

MIGRATION PHENOMENON IN THE SOUTHEAST AND A SOLUTION MODEL IN EDUCATION SPIRAL (PEER GUIDANCE-PEER TEACHING)

Assoc. Prof. Dr. Levent ERASLAN

Kırıkkale University, Faculty of Education, Department of Educational Sciences, Academic Member

ABSTRACT

Immigration phenomenon which is as ancient as history of humanity can be defined as transitions of individuals from one region to another because of different reasons. This process is not a simple change of location. It is a phenomenon which leaves deep scars at individuals' psychology, family structure, culture, sense of identity, faith, system of values, economic level etc. Immigration is a common phenomenon in transitive countries like Turkey. Turkey has experienced immigration phenomenon in 3 big terms in her own historicity and each term has come true in its own conditions. In this research, immigration phenomenon in the country's southeast in 2000s and after has been analyzed through educational field. These influence areas have been tackled via the factors: student, family, school - neighbourhood, teacher - classroom. Additionally, in this research, the practices like peer guidance and peer counseling which will be able to decrease the negative impact of immigration on education has been discussed.

Keywords: Immigration, Education, Peer guidance, Peer counseling

INTRODUCTION

Migration is one of the oldest actions of humankind. Various communities have been migrating to different places leaving their homelands behind due to various reasons from the early ages up to the present day. Migration phenomenon as a matter of fact in social sciences, is examined in economic, social, geographic, cultural and educational fields. Migration itself may not only result from factors related with these fields, but it may also trigger the developments and changes in them. In addition, the definition of the migration phenomenon varies within the context of these fields and it is considered in accordance with the characteristics of the related discipline.

However, the common area of all these disciplines in terms of migration phenomenon is **the act of leaving**. Fichter (2004, 180), describes the act of leaving as a movement from a geographical region to another; regarding the phenomenon as a physical mobility (to which sociological and psychological dimensions should also be added). The above-mentioned act of leaving may be done (willingly) consciously or by force and it may be to close or farther regions and in within different time frames.

This composition leads to the emergence of migration types. Accordingly, migration types are classified in accordance with:

I. **Reasons;**

- **Voluntary migration:** People leave their homelands voluntarily. Appealing factors are influential on this type of migration.
- **Migration by force:** People leave their homelands involuntarily. Driving factors are influential on this type of migration.

a. **Time frame;**

- **Temporary Migration:** It is a movement resulting from activities such as education, farming, stockbreeding and tourism.

b. **Permanent Migration:** It is abandonment of a place permanently for political, social, economic and natural reasons. It may be done voluntarily or by force.

c. **Distance;**

- **Domestic Migration:** It is a movement within the boundaries of a country. It may be temporary or permanent. It is a movement towards appealing places such as regions where trade or industry is developed or regions with rich mineral deposits. Tourist destinations and cities of culture may also be given as examples to those regions.

Immigration: It is a movement abroad. It may be temporary or permanent. It may also be done voluntarily or by force.

Bearing these categories in mind, the migration phenomenon may be regarded as “the movement of individuals or groups in a certain social structure from one place to another for social, economic, political and cultural reasons” (Ozankaya,1971, 235). Another definition of migration is that it is “population movements changing the structure of the society through social, economic, cultural and political dimensions of the geographical movement process” (Özer 2004, 11). Migration is, in sociological sense and within the context of mobility, the settlement of individuals in a place leaving their established places for various reasons. Migration is a

geographical change of place, which is made by people through moving from one place to another in order to settle there for the purpose of living a part of or the rest of their life (Akkayan, 1979, 20). Migrations are continuous population movements both between various territories and regions within a country or between the homeland and foreign countries (Ozankaya, 1986, 202). In accordance with the Dictionary of Migration Terms prepared by International Organization for Migration (IOM); migration “is a change of place within a state or made through passing an international boundary. Migration is a population movement; a change of place, regardless of its structure or reason. This includes refugees, displaced people, dislocated people and migrants” (2009, 22).

Effects of the migration phenomenon may be evaluated within the context of both migration-receiving and emigrant places. In emigrant places, decision to emigrate is a result of a “push” effect whereas in migration-receiving places decision to migrate is a result of a “pull” effect (Erjem,2009,9). Pressure created by the growing population in villages, inadequate and inconveniently-distributed lands, low levels of fertility, natural disasters, family feuds, dissolution of land due to inheritance, industrialization in farming, unemployment, terrorism and security problems may be listed among the “push” effects. Factors drawing populations into cities may be listed as the difference between the income in villages and the income in cities, better and advance education, appeal (attractiveness) of a city, hope to find a job in a city, higher living standards, transportation opportunities, and willingness to benefit from social and cultural opportunities in cities (Sezal, 1992). The effect of push and pull contexts is related with urbanization. Push factors are observed in less developed regions while pull factors are observed in more developed regions. In regions where the intensity of push effects increases people practice the act of leaving in the form of migration and abandon their location. This decision is of course not an easy one; it encompasses a long process including phases such as planning, designing and putting into practice. This process starts with changing the place geographically and continues with entrance into a new cultural environment and adaptation to a new social environment through skills to find a place in economic terms in this new environment. For this reason, people are particularly inclined to choose places whose culture is similar to theirs; especially in domestic migration. Thus, they prefer to establish their new lives within a social life which is close to that of their own culture rather than trying to have a place in a different culture. This is also a behavior which is aimed at preventing the possible risks of this new choice. The presence of relatives, fellow townsmen and connections in a place makes people take a decision to migrate more easily.

What about the effects of migration? When it is considered to be a negative phenomenon, its outcomes may be listed as follows (Kocak, Terzi, 2012, 168);

- An imbalance in population distribution and irregular distribution of investments throughout the country,
- An increase in squatting due to insufficiency of residence resulting from overpopulation; thus irregular urbanization,
- Industrial facilities remain within cities due to rapid growth of cities,
- Insufficiency of infrastructure, health and educational services due to population growth in cities
- An increase in cultural conflicts,
- An increase in environmental problems,
- Changes in employment opportunities and work force, city management, spatial variability, income distribution and cultural structure of cities in migration-receiving cities,
- A decrease in population in emigrant regions; and an increase in migration-receiving regions,
- An increase in social problems such as theft, usurpation and anarchy resulting from the increase in population in migration-receiving cities,

“Cultural lag” in those who migrated from rural areas and those who are living in slums¹. This leads to alienation of the new-comers to the established culture.

Those who migrate usually settle down along the peripheral line of the city. This settlement strategy is a product of the above-mentioned factors such as close cultural connections and the presence of relatives or connections in the related place. There may also emerge a cultural combination of or even a cultural conflict between the culture they have brought from a remote environment and the established socio-cultural structure of the city². When this possible conflict reaches at a marginal dimension, distrust against the city and a reaction towards the city values may gradually grow. This may lead to the adoption of radical ideologies and make illegal organizations seem attractive in migration regions.

As opposed to the negative perceptions about migration, there are also positive evaluations about it such as the suggestion that population mobility ensures social mobility and a lively population structure. In accordance with UN Development Program 2009 Human Development Report, providing an opportunity of migration both within the country and among the countries promises

¹ The delay in adaptation of culture to changing social conditions is called “cultural lag” or “cultural relay” by **William Ogburn** (1886- 1959). Ogburn emphasizes the environmental and individual effects of discrepancies emerged during the adaptation process there.

² This is observed more obviously in the watcher profiles of football teams. Watchers of football matches who have come from migration areas both indicate to their former locations and would like to influence the teams and their followers under different names. Group names such as “Slums”, “Waifs and Strays” or “Homeless” may be given as examples.

to increase freedom around the world and to reform the lives of millions of people. Migration may become a positive force which contributes to the development of humankind". For Chairperson of UN Development Program, "There is a strong need for an efficient and supportive policy framework to benefit from the possible advantages of migration. Migration may really increase one's income and educational opportunities and it may make him/her healthier. The most significant point is one's freedom to decide where to live" (<http://www.undp.org.tr>).

Migration Phenomenon in Turkey

Migration phenomenon in Turkey may be examined through classifying it into various periods. Before passing into these periods, the fact that migration phenomenon was used both strategically and systematically in Ottoman Empire should be emphasized. Those who are sent to regions conquered and changes in the places of people in regions conquered may be regarded as sound policies of the time while this migration experienced vice versa during periods when Ottoman Empire lost power. As the Empire lost lands in the Balkans those who had settled down before migrated back; Armenians, for instance, migrated to regions outside Anatolia in the period when Republic of Turkey was established. In 1923, migration took place with population exchange with Greece in this region.

The first migration, which had been commenced by the Ottoman Empire, was followed by the second migration between various cities of the country. General population census in 1935 is considered to be the beginning of the second migration. Three million people for each five-year period were estimated to change their place between the years 1935 and 1997. It is a common knowledge that a transformation in rural areas of Turkey began following World War II; and this transformation led to an excessive migration from rural areas to cities and an increase in urbanization.

