to be provided for themselves or their children to be able to follow the right path during their education? Why?
- 10- Do migrant women have memories about their decision to migrate, which they could not forget and which affected them afterwards?
- 11- What do migrant women say “fortunately” about when comparing things with the places they have come from?
- 12- What do migrant women say “if only” about when comparing things with the places they have come from?
- 13-What are the demographic characteristics (personal information) of the participants?

2.1. Aim and Importance of the Study:

The views of migrant women who have changed their living conditions are examined with regard to the levels of dependence on their religious and ethnic roots that they have/they feel that they have, the dimensions of their perceived discrimination against themselves and their children and of the acculturation they have adopted, their financial income levels, and their levels of education for sustainable personal development and of

social reintegration. Example statements of the responses they have given are selected and included in the research. By examining their levels of satisfaction with the life they have chosen, comparatively in terms of the countries they have come from and chosen to live in and based on the different cultural characteristics, an attempt has been made to evaluate this by comparing their past lives, current conditions and expectations for the future. The examination, from a psychological point of view, of their life experiences against the possibility of encountering examples of traumatic situations during their relocation should only be carried out with experts in the field. To prevent the study from going beyond its purpose, example situations are evaluated only in terms of the problem and sub-aims.

Women play an important role in the shaping of society. It is hoped that this study, which discusses the culture of living together in a society based on the principles of respect and values in terms of the profile of women, will present a current approach, as in other example studies that have been made. In the personal information added to the form, the women were asked questions related to age, education level, number of children, employment status, reasons for migrating, the country they came from, citizenship status, and linguistic skills related to the country they live in. In this study, the aim is to evaluate the views of migrant women about their lives in the dimensions of employment, adaptation, education, and social reintegration. By force of being able to exist within the structure of the society of the country one migrates to, it is necessary to organise employment opportunities, adaptation processes and education systems with features that will support this structure and to enable social integration and acceptability. Based on the views obtained for this purpose, the main aim is to attempt to evaluate the extent to which women, who have migrated at the expense of changing their living conditions and by taking many risks and leaving many things behind in their own countries, have achieved their desires, based on the responses given.

3. Method

3.1. Research Model

In the study, which was organised according to the phenomenological design type of qualitative research technique, the views were discussed and described in the form of direct quotations by evaluation with content analysis. The participants were determined via the snowball sampling type of non-random sampling technique, and 96 migrant women, who met the condition of having migrated to different countries at least 5 years earlier, were contacted (even if they had definitely migrated as families, the research was designed with regard to migrant women and migrant mothers). In phenomenological studies, the data sources are individuals or groups that have experienced the phenomenon on which the research is focused and that can express and reflect this

phenomenon. The great majority of participants were accessed by making contact with various non-governmental organisations, obtaining permission from authorities of groups they had formed by coming together on social media, and via mutual acquaintances.

3.2. Study Calendar and Analyses

The research started in the autumn semester of 2017-2018 academic year, and after the necessary stages were enabled, the research was put on hold when the researcher's tenure ended and she returned to Turkey from Canada. The research was taken up again in the 2018-2019 academic year. The data collection was planned through a semi-structured interview form, and while interviews were held with several women as far as time permitted, due to the pandemic conditions, these were converted into a questionnaire form, and implemented in Google Forms by adding personal information. The data were analysed using the content analysis type of qualitative analysis technique. To ensure the validity of the research results, two important processes were observed: (a) the data analysis process (that is, how the conceptual categories were defined) was explained in detail; and (b) for each of the categories defined during the study, examples believed to best represent the category were chosen and shown in the results section. The form was organised according to the concepts of employment, adaptation, education and social reintegration. Moreover, personal information specific to the participants was included and tabulated. Statements that could be used as individual quotations were specified. The findings were organised and interpreted according to the sub-aims. For analysis of the research data, the content analysis technique was used. In content analysis, similar data are gathered together within the framework of specific concepts and themes, and these are interpreted by organising them in a way that the reader can understand (Yildirim & Simsek, 2006; 2013). For the forms, which were implemented in Turkish and English, translations were made by experts in both languages. The views are stated by giving codes to women who had migrated from Turkey and other countries. Codes were created as MWT for women who had migrated from Turkey and MWF for the others.

3.3. Validity-reliability

With the aim of ensuring the reliability of the research, the responses given by the participants were examined by the researcher and three experts, and items with “agreement” and “disagreement” were specified. For the reliability of the research, the formula specified by Miles and Huberman (1994) was used: P (percentage of agreement) = $\frac{Na}{Na + Nd} \times 100$, and as a result of the calculation, a value of $P = 88\%$ was found, indicating an acceptable level of reliability for the study. Moreover, the findings obtained from the research data

sources are presented in their original form with direct quotations, without the addition of comments, and later, the researcher's comments are included with the support of related studies. Triangulation was applied by utilising different data collection methods and sources. In this way, different sources were utilised when interpreting a specific subject.

In qualitative studies, credibility is important in terms of validity and reliability of the data. In qualitative studies, "validity" is concerned with the accuracy of the research results, while "reliability" is related to the repeatability of the research results. The study group of the research consisted of 96 women in various countries who had migrated at least 5 years earlier and who were accessed with the snowball technique. Among these women, 65 (about 68%) were women who had migrated from Turkey, while 31 (about 32%) had migrated from other countries.

