

Preface

Migration being a multidimensional phenomenon contends that all people may have to migrate because of different reasons; political, economic, sociological like ostracism, stigmatization and so on or because of terror. It is thus a global and historical injury of mankind. Although there have been some books, researches or studies on migration, a study which alludes to migration with all its dimensions as a scientific discipline and life is still largely missing. Consequent to that, a clear understanding of the dictates of migration, especially in the context of education is still clouded in mystery. The mystical connotation is the entry point of the impending work. This book fills the void gaming the migration field by examining its dimensions and perspectives as well as elucidating its place in education.

An exploration of migration from a literal perspective would prove that migration is about everything, food, beverages, life, politics, psychology, medicine, money, economics; which are in turn all about life. This does limited service to the concept if any given the other intricate aspects attached to migration. This fails attempts to demystify the ontological and epistemological foundations of migration. Technically, thus, migration may pose far-reaching effects both in theory and practice. It equally renders educationists a toll order to grapple with. In this book, migration discussed with the eyeglasses of the 21st century.

The essence is to place the concept of migration into perspective by examining key relationships and their implications in various settings. There are high expectations of this work both in terms of the authors and the readership abound. This book thus aims at bringing readers' and researchers' attention to new developments in migration. A discourse shall be developed to serve as an academic platform to toil with the ever-elusive dimensions, perspectives, theories, approaches and perceived effects of migration. Thus, this book provides an essential reference source to improve current literature in related fields and provides newer ideas for future developments.

Suffice to say, the research terrain has not been devoid of works on migration. However most of these studies are extremely focused on the types of migrations, causes and effects in general. Less or no attention has been paid to an exploration of the various dimensions attached to migration. Moreover, this book engages an

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exploration of migration in lieu of chaos and complexity theory. This makes the book not only contemporary but a jewel in the crown on contemporary literature.

This anticipated mind boggling book utilized in a variety of fields. It aids interested people, researchers, university staff, learners, teachers, and managers. For so long education has been lauded as a political, social, economic and religious venture. This analysis thus portrays the political and social elements of education by exploring the relationship that exists between migration and education. The book can also be used as an educational material in areas of sociology and geography or better still, human sciences. This aids exploration of the latest improvements in the field of migration and its related dimensions. The assumption is that this sets the tone for effective management of migration issues and crises.

All chapters in book contribute educational development and infrastructure for immigrants and refugees in different perspectives and also solution of the universal problems. There are fourteen chapters in book.

In the first chapter of the book, “Analysis of Graduate Dissertations Published in Turkey on Migration in Education and Training”, Halime Güngör and Nihan Potas aim to analyze the graduate dissertations on migration in education and training in Turkey in their unique chapter.

Then, in second chapter, Adnan Boyacı and Yakup Öz examined refugee education policies by identifying legal definition of refugees and types of durable solutions, discussing controversies of refugee education in mass public education of nation states, dealing with refugee education in camp and urban settings, criticizing the will of international organization in handling refugee crisis and education, and focusing on a current refugee flow from Syria in the context of Turkish refugee education policies and practices.

Furthermore, Şefika Şule Erçetin and Ssali Muhammadi Bisaso as the writers of the third chapter attracted by an educational intrigue and draws on educational gimmicks enshrined in migration and explicitly aimed at an educational management audience and is intended as a primer to conceptualizing the complexities and challenges of migrant education as well as serving as a drop shot for eliciting practical approaches that augment this intricate dilemma.

In the fourth chapter of the book, titled “Refugee Parents’ Preferential Values in Education”, Sevda Kubilay and Nursel Yardibi aimed to find out the values prioritized by the refugee parents.

Then, fifth chapter of the book is that focus on the truth lies in identifying one of the background of challenges on comprehensive and precise educational policies required to be developed and executed so that training and educational needs of immigrants in Turkey will be fulfilled very effectively of Şaduman Kapusuzoğlu and Mehmet Durnalı.

İlknur Şentürk discussed concept of refugees, legal status of refugees, educational rights of refugees, concept of multicultural education in the sixth chapter.

In the seventh chapter of the book, “The Problems That School Administrators and Syrian Teachers Encounter During the Educational Process of Syrian Refugee Children: Ankara-Altındağ Example”, Şefika Şule Erçetin, Nihan Potas, and Şuay Nilhan Açıkalin aimed to determine the problems that school administrators and Syrian Teachers encounter during the educational process of Syrian Refugee Children continuing their education in basic education institutions Ankara- Altındağ province.

Binali Tunç and Çiğdem Zeynep Can aim to make clear the matter at hand that of the educational status of the Syrian refugees in Turkey in the eighth chapter of the book.

In addition, Şefika Şule Erçetin and Sevda Kubilay aim to determine refugee mothers’ educational expectations for their children in “Educational Expectations of Refugee Mothers for Their Children”, ninth chapter.

The tenth chapter of the book is “Lifelong Learning Phenomenon in Migration”. Emel Terzioğlu Barış discusses the importance of lifelong learning phenomenon in migration.

Lütfi Üredi and Ömer Gökhan Ulum searched morpho-syntactic developmental features of Syrian primary school students learning Turkish as a foreign language in the eleventh chapter.

Then, in the twelfth chapter of the book, Kenan İli aimed to evaluate Turkey’s policies and practices for Syrian students within the scope of temporary protection.

Pınar Mardin Yılmaz as the writer of the thirteenth chapter of the book analyzed the policies and practices of vocational and technical education together with the general education policy for Syrian citizens called international protection in Turkey.

In the last chapter of the book, Mehmet Durnalı and Barış Eriçok aimed to present one of conceptual issues in the context of legal challenges on comprehensive and accurate policies for education vital to be developed and executed ensuring that immigrants in Turkey can be trained and educated very efficiently, in other words, they aimed to emphasize main legal basis of immigrants in Turkey and education or training references in those legal documents.

We feel that readers would enjoy studies related to educational development and infrastructure for immigrants and refugees.

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