In general, two independent variables may be regarded as influential on the emergence of this migration phenomenon. The first is the increase in the pace of population growth and the second is the rapid transformation into mechanization in rural areas in Turkey. These two independent variables caused the existed order in rural areas to disappear and thus a structural transformation began (Tekeli, 2008,68). According to Akşit (1998,25), "The period, in which migration from villages to cities began, reached at its peak and slowed down, was the period between the years 1950-1985 covering 35 years. The number of domestic migrants who moved from villages to cities between 1945 and 1950 was 214.000; this number increased to 904.000 between 1950 and 1960". The structural distortion resulted from this rapid growth in population was experienced not only in emigrant regions but also in migration-receiving regions. Social, economic, cultural

and educational problems were experienced in these regions reciprocally. This rooted migration led to the emergence of concepts such as "slums" in cities, "arabesque" in music and "foreign lands" in human relations. The third wave of migration was in 1960s in Turkey. The demands to migrate from rural to city side were satisfied; many people immigrated to foreign countries as a result of a need for work force in Europe, particularly in Germany. Recent migration was security-oriented and it started in late 1980s and it reached its peak in 2000s. The direction of this migration was particularly from the Eastern and Southeastern Anatolia regions of Turkey to metropolitans such as İstanbul, Ankara, İzmir and Adana; however, it was also witnessed in geographically closer cities such as Diyarbakır, Gaziantep and Mersin. This migration is reflected in a table below:

Table 1. Periods, Population Density and Migration in Turkey

Periods	Population Density	Migration Type
1950s	More in rural areas	From rural areas to cities
After 1950	More in rural areas but urban population rate increased rapidly	From rural areas to cities
2000s	More in cities	A movement from rural areas to cities and from cities to rural areas started

(Source: Güreşçi, 2010, 79).

Today, widely-accepted reasons of migration are those which are security-related, educational and economic. Migration from rural areas to cities is not high anymore and it is replaced by migration between the cities. Pulling factors in some cities have decreased and even a backward migration from cities with pushing factors to rural areas has been observed. Below, the recent migration phenomenon in Turkey is reflected in statistical terms:

Table 2. Migration Statistics of Turkey between the years 2008-2011³

Year	Population	Migration Received	Migration Given
2011	74.724.269	2.246.828	2.246.828
2010	73.722.988	1.985.917	1.985.917
2009	72.561.312	1.876.673	1.876.673
2008	71.517.100	1.903.234	1.903.234

The population of Turkey in 2012 was 75.627.384.s

As also seen on the table, the population in Turkey grows per year. Increase of population between 2008 and 2011 is 3.207.169. Each year, an average of one million people is added to the population. When migration statistics are examined, a migration of 1.903.234 received in 2008 decreased to 1.876.673 in 2009. A decrease of 26.561 people was observed. This rate had a tendency to increase in 2011 reaching to the highest level of last four years with an increase of 260.911 people.

Migration in Turkey does not have the same characteristics in every part of the country. While main motives of migration to some regions are economy and education, basic motive of migration to some regions is security; particularly terrorism was deteriorated from early 1990s and became the primary reason of migration in Eastern and Southeastern Anatolia regions. In addition to terrorism as an influential factor, a lack of need for work force due to mechanization in farming, poverty created by land sharing resulting from the population growth in rural areas, small number of employment opportunities and uneasiness created by this unemployment, the fact that a great number of villages and towns has drown under lake basin of the dam due to GAP project; and opportunities which were superior in number than those in villages may be regarded as the main motives behind migration in these regions (Özer, 1992). As a consequence, Southeastern Anatolia region has become a region from which migration has always been on the

³ The related table was prepared by the researcher through using the data included in TOS's (Turkish Organization for Statistics) Address-Based Register System Database. 2012 data on population are not included in the table in that there is no record for that year in the mentioned system. A movement or migration to a region is measured under the name of internal migration rate; it is measured as the number of people coming for each 1000 people in the population. A movement or migration from a region is measured under the name of immigration rate; it is measured as the number of people leaving for each 1000 people in the population. Both types of migration emerge simultaneously in general; net migration rate is the difference between them (Macionis, 2012, 570).

agenda. For the purpose of the basic framework of our study, migration statistics of Southeastern Anatolia region in the last four years are given in the following section.

Table 3. Migration Statistics of Southeastern Anatolia Region between 2008 and 2011⁴

Years	Population	Migration Received	Migration Given	Net Migration	Net Migration Pace
2011	7.816.173	151.585	183.752	-32.167	-4,11
2010	7.592.772	142.862	171.779	-28.917	- 3.80
2009	7.462.893	118.611	171.910	-53.299	-7,12
2008	7.350.752	132.328	188.111	-55.783	-7,56

The population of Southeastern Anatolia Region in 2012 was 7.958.473.

When the table is examined, it may be seen that net migration pace in Southeastern Anatolia Region in the last four years has remained in negative values. In other words, there existed a difference between the migration received and the migration given. While net migration pace in 2008 was -7,56, it was -7,12 in 2009, -3, 10 in 2010 and -4,11 in 2011, respectively. The biggest difference among these four years was observed in 2008 with a net migration pace rate of -55,783 people. This rate varied in the following years. When migration within the region is considered, migration is found to have taken place to big provinces of the region. Those who wanted to move to close regions chose these cities. These provinces are Gaziantep, Diyarbakır and Şanlıurfa.

Table 4. Migration Statistics of Diyarbakır between 2008 and 2011⁵

Years	Population	Migration Received	Migration Given	Net Migration	Net Migration Pace
2011	1.570.943	36.622	46.834	-10.212	-6,48

⁴ The related table was prepared by the researcher through using the data included in TOS's (Turkish Organization for Statistics) Address-Based Register System Database. 2012 data on population are not included in the table in that there is no record for that year in the mentioned system.

⁵ The related table was prepared by the researcher through using the data included in TOS's (Turkish Organization for Statistics) Address-Based Register System Database. 2012 data on population are not included in the table in that there is no record for that year in the mentioned system.

2010	1.528.958	34.810	44.858	-10.048	-6,55
2009	1.515.011	32.384	43.918	-11.534	-7,58
2008	1.492.828	31.677	47.777	-16.100	-10,73

The population of Diyarbakır province in 2012 was 1 592 167.

As it may be seen on the table, the net migration pace of Diyarbakır is consistent with migration statistics of Southeastern Anatolia Region. Net migration and net migration pace rates have a tendency to remain in negative values and the rate of migration given is higher than that of migration received. When the table is analyzed by years, net migration rate similarly reached at its highest level in 2008 with a rate of -16,100. In other years, similar rates were observed. Net migration rate in 2009 was -11,534; 10.048 in 2010 and 10.212 in 2011, respectively. The population growth in the province between 2008 and 2012 was 78115 people. As it is also understood from these figures, Diyarbakır has lost its position as a migration-attracting center in the last four years.

However, problems related with the population density resulting from the past migration movements still exist.

Table 5. Migration Statistics of Gaziantep between 2008 and 2011⁶

Years	Population	Migration Received	Migration Given	Net Migration	Net Migration Pace
2011	1.753.596	45.991	38.634	7.357	4,20
2010	1.700.763	40.380	36.327	4.053	2,39
2009	1.653.670	36.075	34.125	1.950	1,18
2008	1.612.223	37.184	36.229	955	0,59

The population of Gaziantep province in 2012 was 1 799 558.

Migration statistics of Gaziantep are different from those of the region. The migration received in Gaziantep is at a higher level than the migration given. Indeed, net migration and net

⁶ The related table was prepared by the researcher through using the data included in TOS's (Turkish Organization for Statistics) Address-Based Register System Database. 2012 data on population are not included in the table in that there is no record for that year in the mentioned system.

migration pace is at the rates with positive values. Negative values which were observed in almost all provinces in Southeastern Anatolia Region are not observed in Gaziantep. When the table which shows the migration statistics of Gaziantep by years is analyzed, the net migration in 2008 consisted of 955 people whereas it included 1950 people in 2009, 4053 people in 2010 and 7357 in 2011, respectively. The growth of population in the province between 2008 and 2012 is 141.373 people. This may be a result of the advanced industry and the existence of a smaller number of security problems in the province.

Table 6. Migration Statistics of Şanlıurfa between 2008 and 2011⁷

Years	Population	Migration Received	Migration Given	Net Migration	Net Migration Pace
2011	1.716.254	35.888	41.570	-5.682	-3,31
2010	1.663.371	32.555	37.555	-5.000	-3,00
2009	1.613.737	27.190	35.154	-7.964	-4,92
2008	1.574.224	25.510	37.282	-11.772	-7,45

The population of Şanlıurfa in 2012 was 1 762 075.

The net migration in Şanlıurfa, which is the second biggest province of the Southeastern Anatolia Region, complies with the migration statistics of the Southeastern Anatolia Region. Net migration and net migration pace rates have a tendency to remain at negative values; and the migration given in the province is at a higher level than the migration received. When the table prepared by years is examined, migration, in the same way with the region, reached its highest rate in 2008. The same characteristics may also be observed in Diyarbakır. The net migration was at the highest level with -11,772 people in 2008. This rate was -7964 people in 2009, -5000 people in 2010 and -5682 in 2011, respectively. The growth of population in the province between 2008 and 2012 was 142030.

⁷ The related table was prepared by the researcher through using the data included in TOS's (Turkish Organization for Statistics) Address-Based Register System Database. 2012 data on population are not included in the table in that there is no record for that year in the mentioned system.