3.4. Sampling procedures

Views were obtained in the form of responses given to the "Sustainable Personal Development-Lifelong Learning Form" developed by the researcher by performing all the necessary steps. Personal information and open-ended questions are included in the form, and the participants were contacted in the necessary ways (WhatsApp groups, Messenger or e-mail). The forms, which were arranged in Turkish and English, were developed and implemented by obtaining permission and paying attention to all stages of validity and reliability. The themes were specified as positive and negative. The prepared forms were sent as a paper printout for those wishing to fill them in that way, and as a Google Form prepared in English and Turkish to other people. After the participants had filled in the forms, the necessary analyses were carried out. According to Yildirim & Simsek(2013), in content analysis, the gathered data should first be conceptualised and organised logically according to the concepts that emerge, and accordingly, the themes that explain the data should be identified. Therefore, these steps were followed:

- 1- Coding of the data
2. Finding the themes
3. Organising the codes and themes
4. Describing and interpreting the findings.

4. Results

4.1. Findings Related to the First Sub-problem: The question "How would you describe the country you have come from (left behind)?" was addressed to the migrant

women. The themes created according to the responses given to this question by the participants are given in Table 1.

Table 1. Views related to country left behind

Positive	F	%	Negative	F	%
Family, relatives	25	26	Oppressive	30	31
Peace of mind	23	24	Poor human rights	26	27
Good social life	20	21	Racist	25	26
Many historical works	13	14	Anti-democr.	23	24
			Chaotic	20	21
			Unstable	18	19
			Inadequate		
			Educat. Opport.	16	17
			Women are not valued	15	15

The statements obtained are associated with other conducted studies. Social life, individuals from different cultures coming together, and acculturation give rise to the main problems of migration. As a result of migration movements, people from different backgrounds are obliged to continue their lives together with different languages, religions, customs and cultural phenomena (Aksoy, 2012). As Kurtuldu & Sahin (2018) stated in the study that they made, women may migrate in order to work, for family reasons, or to escape from war and oppression. These migrations, which occur by force or voluntarily, have both positive and negative effects on women's daily lives. Because of migration movements, individuals continuing their education may also have to cut short their education. Due to the increase in multiculturalists that accompanies migration, women especially experience adaptation problems (Kurtuldu & Sahin, 2018, p.37). The views and themes obtained in relation to the first sub problem are such as to support the above study.

As can be seen in Table 1, while the migrant women were describing the countries they had left behind, they made very different statements and comments. Example views are mentioned below. The views are coded. The migrant women have been given codes as MWT for those migrating from Turkey and MWF for those who migrated from other countries and are not of Turkish origin. Yearning for one's family and relatives (26%) comprises the highest percentage of views related to positive themes, while the highest negative percentage is stated to be an oppressive and authoritarian regime (31%).

MWT12: When people come, they realise. Turkey is love.

MWT20: I didn't want to come at all, but I was forced to.

MWF8: Anti-democratic practices are an issue. There is no freedom of expression.

MWF33: There is a very unstable structure. It is difficult to adapt.

4.2. *Findings Related to the Second Sub-problem: Positive and negative themes determined in relation to the question “How would you describe the country you have chosen to live in?” which was addressed to the migrant women, are included in Table 2.*

Table 2. Views related to chosen country

Positive	F	%	Negative	F	%
Many Opportunities	36	38	Difficult condit.	42	44
Value given	35	33	Unstable	39	41
Respect	32	33	Discriminatory	35	36
Equality	30	31	Disharmony	33	34
Calm	26	27			
Clean	23	24			
Strong Economy	20	21			
Multicultural	15	16			

The findings obtained are supported by the conducted research. In the study entitled “Toplumsal cinsiyet bakis acisi ile Turkiyede goc arastirmalari” (Immigration studies in Turkey from a social gender viewpoint), Biehl and Daniş (2020) stated that migrant women are not now in the background, but are in a visible position, take part in migration not only as family members but also as migrants acting alone, and have the courage to move beyond borders. It is stated that women have now become actors in the migration adventure, and have even found the strength to direct the migration concept.

The greatest battle for women is to be able to integrate into the chosen country. The basis of the integration concept is formed by the struggle to be a part of the host society. While the concepts of social inclusion and integration include adaptation of migrants to the host society, factors such as the economy, type of faith, legal rules, human rights, and multiculturalism of the chosen country are elements that determine the preferences of migrants. Migrants expect to be accepted by the host society by acceptance of their ethnic identities.

Based on these explanations, example statements reflecting migrant women’s viewpoints related to their chosen countries, and indicating the concepts of whether to be part of a multicultural society or to integrate, are given below.

As seen in Table 2, among the positive theme statements, the highest percentage is related to the many opportunities in the chosen country (38%), while among the negative theme statements, the fact that the living conditions are difficult in the preferred country was expressed by 44% of the women.

GKT13: Living standards are excellent. The value given to people is wonderful.

GKY7: It is very safe and stress-free. A person will live longer in such a place.

GKT2: I have no worries about my rights. I do not grow tired by struggling, because I trust the justice system.

GKY45: The living conditions are very difficult, very expensive. There is a brutal system.

4.3. Findings Related to the Third Sub-problem: Positive and negative themes determined in relation to the question “If you have received education, what was the state of your own communication, and that of your children if you have any, with the teachers”, which was addressed to the migrant women, are included in Table 3.

Table 3.Communication with teacher and school

Positive	F	%	Negative	F	%
The teacher showed a lot of interest	46	48	They discriminate against us	36	38
The school administration addressed everything	42	44	Communication is poor	28	29
They are all respectful	32	33	It is difficult to communicate with other families and the school	25	26
They treat everyone equally	30	31			

Countries have developed various programmes for the education of migrant families and their children. Especially with regard to education policies, Comprehensive Education, which has been defined by UNESCO and is one of the applied education programmes aimed at cultural and language differences, etc., is a process which responds to different needs of all learners, cultures and societies by increasing participation in learning and reducing discrimination within the education system.