Table 7. General Mobility of Diyarbakır, Gaziantep and Şanlıurfa (2011-2012)⁸

Province Total	Total		City and County Centers		Villages and Towns		Growth of Population Per Year (%)	
	2011	2012	2011	2012	2011	2012	2011	2012
Diyarbakır	1 570 943	1 592 167	1 132 351	1 155 258	438 592	436 909	27,1	13,4
Gaziantep	1 753 596	1 799 558	1 556 149	1 604 933	197 447	194 625	30,6	25,9
Şanlıurfa	1 716 254	1 762 075	951 925	975 455	764 329	786 620	31,3	26,3

When migration in these three provinces in the last two years is considered, the population density is highest in the provincial and city center of Gaziantep. In Şanlıurfa, a population density in towns and villages is observed. Almost half of the population in Şanlıurfa lives in city center whereas the other half lives in towns and villages. 37% of the total population in Diyarbakır lives in towns and villages. In Gaziantep and Diyarbakır an accumulation is observed in central locations. The population growth per year in the most crowded and migrated three cities of the Southeastern Anatolia Region have been gradually decreasing. This decrease is observed primarily in Diyarbakır. Following an analysis to be made through this statistical information one may conclude that Diyarbakır is no more a migration-attracting center. Among the reasons of this, the fact that economic growth does not have the expected level of attraction, low possibility of finding a job in the province, limitedness of the settlement areas in the province, and as a result, an incapacity to settle the new-comers in the province may be listed. This conclusion is also supported by the net migration pace rate of the province within the last four years. The unplanned and sudden mass urban migration in 1990s may be regarded as influential on this. This sudden migration, which was decided upon without knowing the socio-economic and cultural structure and characteristics of the city, became a total fiasco and a search for new places began.

In general, when school age population is examined, the region is found to be a rapid transition area.

⁸ The related table was prepared by the researcher through using the data included in TOS's (Turkish Organization for Statistics) Address-Based Register System Database. 2012 data on population are not included in the table in that there is no record for that year in the mentioned system.

2011 School Age Population Migration Statistics⁹

Age	Migration Received	Migration Given	Net Migration
5- 9	12.859	16.430	-3571
10-14	10.029	13.924	-3895
15-19	12.351	21.880	-9590
Total	35239	52234	-16995

If ages between 5 and 14 are considered to be the primary school years, 22888 students enter into the education system of the region within the context of obligatory education. Similarly, a total number of 30354 students are **removed** from the same grades. In secondary schools, 12351 students have a potential to enter into the system while 21880 students are **removed** from the system.

The section following the discussion about the general and statistical characteristics of the migration phenomenon is dedicated to discuss the educational outcomes of migration and solution proposals for this.

EDUCATIONAL OUTCOMES OF MIGRATION

Mobility resulting from migration has a nature which may have a number of outcomes in various fields. These outcomes are observed in the regions to which people migrate and in former locations (origins). These outcomes, which may be observed in economic, social, cultural and educational fields, may also be concrete or abstract. Population growth, a decrease in lands per person and an increase in the work force waiting for employment may be listed among concrete outcomes whereas cultural conflict, alienation and the lowness of educational level may be regarded as abstract outcomes.

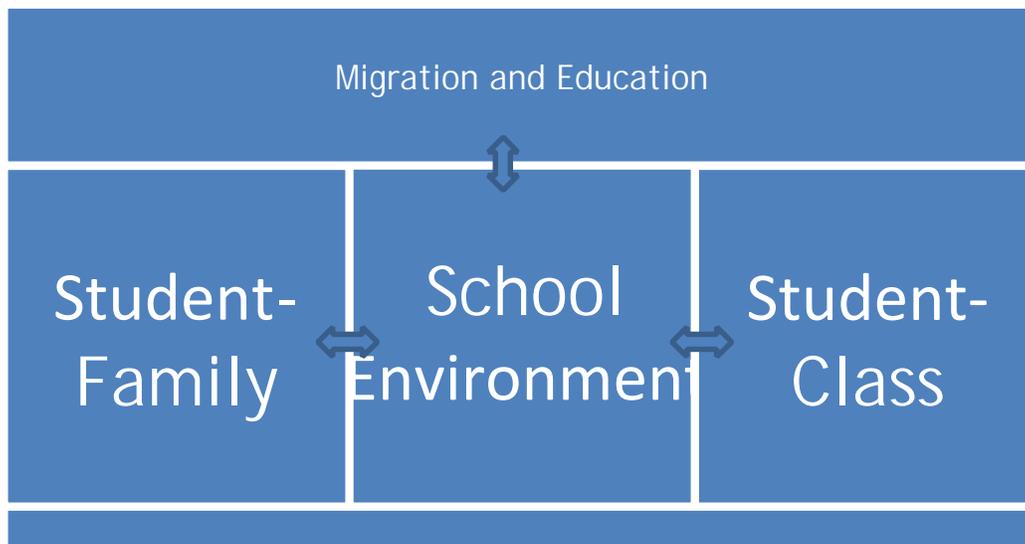
Problems resulted from education-oriented migration are actually a result of migration in general sense and they are not independent from it. Influences of migration are, similarly with effects of migration in general sense, multi-dimensional. This affecting process may be observed not only in quantitative sense related with the growing population but also in qualitative sense.

⁹ The related table was prepared by the researcher through using the data included in TOS's (Turkish Organization for Statistics) Address-Based Register System Database. 2012 data on population are not included in the table in that there is no record for that year in the mentioned system.

Accordingly, influences of migration on education may be evaluated within the context of the factors given below:

- Student-Parents Factor
- School-Environment, Teacher-Class factors. Below, this relationship is reflected on a diagram:

Figure 1. Areas of Influence of the Education-Migration Relationship



I. Influence of Migration on a Student (Individual)

The biggest influence of migration phenomenon is on the children of those who migrated. In the Glossary of Migration Terms prepared by International Organization for Migration (IOM), children are classified as vulnerable groups. Vulnerable groups "covers any group or any segment of the society for which the risk of confronting with discriminatory implementations, violence, natural and environmental disasters and economic challenges in proportion to other groups in a conflict or crisis; those who are more at risk in periods of conflicts or crises (such as women, children and elders)" (2009, 25). Within the context of this description, the reason for children's inclusion in the vulnerable groups is the fact that they are influenced at a higher level than other family members. The child experiences the migration phenomenon, with which he is acquainted at an early age, in a negative way in his inner world; and added to this, economic challenges the child faces deteriorate the migration problem for him, becoming a soul-shattering

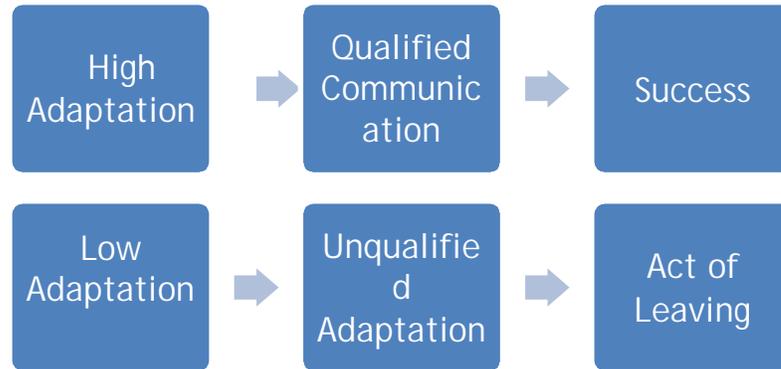
experience in the end. This process has influences on a large part of the child's life ranging from his socialization process to his educational life.

a) Adaptation

The first step in making an analysis on the relationship between migration and education may be the discussion of the concept of adaptation. Adaptation is the adjustment to an environment experienced by an individual. This adjustment process is socio-psychological in nature and it may be affected by various factors such as economic and social factors. Adaptation problem of the students who has migrated before is emphasized by any international researcher who has studied on this subject. There is a linear relationship between adaptation and success. Accordingly, the shorter a student's adaptation process lasts, the more successful he becomes and vice versa.

The influence of migration is closely related with the children's age and sex. As a risk area, the group consisting of children at the ages between 7-12, who are regarded as children in concrete periods, and of teenagers, may have difficulty in adapting themselves to the social characteristics of their new location. "Significant negative changes in the family and in the social environment in childhood have negative effects on the children's sense of sameness and continuity. Migration phenomenon may unsettle children's senses of being socially acknowledged and being socially accepted which are among the fundamental elements of identity structure. Even if the individual is not ostracized by the society in which he lives, his concerns, senses of longing for and guilt resulting from his sense of being remote from his own country and society on the one hand, and his concerns over and fears about how he is perceived by the new society on the other, force him to face a number of psychological problems in one way or another." (Nar,2008,18).