In fact, this process involves all children during the learning period and includes important changes to be made regarding content, approach, structure and strategies with a common vision and the belief that states are responsible for children’s education (Duskun 2016; LAUSD, 2016; Turmen, 2012). At the basis of the problem, with the aim of obtaining views regarding whether or not participants experienced school communication based on a comprehensive education understanding, responses related to what kind of communication both they and their children had with their teachers are included in Table 3. When the positive themes are examined, it is seen that the highest percentage of participants stated that the teacher showed a lot of interest (48%), while in the negative themes, a percentage of 38% were of the view that discrimination was an issue. Example statements are as follows:

MWT 22 The teacher on the language course was very good. He took a special interest and we are still in contact with each other.

MWT 28 Our communication with my children’s teacher is very good. He always calls and explains their shortcomings. I am very satisfied.

MWF44 There was outright discrimination at the school. Since my language knowledge was insufficient, they did not make allowances for my lack of language knowledge.

MWF48 Because my language knowledge was insufficient, I could not communicate properly with my children’s teacher. Another teacher who spoke Russian at the school mediated.

4.4. Findings Related to the Fourth Sub-problem: *Comments, themes and percentages related to the question “On which country’s culture do you and your children regard yourselves as dependent?”, which the migrant women were asked, are shown in Table 4.*

Table 4. *Choice of culture*

Positive	F	%	Negative	F	%
My own culture	56	58	I would never accept it(the host culture)	38	40
It makes no difference	42	44			

The migration process is divided into three periods, which are the period prior to migration when preparations for migration are made, the period of actual physical travel from one place to another, and the period following migration, when migrants try to adapt to the new society in cultural, economic, political and social terms (Bhugra& Gupta 2011). In Bařterzi’s (2017) research, named “Mental Health of Refugee, Asylum Seeking and Migrant Women, the migration process is divided into three periods. At all three stages, certain preparations, struggles and an adaptation process are required. During these stages which are undergone, the dimension of adaptation to the culture involves two main concepts: assimilation and acculturation. Assimilation is defined as complete alienation from the values and customs of one’s own culture by adopting the culture of the place one migrates to, while acculturation is the amalgamation, in different dimensions, of the values and customs of the migrant with the cultural values of the host society (Kim, 2002). Berry (2007, cited by Basterzi, 2017, p.382) explains acculturation with four strategies:

- 1- *The migrant can adapt to the host culture to a large extent (integration);*
- 2- *The migrant may prefer the host culture completely (assimilation);*
- 3- *The migrant may have very little contact with the host culture in order to preserve his/her own cultural values (separation); or*
- 4- *The migrant loses his/her own cultural values but does not adopt the host culture either (marginalisation).*

Based on these explanations, the responses given to the above question give clues as to the degree of adaptation experienced. Example statements are as follows:

MWF 29: Since the area where we live is dominated by families with similar backgrounds, my children are dependent on my cultural and life values.

MWF 34: My children are aware of my culture and value it up to a point. They were born and brought up in America. Therefore, it is difficult to impose my local culture on them.

MWT 25: I try to experience both cultures.

MWT11: It's up to them.

4.5. Findings Related to the Fifth Sub-problem: *Comments, themes and percentages related to the question “Do you believe that you and your children can receive education suited to your interests and abilities? In what way?” which was addressed to the migrant women, are given in Table 5.*

Table 5. Suitable education opportunities

Positive	F	%	Negative	F	%
Definitely	65	68	Not sure	20	21
Yes	45	47			
It depends on the person	30	31			

In the explanation given by Kurtuldu and Sahin (2018), related to the place that women migrate to and its importance, it is stated that the migration event has a significant effect on women’s education, social life, marriage and family relations, working life and health. In particular, lack of knowledge of the language spoken in the area of migration is the most important factor preventing continuation of education. They stated that together with migration, individuals’ education can be cut short.

Studies conducted on the subject of migration and education show that the principal role especially in ensuring language competence and adaptation to society is played by correct orientation at school and family-school communication. In schools where the number of children of migrant families is high, teachers expect certain capacities from migrant children. This expectation affects the correct guidance of the family and child. One detail expressed in the “Postmigration Germany” research project, carried out by Prof. Naika Foroutan (2014), also forms the main basis of the question posed in the research.

Due to the expectations of teachers, the fact that they call upon migrant children to speak in class less often results in teachers’ showing less interest in these children. Furthermore, children and youths internalise the negative stereotypes given to them and begin to display behaviour accordingly.

These students are less confident of their own success, or are generally under stress and give in more easily; this also causes them to be unsuccessful. In this question, too, the factor underlying correct orientation suited to interests and abilities is the teacher’s discovery of the student and giving him/her a chance. The views obtained give clues related to these expectations.

The following statement in the UN Global Education Monitoring Report explains the position that needs to be considered in education of migrants: “Addressing the education and other needs of migrating, displaced and hosting populations at the local, national and international levels requires mobilizing resources and coordinating actions” As can be seen in Table 5, when the migrant women assessed whether they received education suited to their own and their children’s interests and abilities, the highest percentage related to positive themes stated that they definitely did (68%), while on the negative side, 21% stated that they were not sure. Example statements related to their views are as follows:

MWF91: My effort is already directed towards those.

MWF55: They orient us so well that whatever your interests and abilities are, you receive education accordingly.

MWT66: In my opinion, the country makes no difference; it depends on the person.

MWT60: I do not think that the education system considers the individual so much or evaluates him/her so accurately.

MWT33: In my opinion, neither the education system nor the teachers give migrants the necessary opportunities.

4.6. Findings Related to the Sixth Sub-problem

Regarding the question “What kind of opportunities have you and your children benefited from in the country you have migrated to?”, which was addressed to the migrant women, the positive and negative themes obtained are included below.

Table 6. *Opportunities utilized*

Positive	F	%	Negative	F	%
Children’s allowance	59	61	We did not Benefit at all	6	6
Language school	45	47	Very expensive	5	5
Career development Certificate courses	38	40			
NGO’s	19	21			
	13	15			

Migrants who trust in the economic power of the countries they choose to live in generally expect support in a financial sense. This support facilitates integration and guides the way towards negotiating certain steps more easily and confidently. At the basis of the question addressed to the migrant women lies the concept of social integration. Spencer and Rudiger (2003, cited by Biehl & Daniş, 2020) expressed social integration as the removal of situations that prevent individuals and communities from fully participating in economic, social and political life of the society where they live, in order to eliminate social alienation.

As seen in Table 6, regarding what kind of opportunities migrant women and their children benefited from and the extent to which they felt socially integrated, the highest percentage stated that they benefited from the children's allowance (61%), while only 6% stated that they did not benefit at all. Considering the recognised opportunities or those that they wished to be recognised, migrant women sought ways to make use of the opportunities afforded by the chosen country, in order to feel socially integrated. Example statements made in line with this tendency are given below:

MWT 57: A children's allowance is generally given, which is support both for the child and forus.

MWT22: I had gained a place at university while in Turkey, but when I came here, I had the chance to study in my area of interest. I studied child development, which was very useful. The state provided support, too.

MWF: 25. I completed kindergarten through to year 12, then university at master's level. Two of my children have been offered places at university, but have deferred.

MWF90: There are extra-curricular activities and they are free.

In line with the conducted studies and findings obtained, migrant women have certain roles, responsibilities and expectations in migration and immigration. In the book named "Immigration and Women: Understanding the American Experience" published by Pearce et al. (2019), the ratios of migrant women and migrant women with children are examined, and their reasons for choosing to migrate are evaluated.

When the graph is evaluated using data from the United Nations Population Division, the U.S. Census Bureau's 2018 American Community Survey (ACS), and the Department of Homeland Security's Yearbook of Immigration Statistics, this spotlight provides information on the population of female immigrants in the United States, highlighting their education, employment, marital status, fertility, and other key socioeconomic characteristics, with comparison to both native-born females and immigrant men. In the study, male and female migrant profiles are evaluated. The graph was formed by assessing variables such as age, gender, education level, language skills, employment status, possession or lack of health insurance, and possession or lack of citizenship.

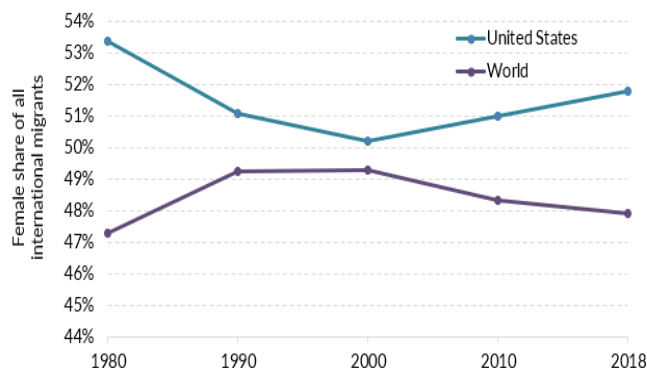


Figure 1: International Migrant Stock: 2019 Revisions

Sources: Migration Policy Institute (MPI) tabulation of data from U.S. Census Bureau, 2010-18 American Community Surveys (ACS), and 1980-2000 decennial census; United Nations Population Division, “International Migrant Stock: 2019 Revisions,” available online.

4.7. Findings Related to the Seventh Sub-problem: *Regarding the question “Do you consider that you and your children have been subjected to discrimination? In comparison to the countries you have come from, do you know what to do about it?” which was addressed to the migrant women, the positive and negative themes determined are included in Table 7.*

Table 7. Discrimination

Positive	F	%	Negative	F	%
I have never experienced it	75	78	In the country		
I have not felt it	20	21	Came from, yes	30	31
It is not allowed	5	5	There is racism everywhere	26	27

Together with migration, multiculturalism increases and problems of adaptation to the social environment are experienced. Migrants’ adaptation process is affected by many factors such as social distance, social identity, religion, marital status, education, age and length of time spent in the place migrated to. All these factors can form the basis of discrimination.

According to Cassidy, O’Connor, Howe and Warden (2004), discrimination involves judgements and behaviours made against members of a group defined as inferior by others. Individual discrimination expresses, in his or her own interpretation, a person’s exposure to unfair treatment, limitation of his/her choices, or feeling out of place.

Migrants can be evaluated as disadvantaged groups in society, and, by being perceived as inferior generally by the majority group, may be faced with behaviours involving discrimination (Martinovic &Verkuyten, 2012).

Schools and classrooms are among the environments where discrimination is most felt. Very important responsibilities are placed on the teacher. A teacher who can correctly manage the diversity in the classroom should, just like the conductor of an orchestra, convert it into a pleasant melody produced by different musical instruments. As is stated in the research named Post-migration Germany, diversity in the classroom requires better-prepared teachers, target-oriented programmes that will support newcomers and prevent exclusion, and decomposed data.

When the views expressed in Table 7, related to states of exposure to discrimination, are evaluated, the women generally stated that there was more in the countries they came from, and the majority of them reported that factors like ethnic identity, being divorced or peer pressure were more at the forefront in this issue. The great majority of women said that they had never been subjected to discrimination (78%), while 31% stated that they had suffered from discrimination in the country they came from. Selected statements are as follows:

MWT40: I consider that I have been exposed to discrimination, as conditions for migrants are very difficult. I believe that this stems from the behaviour and attitudes of those who came before. Sometimes I do not know what I should do.

MWT48: Yes, there was more in the country I came from. Here, nobody bothers you.

MWT81: Yes, I've experienced a lot of discrimination, but it didn't bother me. I consulted people of a higher class.