Below, the influence of migration on a student (individual) is examined through four inter-related variable. The first two of the variables called Adaptation, Communication, Success and Leaving the School is regarded as independent variables. Accordingly, an efficient adaptation process and a qualified communication lead to success which is a dependent variable whereas a low-level adaptation and a low-level communication process leads to an act of leaving the school. This relationship is schematized below:

Figure 2. Adaptation-Communication Dimension in Migration and Education Process

Primary school children's adaptation of their school and class as their socialization environment, their attachment to their children and close friendships they have established in their former environment would make it more challenging for them to forget their former school and class environment, their teacher and their learning habits; and to adapt to their new educational environment. Students would probably find themselves struggling with their concerns, fears and anxiety as a result of this cultural shock and they would tend to alienate themselves from the new environment in time. Hanson and Woodruff (2003,1) suggest that it takes more time for children of those families who have migrated to complete their education than those who have not migrated before. This fact is also related with the duration of obligatory education. Adaptation of female and male students to the new educational process may also differ. The fact that female students are more naïve than the male ones; and the stronger commitment they had to their former teachers and friends in proportion to their male counterparts may make their adaptation more difficult.

Adaptation of teenagers develops in a slightly different manner. A low sense of self, an identity conflict and problems with parents, which are frequently experienced by teenagers, who are receiving their secondary school education, are exasperated by migration experience and cultural change. For instance, for Mailonen and et al (1998), in a linear study, those students who did not have more symptoms of depression than their local friends before their teen ages, have more symptoms of depression than their local friends during their teen ages (Akt: Gün, 2002: 63). Related with the characteristics of students who are at their teen ages, their tendency to accept the migration phenomenon is at a higher level. Their reaction to the new location may be different from that of students who are receiving their primary education and they may have a conflict with their parents. Adaptation of the teenager to a new environment leaving his friendships, peer-groups and emotional relationships in his former environment behind may be

hard; and disobedience towards the implicit and explicit values, cultural codes, and behavioral patterns of the new location may be observed. This disobedience may be reflected physically from time to time; it may sometimes be observed in musical taste, turnout and hairstyle; and more frequently in involvement in an ideological group. These would obviously have effects on their educational lives. Factors such as in-school and in-class rules, the implicit nature of the school, language used by the student in the school and peer groups; and finally teachers' behaviors have influences on the adaptation of the student. In addition, elderliness of the student, the fact that they are called foreigners, their exclusion from friendship groups and the lack of a wide physical environment make the adaptation process harder, increase the students' sense of missing and lead to alienation.

Socio-economic and education level of the parents are also determining factors in the course of students' adaptation process. Preparation of the student to the new culture and pre-instruction given by his parents accelerate the adaptation process; furthermore, the functional programs aimed at the students' adaptation in schools, activation of students clubs, increasing extracurricular activities and peer guidance may be regarded as significant solution proposals.

b) Communication

Communication is the basis of adaptation process. Ability of children who came from different environments to communicate is related with the development of a common language. Language used by children to communicate varies depending on their social background. It is a widely known fact that student migrated before have this difference and one of the problematic areas regarding migration is the existence of different communication channels. Students, who come to a new social and natural environment, particularly if they do not come from a similar cultural environment, face various problems in the communication process. Peer groups and environments such as school and class, which are among the socialization components, lose their effect due to communication problems. Thus, students prefer to remain alone or to meet with students to which he had close cultural commitments rather than communicating with his new environment. As a result, small living islets emerge outside the dominant and established culture and this also influences the adaptation process in a negative way. This situation experienced in the educational environment is, in fact, merely a part of a general process experienced by the families migrated. These families, which usually settle near their relatives or townsman as a result of migration in Eastern and Southeastern Anatolia regions, lead a closed life, which is far from the established socio-cultural city life, without communication.

One of the dimensions of communication may be observed in the relationship between student and teacher. A significant decrease is observed in the success profiles of those students who

cannot establish an efficient communication with their teacher. In a research made by Avcı, Koçoğlu and Ekici in the city center of Diyarbakır (2013, 99); the primary problem resulting from the students who have migrated before is the failure in communication. In this study, which was conducted with the help of 30 school managers, it is emphasized that communication within the context of parent-teacher-student relationship is partly established; however, the desired level of communication in general cannot be developed. Support provided by parents for education and their enthusiasm influence the students' success. The significance of parents in monitoring the students' attendance, and in the reinforcement and enhancement of the educational efforts in schools is a widely-known fact. Strategies to increase communication of families and students who have migrated should be regulated under two dimensions: those aimed at family and those aimed at student. For students, these strategies may include club works, musical activities, drama activities, folk dance and sports teams among in-school activities; and the functional use of cooperative studying methods, team work in research activities, drama, educational games, role-play, station, and of communication ring, which support participation in in-class activities, among in-class activities. For families, they may include home visits and seminars and meetings organized to support communication in cooperation with counseling service of the schools.

c) Success

Students' success level is high in climates in which adaptation and communication is sound. In other words, success is a dependent variable of adaptation and communication. Students' success is closely related with their readiness to adapt to the new environment and the quality of the adaptation process. The success level of the students who have migrated is at first expected to remain low depending on their adaptation and communication but then it is expected to increase gradually. If it does not increase, it may be concluded that there still exist adaptation and communication problems. Within the context of the close relationship established between academic success and academic self, a child would probably lose his motivation when he has seen that he cannot acquire knowledge and skills. This, as a result, would lead him to act of leaving school. Parents have significant roles in this process. There is a linear proportion between children's academic performance and parental control. According to La Garza (2010, 16-17) " Those student who have migrated become unsuccessful due to lack of parental control and support and because they spend too much time for chores. This is particularly observed in rural locations where job opportunities are limited and the child has to leave the school to provide financial support for his family. Increasing children's performance in school depends on whether their efforts are rewarded and their expectations are met. In addition, academic success is related with mother's presence at home. The child whose mother is not at home has a tendency to reject non-obligatory education". Another important factor affecting students' success is the economic condition of their families.

Economic problem, which is one of the basic problems of families who have migrated, puts educational expenses at the bottom line in the list of requirements; families prefer to meet their basic needs and spare less money – perhaps justifiably – for educational expenses. This is not a situation only peculiar to Turkey. In almost all studies on migration and education, results like this may be found out. The results of the study conducted by McKenzie and Rapoport in Mexico also support this judgment (2006,13); “Workers who have financial problems in locations they have migrated are reluctant to support their children’s education. The research conducted by Cox and Ureta in El Salvador indicates to the linear relationship between the increase in economic income and attendance in school and students are made to work less (2009, 430). Lopez and Cordova (2004, 1) found that the better families’ financial condition is, the more children attend classes in school; the less illiteracy is observed in children who are at the ages between 6-14; and the more attendance to classes in school is observed in children who are elder. Familial factors such as the crowdedness of the family, lack of a place for study, presence of a younger brother/sister or an elder (grandmother, grandfather) to be looked after, psychological tensions in the house and negative perspective of the family about education also affect academic success.

Teacher’s support is another variable, along with adaptation, communication and economic contribution. Teachers are expected to design special activities during the educational process understanding the students’ psychology. Instead of making comparisons between the students’ different knowledge levels adopting a competitive approach; they should design activities intended to increase the level of academic success. Another method would be “peer teaching” which will be discussed in this study.

d) Leaving the School

Several factors such as success resulting from a low-level adaptation and communication force students to leave the educational process. Leaving the educational process may be examined through dividing it into two dimensions; conscious desire and external factors. If act of leaving is done consciously, it may be said that three factors mentioned above have affected the student because the failure caused by a low-level adaptation and an unqualified communication may lead students to leave the educational process. However, this may change in accordance with the duration of obligatory education. The difficulty in monitoring students’ attendance to schools in locations to which families migrated also makes the control over students’ attendance more challenging. In addition to these, the fact that students who have migrated are elder and highness of the age gap among the student in class may cause the act of leaving. The most significant external factor causing students to leave the school is the pressure put by their families on the children due to financial difficulties. Financial problems experienced by families during the migration process have a direct influence on students and students may not continue their

education so as to support their family. One of the reasons for leaving the school is the fact that education does not transform into a source of income in the long-run. For this reason, due to financial problems parents force their children to work after or during the obligatory education. Migrant families who have found the income provided by education within the labor market are reluctant in their children's education (Mckenzie and Rapoport, 2006, 14). The research conducted by Baytaymaz suggested that tendency of the breadwinners in multi-child families to work is lessened gradually. Sevim's study which was conducted in Elazığ with 200 breadwinners (2001, 264); point out the fact that "there are two reasons for children of families migrated before to leave the school. The first is the characteristics of their former environment. In some villages, not only the fact that schools are closed because of terrorism, but also the fact that financial condition of the families are bad lead to a reluctance in sending the children to other locations for the purpose of education. Thus, the number of children who benefit from educational organizations has lessened. The second reason is related with the characteristics of the new environment after migration. The first and the most significant necessity after settling permanently across the peripheral line of the city is to find any job in order to make a living. It may be stated that problems in adaptation to city life may be influential on children's being unsuccessful along with the uncertainty about the income".

The negative effects of migration on gender are observed in girls. In leaving the school and in encouraging leaving the school, families prefer not to send the girls to school. While a significant but negative effect of being a member of a migrant family on the boys is found out, it has an insignificant on the girls' attendance to school (Mckenzie and Rapoport, 2006, 1345). The traditional roles of girls constructed by the society, the belief in the fact that their attendance to school is unnecessary, encouragement to enter into working environment, their duty to help in the chores and in looking after younger brothers/sisters and elder member of the family and early marriage may be influential on the girls' abandonment of the school.