MWF11: Yes, unfortunately there are people in every country who are prejudiced against religion, gender, ethnicity, and/or race. I have been treated poorly for looking exotic and having an accent. This is because some people believe they are superior.

MWF72: Possibly, but not anything that I or my child can prove.

4.8. Findings Related to the Eighth Sub-problem: In line with the question “What do you plan to do for yourselves and your children in the future?”, which was addressed to the migrant women, the positive and negative themes determined are stated below.

Table 8. Future plans

Positive	F	%	Negative	F	%
Quality education	80	83	Everything is uncertain	25	26
Good jobs	65	68	To leave here	15	16
A quality and free lifestyle	52	55			

As seen in Table 8, 83 % of migrant women stated that they desired to have a good-quality education both for themselves and their children. Similarly, 68% of the women stated that their dream was to have good occupations that would make their lives more comfortable. However, a 26% section of women said that uncertainty was a problem and that this made it difficult for them to plan their lives. Below are examples of selected statements:

MWT 91: I am considering studying and becoming a teacher. I may wish to assist other children who have been alienated and have experienced racism. My goal is to make it easier for all children to study.

MWT 31: We are working for a better-quality, higher-level lifestyle.

MWF77: We plan to pursue higher education to secure stable jobs and live a prosperous life.

MWF83: They make their own plans. I make sure they have good opportunities and engage in many different activities.

MWF86: Everything is unclear. It is not certain whether we will become citizens or find work.

4.9. Findings Related to the Ninth Sub-problem: With regard to the question “What kind of support do you wish to be provided for yourselves and your children to be able to follow the right path during your education?”, which was asked to the migrant women, the positive and negative themes obtained are included below.

Table 9. Support

Positive	F	%	Negative	F	%
Financial Sufficient information	73	76	Education of migrants is inadequate	68	71
Equal opportunities	50	52	People behave as if we were a burden	44	47

Meeting educational needs means adaptation to the new country, society and rules, preparation for citizenship, and integration with the new society for children subjected to migration (Gencer, 2017, p.840).The statement in the 2013 PISA report related to making revisions to education systems and curricula by governments regarding migrant families and their children is made like this: In countries and economies where there are sufficiently flexible school systems for enabling adaptation of students with different strengths and needs, and which have overcome socio-economic differences, immigrant children show a tendency to perform better (PISA, 2013).With respect to this item, there

must be an educational policy understanding of supporting immigrants throughout their education.

Table 9 shows that in terms of support, 76% of migrant women stated that they were satisfied with the financial support provided by the state. However, 71% expressed the view that education of migrants was inadequate. Example statements are as follows:

MWT39: I would like high-quality students to be supported with scholarships.

MWT 88: Support is the person's own capacity. I know this because I am also an educator. The way to support is the person him/herself.

MWT 52: If you are a migrant, then you already start from behind. The educational opportunities provided are inadequate and the state behaves as if we were a burden.

MWF 64: Everyone is able to acquire the same opportunities.

MWF 93: They should have funding to complete their education.

4.10. Findings Related to the Tenth Sub-problem: In relation to the question “Do you have memories about your decision to migrate and that you could not forget and affected you afterwards?” that was addressed to the migrant women, examples of the life experiences that affected them and that they shared are given below.

MWT 83: I struggled to get my papers for a long time, and finally after 14 years I got my papers, thank goodness!

MWT18: My daughter's graduation from university was wonderful. It was like a royal parade. At that moment, I said that it was worth all the problems that I endured. I was proud of myself and my daughter.

MWT 48: There was so much pressure and insecurity in my life, that when I came to this country, I felt like a fish out of water. There were people around me who told me not what I needed to do, but that I could do whatever I wanted.

MWF 72: When I started working with American missionaries in Ukraine, they shared one day that they felt like they were supposed to come here, to Ukraine, to rescue someone and bring him/her home. I remember how scared I was at the very thought that it could be me. Eight years later these missionaries brought me and my family to America to stay here for good.

MWF 94: I moved to this country through marriage. If it were not for my spouse's job, I would've stayed in my native country. I believed people in America would be as kind and hospitable as people in my native country. However, that was not the case. It caused the culture shock to be more painful.

MWF37: I arrived with my parents as a 3-year-old. I know it was difficult in kindergarten not understanding English. I did not enjoy being taken out of class to attend ESL lessons while the rest of the class did art.

4.11. Findings Related to the Eleventh Sub-problem: Statements related to the question “What do you say ‘fortunately’ about when you compare things with the place you came from?”, which was addressed to the migrant women, are as follows.

MWT29: I say I am glad that I came, because I am at ease here, I am happy, I am more confident, and I strive on my own. Here, I feel like I have been born again.

MWT: 34: It’s a more comfortable life. There are lots of social activities.

MWT 49: I am glad that I came due to health, social rights, and general living standards.

MWF 81: Fortunately, I was able overcome roadblocks and prejudice to become successful.

MWF 4: Freedom in every way. The opportunity to get a job, enjoy water around the clock, good roads, availability of goods, all the choices - all these small and big things make you free from worries about getting them.

MWF47: I am lucky that I was offered a scholarship to receive my education and teach high school students maths & Turkish at my local school. I am fortunate that I can travel to almost any country.

3.12. Findings Related to the Twelfth Sub-problem: Statements related to the question “What do you say ‘if only’ about when you compare things with the place you came from?”, which was addressed to the migrant women, are as follows.

MWT 10: Turkey is love. I wish I hadn’t come.

MWT 17: If I had said “if only”, I wouldn’t be here.

MWT 64: I really miss my family. I wish all my loved ones were here with me.

MWF 33: Living the American dream.

MWF 20: I wish all my friends and loved ones were here and could see for themselves how different life can be.