School-Environment and Teacher-Class Factor

By migration's very nature, it is commonly centred upon city suburbs where the schools, already having infrastructural problems, might be put into a more problematic position by the migration phenomenon. Crowded schools and rising numbers of students increase the share of source; and, it may cause problems. Existence of situations such as the unplanned expansion of schools, insufficient numbers of buildings and classrooms, executive management, scarcity of teachers and other personnel, and the limitedness of sources enlarge the problematic ground. In the interviews made by Avcı, Koçoğlu, and Ekici (2008) with the school administrators of the migration-receiving schools, administrators stated that they mostly encounter with disciplinary problems such as inadaptability, behavioural disorder, failure, grouping (creating gangs), and

fights. Additionally, it is also one of the results of this research which demonstrates that students came with migrations affect school success negatively, and minimize the success rate of both the class and the school with bad marks they get in national exams. Physical inadequacy of the schools turns migration into a negative issue, which can be, in fact, seen as a cultural richness and turned into an advantage. Also the negative views of administrators, of teachers, and of society towards migrated students turn them into the sources of trouble.

High numbers of transfer students are another problem for school administrations. Such a problem increases the workload; and brings extensive paperwork and bureaucratic procedures. In addition to these, situations such as outstanding documents of students (identity card, transfer documents, student files), parents with low levels of education, parents' lack of information and of concern, and parents' insufficiency in Turkish make the conditions even worse. It is also another subject that parents of the migrated students do not cover the expenses demanded by schools.

These problem grounds experienced in schools are also experienced in classes. The quantitative increase of the classroom size¹⁰ brings about various other problems; problem grounds such as the decrease in free space for each student, reducing amount of materials and quality time that a teacher can spare for each student, formation of in-class cliques, hardship of monitoring students, problems in communication, and adaptation might be experienced in classes. Besides, if it is added to this panorama that the teacher is young and inexperienced (intern), it gets hard to solve these problems. These factors affect the performance efficiency of teachers; in the course of time, tendency of teachers to leave (appointment) this kind of migration-receiving schools are likely to increase. Administrators and teachers finish their work in school and immediately leave the school and its environment; therefore, it negatively affects school and environment interaction.

If the success rate of migrated students is low, it has a direct reflection in the class. When the lack of interest of students is added on this, the situation gets more complicated. Under such circumstances, teacher will either isolate such students in the classroom by ignoring them or spare them an extra time by shortening the time spared for other students. Different academic levels of students and the application of standard education programs make it hard for teachers to find a common ground in periods of teaching.

Employed student profile is a commonly encountered issue in schools of migration-receiving areas. Students either have to go to work in the morning and then come to the school, or come to the school and then go to work in the afternoon or in the evening. Therefore, students are mostly

¹⁰ Ideal classroom size: 16 students. 16-24 are acceptable however 25 and over are in crowded classroom category.

late for school or they have to leave the school early. In such a tempo, it is hard for students to spare time for their education or to raise their success rates. Students generally work as “child labours” in unhealthy and uninsured work fields such as hawking, shining shoes, collecting papers, and apprenticeship with minimum wages (generally with daily wages). Under such circumstances, students wearily come to the classes or they have to be absent from schools. After a while, they have to leave or they are forced to leave the school.

It is commonly stated issue in both national and international researches that migrated students create disciplinary problems in classes. Such problems as student’s choice of violence as a way to make themselves accepted in classes, desire to maintain harmful habits they acquired from their environment, building gangs with other people from their hometowns, disabling the authority of teachers, and rejecting the rules cause various problems both inside and outside of the schools. Teachers’ lack of information about the management of multicultural classes, and the insufficient support of school administrations put an obstacle before the solutions of such undesirable behaviours; and, these problems disturb the peace and environment of trust in classes.

Another problem observed in the migrated students is constant illness. Reasons such as malnutrition of students, lack of concern of their parents, hygiene problems, running the working life and school life together leave students weak; and, when psychological problems brought by adaptation process are added, the health of students is negatively affected. Assuming that effective treatment practices are not as supposed to be, illness of students obtains a constant characteristic, and absence of students increases. According to Bilgen’s research titled “Effects of Migration on Mental Health” (2001), it is observed that compared to others, physical symptoms such as depression, anxiety disorder, feeling of exhaustion, constant headache, stomach-ache, and dizziness are more frequent in those who migrated.

Another problem ground for migrated students is their communication with other students of the established culture. Students of the established culture sometimes cause difficulties in accepting migrated students among themselves, and consider them as “strangers”. Such situation prompts migrated students to loneliness or to get together with the ones who are alike. Introvert or aggressive student profiles are mostly encountered in these kinds of situations. Teasing the migrated students’ ways of speech, clothing style, physical characteristics, and other habits is also one of the most commonly encountered problems. Especially in canteens, school gardens, sport halls, and hallways where hidden curriculum is effective, such cases are frequently observed; and, to humiliate each other, students ridicule their ethnic origins.

One of the most important problems of migrated students is the language problem. When the ineffective use of the dominant language by migrated students, their insufficient vocabulary or accents come together with other students' reactions towards them, these students do not want to attend lessons. It causes troubles and faults in their education of literacy. Also, since these students do not speak fluently, not express themselves well, and not understand the terms used by teachers, they remain passive in classes and the rate of their academic success decreases.

The lack of concern of their parents is another source of in-class problems. According to the conducted researches, while in the West regions of the country, the primary reason for migration is to provide a more qualified educational background for the children, the same tendency is not observed in the East and Southeast regions¹¹. The attitudes of the migrators, which do not prioritize education, directly reflect on students; therefore, in the family, school is not seen as an important institution but only regarded as a necessity for the compulsory education. It causes problems such that success and absence of the students is not monitored, educational activities to be studied at home are not studied, and materials demanded by teachers for activities are not bought.

Consequently, the regulation of classes as a common learning domain, classroom size, and the characteristics of student groups directly affect the quality of education. In this influence process, central and local administrations, school administrations, and teachers have great importance. For the study, teachers should have the ability to improve behavioural strategies towards migrated students; because migrated students are in need of a warm and peaceful classroom environment where they will feel safe and secure. At this point, teachers should elude their roles as controllers and discipliners, and they should support their students as being advisors and guides; they should be aware of how acculturation is a kind and active process. "When teachers notice the cultural differences between themselves and their students, they will find a way to actively include linguistic and cultural materials of students in the educational process. To practice it actively, teachers should handle the dominant culture they live in with a critical approach, and analyse the effects of these on the educational process. By respecting their cultures and effectively using these diversities, teachers who really care for their students can make them feel more comfortable" (Exp'osito and Favela (2003), qtd. in Nar, 2008, s.36-37).

In teacher training programs or following in-service training activities, teachers are not given the information and ability to give education in multicultural educational environments, to manage

¹¹ For this conclusion see Nursen V. Deviren, Filiz Çalış (2011), "The Relationship between Rural Depopulation and Education: Muğla Sample", **Journal of Academic Studies**, Issue 49. In this study, the relationship between rural depopulation and education is analysed. Education has a positive influence on the migration. Migration with the aim of getting a more qualified education is a source of motivation.

multicultural classes effectively, and to motivate students with different characteristics; therefore, it causes teachers to fail in such cases.

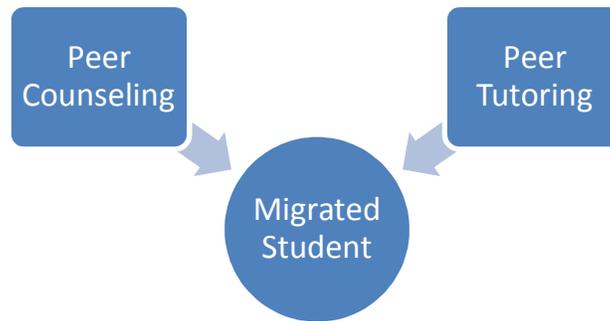
In addition, strategies to participate parents in the educational process should be improved by developing an empathetic language. It is observed that just financial support does not produce result. With financial support, parents' support towards educational process should also be taken. In this study, two practices for the problem grounds of migrated students both in classes and schools will be suggested. In general, practices of "*peer counselling*" for the adaptation of migrated students to new environment and culture, and of "*peer tutoring*" for the increase in students' success rates will be discussed below.

PEER TUTORING AND PEER COUNSELLING IN DECREASING THE NEGATIVE EFFECTS OF MIGRATION ON EDUCATION

From several dimensions, the negative effects of migration on education were discussed above; and, two of the solution offers for this, peer tutoring and peer counselling, will be introduced and discussed below.

Individuals who are approximately in the same age and equal to each other with regard to their educational level are called peers. Positive effects of peers' interactions and cooperation with each other on their skills of socialisation and educational success is frequently emphasised by psychologists of learning such as Piaget and Vygotsky. While Piaget emphasises that interaction of peers is a critical factor for the child's cognitive enhancement, Vygotsky puts forward that it is a very efficient experience for the education of children to gain skills in cooperation with each other.

In literature, peer centred practices are called with various names. Peer counselling, peer facilitator, peer helper, peer support, peer tutor, peer mediation, peer education, peer leader can be given as examples with regard to the focal points and roles they centre upon. Among all of them, "peer helping" is used as a general term that covers all peer studies presented in various ways (Aladağ, Tezer, 2007, 139-140).