MWF 80: I wish people in Turkey could also come and visit Australia. Education is for all people and I wish it were valued more there.

MWF 78: I wish I could have lived more in my native country while my children were little to ensure that they learned the language and culture better.

Nearly all migrant women said they wished there were freedom that their country would allow the media or people to write or speak about the things that troubled them.

According to the PISA data, it is stated that migrant children who have recently migrated to European countries experience difficulties in education for reasons such as learning a new language, adapting to the social and cultural structure of the host country, and unfamiliarity with the school system. In the PISA studies, the main

recommendation in this regard is that a structure needs to be created on migrant students' emotional capital as the main resource for developing these children's learning. It is stated that the structure for creating this should be the system and the teachers (EU, 2012).

4.13. The demographic features (personal information): Of the participants are included in Table 13 below. These include marital status, education level, mother tongue-daily language, competence in language of host country, number of children, ethnic roots, education level of children, employment status, years since migration, religious faith. Their answers to their personal questions are provided in the following table.

Table 13. Social and Demographic Features of Participants

<i>Variables</i>	<i>Responses</i>	<i>Frequency</i>	<i>Percentage (%N)</i>
Marital status	Single	6	6.25
	Married or living together	78	81.25
	Divorced/separated/widowed	12	12.5
	Total	96	100.0
Education level	Primary school	15	15.62
	Middle school	10	10.41
	High school	60	62.5
	College/university	11	11.45
	Total	96	100.0
Mother tongue-daily language	Turkish	50	52.08
	Kurdish	32	33.3
	Other (English, Russian, Armenian, Albanian, Serbian, French, German, Dutch, Spanish, etc.)	14	14.58
	Total	96	100
Competence in language of host country	Insufficient	13	13.54
	Medium	67	64.5
	Good	16	16.6
	Total	96	10.41
Number of children	0	22	22.93
	1-3	67	69.79
	4-6	5	5.20
	7 or more	2	2.08
	Total	96	100.0
Ethnic roots	Kurdish	40	68.8
	Turkish	30	31.2
	Other	26	

	Total	96	100.0
Education level of children	Primary school	10	10.43
	Middle school	50	52.08
	High school	31	32.29
	College/university	5	5.20
	Total	96	100.0
Employment status	Regular job	23	24.68
	Own workplace	8	8.3
	Seeking work	8	8.3
	Student	7	6.72
	Housewife	50	52
	Total	96	100.0
Years since migration	5-9	10	10.41
	10-14	30	28.8
	15-19	41	42.70
	20 and over	15	15.62
	Total	96	100.0
Religious faith	Sunni	32	30.72
	Alawite	52	54.16
	Other	15	15.62
	Total	96	100

5. Conclusions

People leave their homes and homelands in pursuit of hope in order to meet expectations such as in education, social life and shelter in a place which is more secure, where there is less anxiety about the future, and where they can benefit from economic opportunities. Considering today's conditions in particular, the pandemic we are experiencing has caused many countries in the world to be blown off course. It reveals that for both economic and safety reasons, another great wave of migration may occur. Even countries of the world that can be considered powerful have seen how weak they are in risk management, and how powerless they are regarding health and education systems during this period. Migration will be much more difficult subsequently, because many countries will have to reconsider and rearrange their own sufficiency in an economic, social, educational and healthcare sense, and begin a struggle to satisfy the needs of their own societies. People will not now be able to cross borders so easily.

In this study, the dimensions of migrant women's dreams, expectations, experiences and preferences, and their facing up to the things they have left behind, have been evaluated. None of these dimensions are the wishes or expectations of a few people. Whether migrants or not, many people have common dreams and hopes. Many people, including women and children, go in pursuit of their dreams, at the risk of difficult processes and into the unknown, either willingly or unwillingly, either with competence or without it. The process is much more difficult for some, and these difficulties can only be overcome with joint decisions and initiatives. In such a small world that we live in,

and in a process in which anything can change at any time, countries have paid very dearly and continue to do so. Despite the uncertainties, people will continue to migrate and seek ways to try their luck elsewhere. In one of the studies showing which countries are at the forefront in terms of living conditions in the world, the results obtained by Erbaş and Pencereci in the Study of Migrant Mothers' Ways of Migration carried out with 986 members in 60 different countries between December 2017 and January 2018 were evaluated in relation to migrant women's aims in migrating, points they had reached in the process, expectations and satisfaction levels.

To facilitate adaptation of migrants and the local population to the migration process, activities, public service announcements, and solidarity campaigns can be organised. The relevant organisations and persons should be informed about the migration process and its effects, and about the characteristics of migrants and the problems they experience, and should be trained for finding solutions to these problems.

6. Discussion and Suggestions:

When the demographic values in this study are compared, the results obtained reveal similar ways of migration. Women from countries such as Great Britain, Switzerland, USA, Canada, Germany, Netherlands, France, Greece and Albania are included in the study in terms of their characteristics of ethnic roots, religious faith, education, presence of children, and employment status. The quests, expectations, interpretations and criticisms of women who are alienated and subjected to discrimination simply for their ethnic roots, political preference, language, sexual preference, etc., bear similar characteristics. In the Study of Migrant Mothers' Ways of Migration, according to migrant women, the strong elements of other countries such as green spaces and parks, individual freedoms, freedom of worship and belief, the welfare and tranquillity of society, security, clean environment, education system, and political agenda constitute the weak aspects of Turkey, while the strong aspects of Turkey, such as climate, health system, lively and colourful city life and work/career opportunities make up the weak aspects of life abroad.

Moreover, in the same study, when systems of different countries are compared, the most popular countries in terms of healthcare, education and administration are Switzerland, Sweden and Belgium. These countries are among the places most preferred by migrants. Although the main aims in moving abroad show variation, migrant mothers especially offered reasons such as providing a better future for their children, raising their children in a better education system, advancing their own or their spouses' careers, working in a more certain and assuring economic system, and living in a society where individuals are freer and more at ease. In this context, similar expectations are seen in this study.

When the language used and linguistic competences are taken into consideration, it is seen that in this study, too, problems stemming from lack of linguistic competence are at the forefront. When mothers, who tried to overcome this deficiency via free courses and training organised for learning the language of their chosen countries, were still unable to achieve the desired success, they attempted to establish communication by obtaining support from people in the community that spoke their own languages. This statement made by one mother to express her language deficiency is very striking: “I sometimes feel as though I am imprisoned in a wheelchair. I cannot go anywhere without people’s support and guidance”, she said. In this regard, migrant women’s language problems must be solved, and by solving these problems, their freedom will be enabled by communicating more easily. Their healthcare, education rights, nutrition habits, social security and working conditions also need to be improved urgently. All the stages of social acceptance must be completed. A woman who is self-sufficient is a free woman and can stay strong and guide herself, her children and those around her in a healthy way.

The utilisation of education opportunities by migrant women will result in a number of positive outcomes in terms of planning for the future, such as the acquisition of new skills, self-improvement, and development of the people around them. Being a member of society, successfully performing important tasks for the community, being able to monitor one’s own life, and achieving a good standard of living are experiences that bring life satisfaction with them yet also create the need for sustainable and repeat education. Entering such a developmental cycle means that migrant women will make education a part of their lives and prevent a number of problems from the very beginning. Moreover, in the great majority of countries, there are women who choose to migrate for reasons such as the ability to express their thoughts freely, to experience their choices freely, and to be free of exposure to pressure simply for being a woman. Women who have set out on the journey to migration due to not receiving the education they desire, being forced into marriage, being a victim of war, experiencing safety problems, being a victim of political thought, or for reasons such as marriage and education are in the great majority. Migrant women struggle with all their might to transform these negative reasons into positive ones. Like migrating birds, they set out for new horizons with all the strength in their wings.

References

- Aksoy, Z. (2012). Uluslararası göç kültürler arası iletişim “International migration and intercultural communication”. *Uluslararası Sosyal Araştırmalar Dergisi. The Journal of International Social Research* Cilt: 5 Sayı: 20 Volume: 5 Issue: 20 Kış 2012 Winter 2012.
- Bhugra D, Gupta, S (2011) Migration and Mental Health. New York, Cambridge University Press.

- Başterzi, A: (2017). Multeci, Siginmaci ve Gocmen Kadınların Ruh Sağlığı. Mental Health of Refugee, Asylum Seeker and Immigrant Women. *Psikiyatride Guncel Yaklaşımlar-Current Approaches in Psychiatry* 2017;9(4):379-387 doi:10.18863/pgy.280392
- Berry J.W. (2007) Acculturation and identity. In Textbook of Cultural Psychiatry :169-78. Cambridge, Cambridge University Press. <https://dergipark.org.tr/tr/download/article-file/300059>
- Boyd,M.; Grieco, E. (2003). Women and Migration: Incorporating Gender into International Migration Theory. The Online Journal of The Migration Policy Intitute. March 1 , 2003. <https://www.migrationpolicy.org/article/women-and-migration-incorporating-gender-international-migration-theory>.
- Bryce, J., Frigo, T., McKenzie, P., & Withers, G. (2000). The Era of Lifelong Learning : Implications for Secondary Schools. https://research.acer.edu.au/lifelong_learning/1
- Cassidy, C., O'Connor, RC., Howe, C., & Warden, D. (2004). Perceived discrimination, self-esteem and psychological distress: The role of personal and ethnic self-esteem. *Journal of Counseling Psychology*, 51(3), 329-339
- Biehl, K., & Danis, D. (2020). Toplumsal cinsiyet perspektifinden Türkiye’de göç araştırmaları. (ss. 8-17). İstanbul: Sabancı Üniversitesi Toplumsal Cinsiyet ve Kadın Çalışmaları Mukemmeliyet Merkezi ve Göç Araştırmaları Derneği. <https://www.gocarastirmalaridernegi.org/attachments/article/158/Toplumsal%20Cinsiyet%20Perspektifinden%20T%C3%BCrkiye%E2%80%99de%20G%C3%B6ç%20Ara%C5%9Ft%C4%B1rmalar%C4%B1.pdf>
- Combres, K. (2007). Experiences of educated migrant women returning from Canada. Unpublished Master thesis, Middle East Technical University, Ankara.
- Dedeoğlu, S. ve Gökmen, C. E. (2011) *Göç ve sosyal dışlanma*, Eflatun Basım Dağıtım Yayıncılık
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffen, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49, 71–75. https://doi.org/10.1207/s15327752jpa4901_13
- Eren, Z. (2019). Yönetici ve öğretmen görüşlerine göre göçmen çocukların eğitim sorunları ve çözüm önerileri. *Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 19(1), 213-234.
- Erbas; E, P ve E. Pencereci (2018). Göç Yolları Araştırması. <https://www.sivilsayfalar.org/2020/06/24/uzakta-ama-asla-valniz-degil-gocmen-kadinlar/>
- Foroutan, N. (2014) “Göç Sonrası Almanya” <https://perspektif.eu/2017/08/31/goecmen-koekenli-cocuklarin-egitim-basarisi/>
- Gencer, T.E. (2017). Göç ve Eğitim İlişkisi Üzerine Bir Değerlendirme: Suriyeli Çocukların Eğitim Gereksinimi ve Okullasma Sureçlerinde Karşılaştıkları Güçlükler. An Evaluation of the Relationship of Immigration and Education: Education Needs of the Syrian Refugee Children and Challenges of Exposed Delays in Schooling Process. *Uluslararası Sosyal Araştırmalar Dergisi / The Journal of International Social Research* Cilt: 10 Sayı: 54 Yıl: 2017 Volume: 10 Issue: 54 Year: 2017 [www.sosyalarastirmalar.com](http://dx.doi.org/10.17719/jisr.20175434652) Issn: 1307-9581 <http://dx.doi.org/10.17719/jisr.20175434652>.
- Grieco, E.M. and M. Boyd. 1998. "Women and Migration: Incorporating Gender In to International Migration Theory." Center for the Study of Population, Florida State University, Working Paper 98-139.