Peer Tutoring

Peer tutoring can be an effective solution model to remove above-mentioned academic failures experienced by migrated students after migration. Generally in gaining social skills, it is hard to generalize the skills among peers, which are provided through the methods employed via adults. For this reason, other students can be good tutors to improve the skills of incapable students. Peer tutoring encourages students to play a more active role in knowledge acquisition (Topping, 2005, 631). Peer tutoring is the use of teaching and learning strategies, which are learned together from each other without the intervention of teachers (Boud, Cohen, and Sampson, 1999: 413, 414).

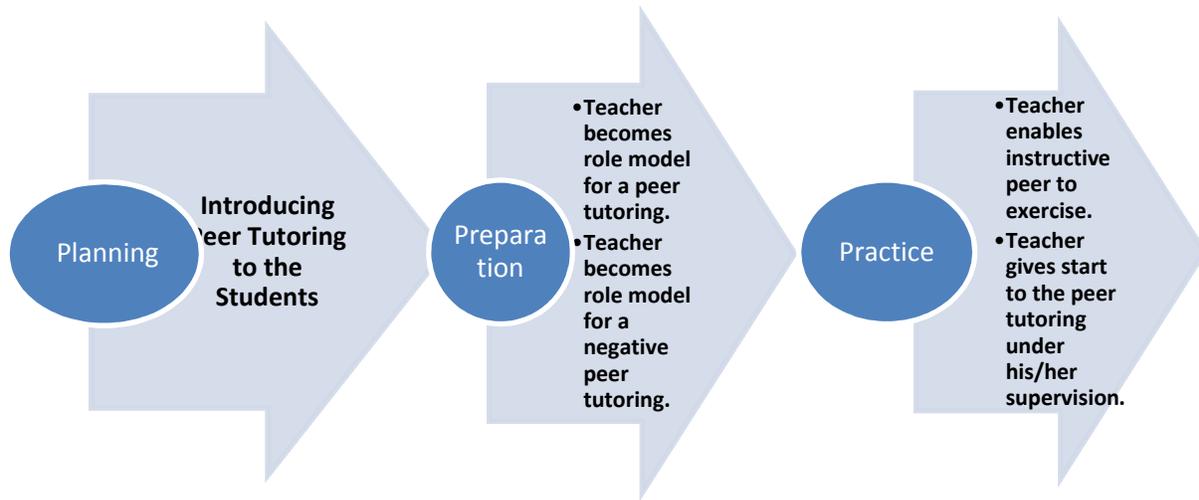
In addition to the improvement of academic skills, peer tutoring is also effectively used for the students with social disabilities to acquire skills related to social competence. In these domains that migrated students need, results of the conducted researches, concerning peer tutoring practices used in the improvement of students' academic skills, demonstrate that peer tutoring is effective in the improvement of person-to-person interaction, of social relations, of playing games, of social participation, of language, and of social competence. In peer tutoring, the peer who plays the role of tutor is called as "instructive peer", and the other peer is called as "learner peer". Loke and Chow (2007, 237) emphasise that peer tutoring improve topic knowledge as well as improving the way of learning and the responsibility of learning.

When peer tutoring and peer counselling are used in the acquisition of social skills, the peer with sufficient social abilities becomes a role model for the student with social disabilities, and consolidates their adequate social behaviours. This process is effective in both increasing the rate of migrated students' academic success and in increasing their social adaptation. Effective cooperation of teachers and counselling services is needed in the construction of peer tutoring process. Especially instructive peer should be taught about the instruction methods, approaches, and communication channels; and, also his/her family should be informed. Instructive peer can create a more effective academic level by studying in specified time periods, and in specified places such as library, class, study rooms, or particular studying places (maybe in houses).

The reasons behind the preference and effectiveness of peer tutoring for migrated students can be stated as follows:

- Peers can naturally create a ground for positive social interaction.
- Compared to adults, peers can be more effective in the teaching of playtime and spare time activities.
- It can be applied to any age and inadequacy group. Especially for the migrated students, peers are important sources of education.
- In peer tutoring, there is no stable authority balance as there is in the teacher-student relation; and so the distance between the teacher and student is restrained (Goodlad, 1990, 9).
- Being in the same term make students feel more comfortable in asking questions, giving answers or accepting the complications (Sullivan, 2012: 14).
- Peer tutoring is defined as the learning process of the students, who are from the same class or same social circle, together or from each other. Their interaction with each other is considered as the improvement of knowledge and understanding (Falchikov, 2001, 41).
- Peer tutoring comprises a series of activities that include formal and informal education of students who continue the same working schedule and learn together or from each other. Peer tutoring helps students to improve a range of skills such as teamwork, cooperation, communication, and reaction (Christiansen & Jensen 2008).
- Carrying out the practice in natural social environments is an advantage for the generalisation and permanence.
- It is an easy and efficient method with regard to time. Especially in the instructive peers, improvement of positive social values and attitudes (sharing etc.) is observed.
- Peer tutoring increases the social interactions among peers and decreases problematic behaviours.
- Teachers can have more time, and in their classes, they can spare more time for academic and social issues.
- Individual requirements of students can be met with peer tutoring. Students can employ themselves in academic topics for a longer time.
- Peer tutoring enables migrated and under achiever students to obtain experiences which are correspondent with their learning rates.
- Friendship and solidarity among students are ensured. Learning of the students, who are in the position of instructive, becomes more permanent.
- It enables cooperation culture to become widespread.

Practice Phases of Peer Tutoring



Explanations;

Peer tutoring process, formed by three main phase being planning, preparation, and practice, is explained as follows;

- **Teacher defines how the student will perform peer tutoring:** With this aim, teacher explains what he/she expects from the student, and teaches the student if there are any specific methods and techniques to be used (for example; enhancement, presenting hints etc.); and, gives examples for each of them. General characteristics of the migrated students are explained. Teacher gives information about the codes of conduct.
- **Teacher becomes role model for a peer tutoring:** By taking the role of instructive student himself/herself, teacher becomes a role model for his/her student to show how the education should be given. Teacher discusses each step of peer tutoring with the student.
- **Teacher becomes role model for a negative peer tutoring:** By taking the role of instructive student himself/herself, teacher becomes a role model for his/her student to show how a negative peer tutoring is performed. For example; teacher does not provide a reinforcer or an instruction where the student should provide etc. Teacher discusses each step of peer tutoring, which he/she misrepresented or skipped, with the student.
- **Teacher enables instructive peer to exercise:** Teacher plays the role of the student, and enables instructive peer to exercise by providing peer a chance to teach himself/herself.

Teacher continues these exercises until the student performs peer tutoring in a completely correct way.

- **Teacher gives start to the peer tutoring under his/her supervision:** Teacher tests the instructive peer to decide whether the peer completely knows the topic he/she will teach to the inadequate student or not; and, gives start to the peer tutoring.

What the Peer Tutoring is not?

- It is not such a practice that students take the place of teachers.
- It is not such a practice that students do each other's homework.
- It is not such a practice that students baby-sit.
- It is not a valid practice for all lessons and learning topics.
- It is not such a practice that students are kept under supervision.
- It is not such a practice that students are competing with each other.
- It is not such a practice that students have feeling of inadequacy.
- It is not such a practice that instructive peers lose their time.

Peer Counselling

Peer counselling is different from peer tutoring since it is mostly an adaptation practice which helps migrated students to socialize, to learn dominant culture's structure, values, characteristics, and explicit and implicit messages. Instead of the instructive peer in peer tutoring process, in peer counselling the term "mentor" is used. The main aim in peer counselling is to train volunteer students; and, to help and support migrated students (mentee) in issues such as adaptation to academic and social environment, culture, and circle of friends¹². It should also help and support mentees to handle various problems they encounter in groups such as communication codes, group dynamics, relationships among friends, implicit program of the school or environment etc. Cohen, Kulik, and Kulik (1982) determine in their study that children who practice peer counselling are more successful in the exams compared to the ones in the control group who do not practice. According to Goldschmid and Goldschmid (1976), peer counselling helps both the student who is in the position of teacher and the student who is in the position of student by encouraging them to participate, cooperate, and socially interact. It should be indicated that peer tutoring do not substitute the learning activities performed by teachers; it is just a useful part of them. If they are not well organized and well structured, they might cause

¹² Mentee; used for the person who is trained by a guide, counsellor, or a mentor.

confusion and chaos among students based on the development of their roles and skills. They might also cause mistakes for the students who have already learned well (Topping, 2005, 640).

Without focusing on problems experienced in schools, such as adaptation to the environment, bullying, standing against disciplinary rules, social isolation, and loss of value and aim, peer support programs can provide an environment where students proactively communicate, interact and socially contribute (Kaymak, 2008, 23). Peer counselling is practiced among same age group students through matching students of the dominant culture with the migrated students because, in studies on social skill education, peers are frequently used as instructive. While peer tutoring is more about increasing the rate of in-class academic success, peer counselling is about the adaptation of children to the new social environment and culture. When migrated students learn the social and cultural values and characteristics of their new environment with a peer from the dominant culture within the specific frame of a program, the acquired knowledge and skills will be more permanent; and will help students to easily communicate and adapt.

The reasons behind the preference and effectiveness of peer counselling for migrated students can be stated as follows:

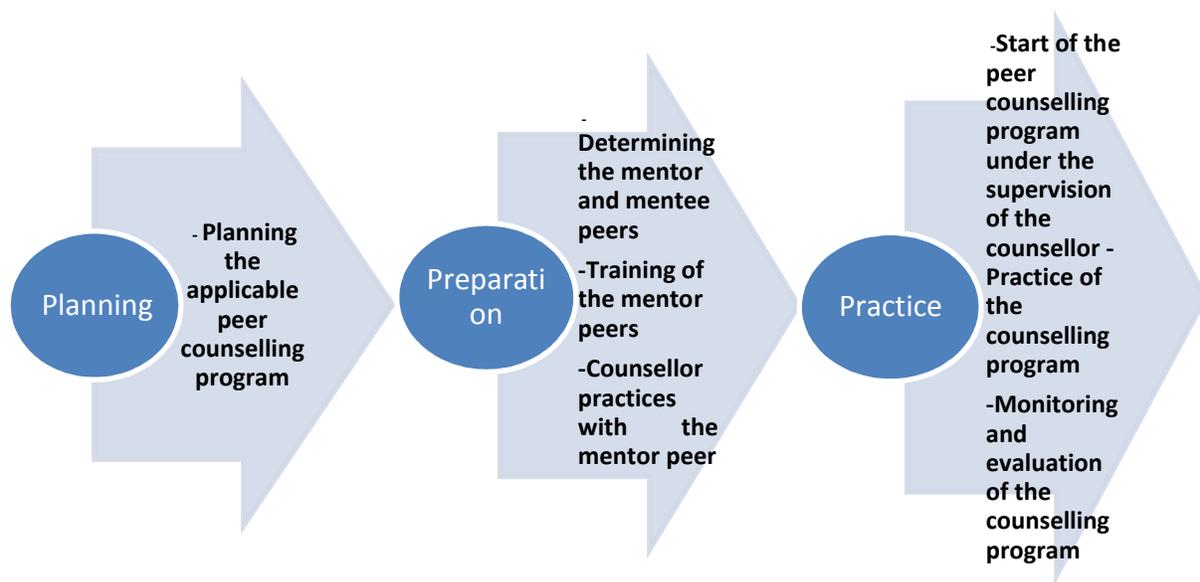
- Migrated students' learning of the history, social and cultural characteristics of the new settlement will make it easier for them to identify and adapt the new social environment.
- The important effects of peer tutoring are the increase of cooperation both for the instructive and learner students, the decrease in sense of competition, increasing motivation, self-confidence, and self-esteem (Goldschmid and Goldschmid, 1976, 12).
- Migrated students' learning of the characteristics of their new environment from peers, without teacher and student hierarchy, can make the learning more efficient.
- Instead of the information acquired in class or from counselling service, migrated students can directly get information through observations and trips to the places. In this practice, the sponsorship can be provided from local administrations or from Provincial Directorates of Culture and Tourism.
- Within this spontaneous development process, the transformation of the relationship between peers, in other words the natural source of human, into a more effective source of help will enable the use of natural support system among friends as a more effective source of help.
- Being informed by a peer from the dominant culture, the beginning phase of the migrated students' effective communication skills will be established. Thus, low self-representation, commonly encountered among migrated students, will be prevented.

- It can help to prevent migrated students from possible areas of conflict and situations of inconsistency in schools and in the environment.

Shareholders of Peer Counselling Process:

- School Administration
- Counselling Services of Schools
- Teachers
- Students
- National Education Directorates
- Directorates of Culture and Tourism
- Local Administrations

Practice Phases of Peer Counselling



What Is Not the Peer Counselling?

- Peer counselling is not a professionally defined psychological consultation practice.
- Peer mentors do not take on the task and responsibilities of academic advisors.
- Peer mentors do not play the role of or function as student representatives.
- Peers are not responsible for the trips and observations.
- Peer counselling is not a process of protection or guardianship for the mentees.

Other Dimensions of Peer Tutoring and Peer Counselling

It is determined that when peer tutoring is practiced with peer counselling, it has positive effects on both the instructive students and the learner students (Topping, 2005, 645). Beasley (1997) indicates that cooperative and student-centred peer counselling practices help the students – who are passive, dependent upon teacher, and accept the knowledge without questioning – to become more active, scrutiniser, and autonomous. Besides, peer counselling increases confidence and self-worth, and improves communication skills. One of the important phases of peer tutoring and peer counselling involves the monitoring and evaluation process. In this process, teacher can make decisions about supporting peer tutoring process. For example, in the practice of different age group peer tutoring program, periodically gathering instructive peers together to discuss how they are practicing the program and how they are solving problems, and to thank them for their efforts are important issues for both the monitoring and support of the program.

Results and Suggestions

Having considerable results and broad meanings in both human and community life with its physical, sociological, anthropological, and psychological dimensions, migration is defined in various ways as a social phenomenon. Migration is a body of processes that begins with an alteration in perception; continues with translocation; and ends with the adaptation to the new environment. In this sense, “the actor” of migration is “human” who behaves in accordance with the alteration; lives the processes from the beginning to the end; and for years, takes the brunt of the results with all negative sides (Demirel, 2004, 7).

In such a country as Turkey, which has a dynamic geography and young population, migration is an inevitable phenomenon. The reasons and results of migration vary in accordance with the period; sometimes economic, sometimes natural, and sometimes security reasons may cause mass migration. There are two spatial dimensions: migrated place, and emigrant place. Migration can have positive and negative results in both places. Economic, social, and cultural problems experienced in emigrant cities can be transitively observed in migrated places; and also, positive sides of social mobility, emerged with migration, can be relatively seen.

Above-mentioned negative dimensions of migration are observed in Southeastern Anatolia. In recent years, in spite of the negative progress of net migration, the population density resulted from early migrations still maintains its impact. According to the statistics of the region, there are 971.379 school-age children population; 966.659 people whose ages range from 10 to 14; 860.878 people whose ages range from 15 to 19; and 2.798.916 people in total. It causes

overpopulation in schools. In a similar way, thousands of people – school-age children – migrate to the region; for example, according to the statistics of MEB, in Diyarbakır, there are 437.856 students and 17.998 teachers in 10.799 classes, in 2.092 schools. Numbers of students per class are 43 in elementary education, 54 in secondary education, and 32 in vocational and technical training level. According to a territorial comparison made in 2007, while there are 26 students per teacher in general secondary education in Southeastern Anatolia, there are 16 in Marmara and Aegean, and 15 in Western and Eastern Black sea region (Çağlar, 2009, 53).

In conclusion, educational field is negatively affected. In migration-receiving regions, the increase in quantity affects classes; and, the increasing numbers of students affects the quality of education. When in-school and in-class disciplinary problems, students' lack of interest to schools and education, and the lack of concern of parents are added, problem grounds are expanded. In migration-receiving schools, factors such as inexperienced teachers, the lack of sources in schools, the low knowledge levels of school administrators, and denseness of the physical areas increase the negative effects of migration on education. This study demonstrates that negative progress of communication and adaptation dimensions of migration causes students to drop out of schools; and, high adaptation rates and quality communication bring along the success. In the solutions of these problems, peer tutoring model can be effective especially in the increase of academic success; and, peer counselling can be effective to ease the communication and adaptation process.

Some local precautions are taken against the negative effects of migration on education. Some CSOs (Civil Society Organizations) design various projects for local administrations. For example in Sur district of Diyarbakır where migrated families live, mother child education centres for 300 children were opened with the contributions of EU and the technical support of UNICEF. Turkey is a country of migration; therefore, decision makers must develop policies generally related to migration and specifically related to the effects of migration on education. Accordingly, some suggestions on both local and general scales are given below.

Suggestions

With the aim of decreasing the negative effects of migration on education, some suggestions are developed on both local and general scales:

Suggestions on Local Scale

1. School administrators and teachers in migration-receiving regions should be informed about the social, psychological, and cultural effects of migration; and, in order to avoid a possible crisis situation, they should be given necessary education.

2. The emphasis should be put on the experience of school administrators and teachers in migration-receiving regions, and they should be financially supported through wage and salary supplement.
3. School administrators and teachers in migration-receiving regions should be closely acquainted with the families and environment; within the frame of a specific program, they should make visits to the neighbourhood and houses.
4. Infrastructures, buildings, and other environments of schools in migration-receiving regions should be improved and restored.
5. In schools of migration-receiving regions, school counsellors should organize adaptation programs focusing on the migrated students and their families; monitor the progresses of students; and communicate with students who have criminal minds.
6. School administrators and teachers in migration-receiving regions should meet and make a motivational speech with families about the issue that girls should be given permission to go to schools.
7. Peer tutoring and peer counselling or similar models should be improved and put into practice.
8. Provincial counselling services should prepare different counselling programs for migration-receiving schools and should educate school counsellors on topics such as migration psychology and migration sociology.
9. Extra studies and courses should be organized to increase the success rates of migrated students; and the success levels of students should be monitored.
10. Local administrations should take precautions and regulate migration-receiving regions not as homogenous ghettos living separately from the dominant socio-cultural structure of the city but as regions related to the dominant culture of the city, providing the city an added value. These practices can be provided through organizations and centres that introduce and promote the environment, culture, value, and characteristics of the city.
11. Student clubs should be activated, and socialization of migrated students should be supported with collective activities such as school teams, theatres, and folk dances.
12. The use of methods such as the functional use of cooperative study techniques, group researching studies, and methods enabling students to participate in-class activities such as drama, educational games, role playing, station and circle of speech should be provided.