- Inglis, C. (2003). Mothers, Wives, and Workers: Australia's Migrant Women. The Online Journal of the Migration Policy Intitute. March 1, 2003. Mothers, Wives, and Workers: Australia's Migrant Women.
- Jarvis, P. (2004). *Adult Education and Lifelong Learning: Theory and Practice* (3rd ed.). Routledge.
- Kirmanoglu, H., & Başlevent, C. (2014). Life satisfaction of ethnic minority members: An examination of interactions with immigration, discrimination, and citizenship. *Social Indicators Research*, 116 (1), 173–184. <https://doi.org/10.1007/s11205-013-0276-0>
- Kim, Y. (2002) Intercultural communication, adaptation and. In *Encyclopedia of Communication and Information* (Ed JR Schement):452-459. New York, Gale Group
- Kurtuldu, K.; Sahin, E. (2018). Gocun Kadin Yasami ve Sagligi Uzerine Etkileri. Ordu Universitesi Hemsirelik Calismalari Dergisi. Aralık 2018; 1(1):37-46. <https://dergipark.org.tr/tr/download/article-file/614121>
- Myers, D. G., & Diener, E. (1995). Who Is Happy? *Psychological Science*, 6, 10-19. <http://dx.doi.org/10.1111/j.1467-9280.1995.tb00298.x>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded Source book*. (2nd ed). Thousand Oaks, CA: Sage.
- Migration Policy Institute (MPI) tabulation of data from U.S. Census Bureau, 2010-18 American Community Surveys (ACS), and 1980-2000 decennial census; United Nations Population Division, "International Migrant Stock: 2019 Revisions," available online.
- OECD (2006). *Where Immigrant Students Succeed: A Comparative Review of Performance and Engagement in PISA 2003*, OECD, Paris.
- OECD (2012). *PISA 2009 Technical Report*, PISA, OECD Publishing. <http://dx.doi.org/10.1787/9789264167872-en>
- PISA BULTENİ, 2013/10 (Ekim) – © OECD 2013
- Pearce, S. at all. (2011). *Immigration and Women: Understanding the American Experience*. April 2011. Publisher: New York University Press. ISBN: 978-0814767399
- Shin, D. C. and Johnson, D. M. 1978. Avowed happiness as an overall assessment of the quality of life. *Social Indicators Research*., 5: 475–492
- Seker, B.D.; Sirkeci, İ.; Yucesahin, M.; (2015). *Goc ve uyum*. London: Transnational Press London.
- Seker, B.D. & Sirkeci, İ.; Birlesik krallikta Turkiye kokenli kadınlarda yasam doyumunu: "kimlik, kulturlesme ve ayircilik. Life satisfaction among Turkey origin women in the United Kingdom: identity, acculturation, and discrimination. *Türk Psikoloji Yazıları* Aralık 2014, 17 (34), 69-81. *Turkish Psychological Articles*, December 2014, 17 (34), 82-84.
- Toprak, M. & Erdoğan, A. (2012) Yaşamboyu öğrenme: kavram, politika, araçlar ve uygulama *Yükseköğretim ve Bilim Dergisi / Journal of Higher Education and Science*. Cilt/Volume 2, Sayı/Number 2, Ağustos/August 2012; Sayfa/Pages 69-91. DOI: 10.5961/jhes.2012.036

The European Parliament and the Council of the European Union, (2006). Establishing an Act on Programme in the Field of Lifelong Learning. Decision No 1720/2006/Ec, 15 November. Official Journal of the European Union L 327/45.

http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11082_en.htm

The treaty of Amsterdam Amending the treaty on European Union, the treaties establishing the European Communities and certain related acts Amsterdam 2 October 1997.

https://www.avrupa.info.tr/sites/default/files/2016-08/amsterdamtreaty_0.pdf

UNESCO (2019). *Goc, yerinden edilme ve egitim: Duvarlar yerine, kopruler inşaa etmek*. Kuresel egitim izleme raporu.

Verkuyten, M. veMartinovic, B. (2012). Social identity complexity and immigrants' attitude toward the host nation the intersection of ethnic and religious group identification. *Personality and Social Psychology Bulletin*, 38(9), 1165-1177.

Verkuyten, M. veThijs, J. (2002). Multiculturalism among minority and majority adolescents in the Netherlands. *International Journal of Intercultural Relations*, 26(1), 91-108.

Yıldırım, A., &Şimşek, H. (2013). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seckin Yayıncılık

Vassiliou, A. (2013). European Commission Erasmus Plus Programme Guide.

http://aei.pitt.edu/82970/1/Issue_33.pdf

Ward, C. (2006). Acculturation, identity and adaptation in dual heritage adolescents.

International Journal of Intercultural Relations, 30(2), 243-259.

Wetzel, D. R. (2010). *10 Secrets to Lifelong Learning for Everyone*. The Benefits of Continuing Education for Work and Self Improvement

Appendix A. An example appendix

Authors including an appendix section should do so after References section. Multiple appendices should all have headings in the style used above. They will automatically be ordered A, B, C etc.

A.1. Example of a sub-heading within an appendix

There is also the option to include a subheading within the Appendix if you wish.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the Journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).