Suggestions on General Scale:

1. Strategies to decrease socio-economic factors causing migration should be developed, and put into practice. All shareholders should participate in the development of these strategies and real policies should be established.
2. To evolve the perspective that considers migration action as a body of problems into a perspective that considers it as a source of cultural richness and economic mobility, new practices should be planned and put into practice.
3. In migration-receiving regions, migration adaptation centres should be opened. These centres should be regulated as to monitor migrators' employment, accommodation, education related to the adaptation of new socio-cultural environment, and health conditions.
4. Also, in emigrant regions, migration adaptation centres should be opened. These centres, being consultants for the families who decide to migrate, should inform families about the places that families migrate to – about the issues such as socio-economic characteristics, employment fields and opportunities, accommodation opportunities, and educational opportunities for children –. By this way, instead of a random and unprepared migration act, a conscious action will take place.
5. In migration-receiving regions, the number of schools should be increased; and, instead of inexperienced teachers, experienced teachers should be employed. Encouraging precautions should be taken.
6. To prevent and obstruct child labour, legal precautions should be taken. Effective prosecution of child labour and legal sanction should be aimed both at parents who make children work and at employers who give permission for child labour.
7. Strategies, aimed at preventing children from dropping out of schools, should be developed, and through communicating with the children, who left their schools, and their parents, continuation of the education should be ensured. Deterrence of the necessary legislative regulations should be increased; the students, who left their schools because of financial problems, should be given scholarships.
8. In teacher training programs or following in-service training activities, teachers should be provided necessary information and ability to give education in multicultural educational environments, to manage multicultural classes effectively, and to motivate students with different characteristics.
9. Economic problems of migrated families and unemployment factor should be taken into consideration, and so these families can be prioritised (as in staffs opening for convicts and disabled people). Local administrations and CSOs should be used in the employment process.
10. Turkish employment agencies in migration-receiving regions should identify the need for employment; by this way, migrators can be employed. Likewise, in accordance with

the demands of the region, public education centres can also give vocational courses for those who migrated.

11. The number of nationwide tours and camps organized by various ministries should be increased. Therefore, both adaptation and socialization processes of students can be provided.

REFERENCES

- * Akkayan, Taylan (1979), Göç ve Değişme, İst. Üniv. Ed. Fak.Yay., İstanbul.
- * Akşit, B. (1998), “İçgöçlerin Nesnel ve Öznel Toplumsal Tarihi Üzerine Gözlemler: Köy Tarafından Bir Bakış” Türkiye’de İçgöç, Türkiye Ekonomik ve Toplumsal Tarih Vakfı yayınları, İstanbul.
- * Aladağ, M. ve Tezer, E. (2007), “Akran Danışmanlığı nedir? Ne değildir?” Türk Psikolojik Danışma ve Rehberlik Dergisi, 3 (27).
- * Avcı Yunus Emre, Erol Koçoğlu& Özcan Ekici(2013) “Göçün Eğitim ve Eğitim Yönetimine Etkisine İlişkin Okul Yöneticilerinin Görüşleri (Diyarbakır İli Örneği)”, International Journal of Social Science, 6 (2),Şubat.
- * Baştaymaz,Tahir (1990), “6-15 Yaş Grubu Bursa’da Çalışan Çocuklar Üzerine Bir Araştırma” İstanbul, Friedrich Ebert Vakfı Yayınları.
- * Bilgen, İbrahim (2001), Göçün Ruh Sağlığı Üzerine Etkileri, Yayınlanmamış Yüksek Lisans Tezi, Çukurova Üniversitesi, Adana.
- * Boud, David, Ruth Cohen &Jane Sampson (1999), “Peer Learning and Assessment”, Assessment and Evaluation in Higher Education, 24 (4).
- * Christiansen B, Jensen K (2008) “Emotional Learning Within The Framework Of Nursing Education”, Nurse Education in Practice. 8 (5).
- * Cohen, P. A., Kulik, J. A., & Kulik, C. C. (1982). “Education Outcomes Of Tutoring: A Meta-Analysis Of Findings”, American Educational Research Journal, 19.
- * Cox, E.A., ve Ureta, M. (2003), “International Migration, Remittances and Schooling: Evidence from El Salvador.” Journal of Development Economics, 72, No. 2.

- * Çağlar, Ali, vd, (2009), Doğu Ve Güneydoğu Anadolu Bölgeleri Sosyo-Ekonomik Ve Sosyo-Politik Yapı Araştırması, Bahçeşehir Üniversitesi, Stratejik Araştırmalar Merkezi, İstanbul.
- * Demirel, Bekir Ali,(2004), “Doğu’da Göçün Temelleri”, Pivolka, 3(14),Ankara.
- * Erjem, Yaşar (2009), Mersin’de Göç, Kentleşme Ve Sosyal Problemler, Mersin Valiliği Yayınları, Sosyal Araştırmalar Dizisi:1.
- * Falchikov, N. (2001). Learning Together: Peer Tutoring in Higher Education, London: Routledge Falmer.
- * Fichter, J (2004), Sosyoloji Nedir, (Çev: Nilgün Çelebi), Anı Yayıncılık, Ankara.
- * Goldschmid, B. & Goldschmid, M (1976). “Peer Teaching İn Higher Education, A Review”. Higher Education, 5 (9).
- * Goodlad, S. & Hirst, B. (Eds.) (1990) Explorations in Peer Tutoring, Blackwell Education, Oxford.
- * Gün, Zübeyit (2002), Çocuk ve Göç, Basılmamış Yüksek Lisans Tezi, Ege Üniversitesi Sosyal Bilimler Enstitüsü, İzmir.
- * Güreşçi, Ertuğrul (2010), “Türkiye’de Kentten-Köye Göç Olgusu”, Doğuş Üniversitesi Dergisi, 11(1), İstanbul.
- * Hanson, G.H.,&Woodruff, C. (2003). “Emigration and Educational Attainment in Mexico.” Department of Economics, University of California, San Diego, April.
- * Kaymak, Deniz (2008), “Üniversite Danışmanlığında Akran Desteği: Bir Bölüm Akranlığı Projesi Uygulaması”, Buca Eğitim Fakültesi Dergisi, No:23.İzmir.
- * Koçak Yüksel& Elvan Terzi (2012)”Türkiye’de Göç Olgusu, Göç Edenlerin Kentlere Olan Etkileri ve Çözüm Önerileri” KAÜ-İİBF Dergisi, Cilt:3, Sayı:3.
- * La Garza, R. (2010). “Migration, Development And Children Left Behind: A Multidimensional Perspective”, Social and Economic Policy Working Paper , UNICEF Policy and Practice, , New York.

- * Loke, A.J.T., & Chow, F.L.W. (2007) "Learning Partnership- The Experience Of Peer Tutoring Amongst Nursing Students: A Qualitative Study". International Journal of Nursing Studies, 44,
- * López-Córdova, E. (2004). "Globalization, Migration, and Development: the Role of Mexican Migrant Remittances," *Economia*, No. 1 (Fall).
- * Macionis, J. John (2012), *Sociology (Sosyoloji)*, Nobel Yayıncılık, Ankara.
- * McKenzie, D., & Rapoport, H. (2006). "Can Migration Reduce Educational Attainment?" Policy Research Working Paper, World Bank, No: 3952, Washington
- * Nar Betül (2009) "Göçün Eğitime Ve Eğitim Yönetimine Etkileri (Dilovası Örneği)" Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü Yayınlanmamış Yüksek Lisans Tezi, Sakarya.
- * Ozankaya, Özer (1971), *Köyde Toplumsal Yapı ve Siyasal Kültür*, A.Ü SBF Yay. Ankara.
- * Ozankaya, Özer (1986) *Toplumbilim*, Tekin Yayınevi, 6. Baskı, İstanbul.
- * Özer, A.(1992) "Nüfus Hareketleri ve Kentleşme Açısından Bölge Belediyelerinin İçinde Buldukları Durum" *Belediyelerin Yapısal Sorunları Sempozyumu*, Ankara.
- * Özer, İnan (2004). *Kentleşme, Kentlileşme ve Kentsel Değişme*, Ekin Kitabevi, Bursa
- * Sezal, İhsan (1992), *Şehirleşme, Ağaç Yayınları*, İstanbul.
- * Sullivan, K. (2012). *Learning Circles: A Technology Enhanced Peer-Teaching Workshop*. University Of Dublin, Unpublished Master Thesis.
- * Topping, Keith J., (2005) "Trends in Peer Learning", *Educational Psychology*, 25(6), December.
- * TÜİK, Adrese Dayalı Nüfus Kayıt Sistemi (ADNKS) Veri Tabanı
- * Uluslararası Göç Örgütü (IOM) (2009), *Göç Terimleri Sözlüğü*, IOM Yayınları No: 18, İsviçre.
- * 2009 İnsani Gelişme Raporu (<http://www.undp.org.tr>).