

## Requirements and Satisfaction Levels of Turkish Migrants for Participation in the BAP Program: Example of Germany

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### Abstract

Turkish immigrants who have been to Germany since 1961 have experienced many problems due to different reasons such as not recognizing the destination country, not knowing the mother tongue of the country, and xenophobia during the process of their integration into the region. One of the problems experienced by immigrants is that they cannot get the desired or sufficient education. It is seen that the rigid and selective structure of the German education system plays a role in the integration of Turkish youth into social life and educational processes in Germany rather than their individual or group characteristics. In addition, although the young population of Germany does not increase, the rapid increase of the Turkish population in Germany plays an important role and determines the policies regarding the education system applied to the Turks. In this context, it bears any reason or unfinished education programs for people who want to get more qualified educational development and implementation of Turkey's importance in countries such as Germany. Republic of Turkey, Anadolu University, carried out in cooperation with the Ministry of National Education Curriculum in Western Europe is one of these applications. In this study, it was tried to determine the reasons and satisfaction levels of Turkish students who benefit from this program in Germany to participate in the BAP program. In this context, a questionnaire was applied to the students and a meeting was held with the BAP managers. The survey was applied to a group of 100 BAP students studying in Germany, and the working group consisting of administrators consisted of 10 people who actively communicate with BAP students. In the study, qualitative and quantitative data analysis methods were used together, and the reasons for the participation of the students in the BAP program were grouped personally and socially.

**Keywords:** BAP, Satisfaction Level, Turkish immigrants

### GİRİŞ

Migration is defined as the movement of a person or a group to another place by crossing the borders of the nation or moving within the country they are in. Migration emerges as a sociological phenomenon that includes all movements that result in the displacement of people, regardless of its duration, purpose and structure. Although it is possible to group them at different levels, such as the reasons for migration, the strategies used to reach the goal and whether they are carried out voluntarily or compulsory, the most important feature of migration is that it gives rise to multicultural communities, regardless of the purpose or way it occurs (İçduygu and Sirkeci, 1999, 249).

The biggest migration movement in Turkey is the migration of Turks to Germany starting from 1961. These migrations took place within the scope of the Agreement on the Placement of Turkish Workers in Germany, which was signed in 1961 between the Federal Government of Germany and Turkey. This agreement also includes the feature of being Turkey's first migration agreement (Çşgb, 2014). The Turks, who went to Germany as guest workers, delayed their return to Turkey for reasons such as obtaining a job and profession, completing the process of reuniting with their families and adapting to the new culture, and in this context, their educational, social, economic and cultural expectations from Germany increased. Considering the number of those granted residence and settlement permits to third-country nationals in Germany in the first half of 2019, it is seen that Syria ranks first with 196 932 persons, while Turks rank second with 53 651 persons (Graf, 2019).

In this context, Turks living in Germany want to benefit from qualified and high-level education opportunities in order to obtain a good job and prestige and to access appropriate economic opportunities. Especially in primary and secondary schools, due to the fact that the opportunities offered by the German education system to immigrant children are different from those offered to their own children, the elimination education system, institutional discrimination, the absence of a multicultural education program, the problem of foreign language, the problem of education in the mother tongue, the parents do not feel safe in the education system. It is observed that generation Turks are unsuccessful in the German education system (Güllüpnar, 2010; Janzen, 2009). In the researches, it was emphasized that the most basic factor in the integration of new generations into social life, who immigrated to Germany, to be individuals with equal rights with German citizens, is to receive a "good education". It has been concluded that the unequal educational, social and economic conditions, differences in working conditions at

workplaces and discriminatory approaches in social life areas were effective in the failure of Turks in their previous social cohesion (Arslan, 2006; Perşembe, 2010).

During the migration adventure of Turks to Germany, expectations from education have also changed according to generations, and families who entrust their children to their families to receive education in Turkey in the first years of migration have, as time passed, made use of educational opportunities to pursue higher education and work in a good job in Germany, where they were born and socialized. While Turks in Germany want their children to receive education without breaking away from their own culture, they demand that they not forget their mother tongue. The fact that immigrants are not welcomed to receive education in their mother tongue in the German education system and the necessary research and studies on bilingual education have not been carried out cause Turkish immigrants to have problems in accessing education opportunities without forgetting their mother tongue and culture (Yılmaz, 2014). In this context, BAP (Western European Programme) emerges as an important option that can meet these expectations of families.

Article 5 of the Basic Law of National Education; “The National Education Service is organized according to the wishes and abilities of Turkish citizens and the needs of Turkish society”; Article 7 is; It is expressed as "Every Turkish citizen has the right to receive basic education" and as a requirement of the principles in both the Constitution and the Basic Law of National Education, the State of the Republic of Turkey; They have duties and responsibilities in ensuring that the new generations settled in Europe learn their mother tongue and are raised as individuals with national and cultural identity. BAP is a distance education program developed and implemented within these responsibilities.

In this respect, it is thought that determining the reasons for students to participate in the BAP program is important in terms of improving the studies on the program and disseminating the program.

## METHOD

The aforementioned research is a descriptive study in which qualitative and quantitative data collection tools carried out in the relational survey model are used. In the researches in the general survey model, the universe consists of many elements and a sample or sample is selected from the universe in order to obtain information about the universe. In some studies, the entire universe can be included in the study. In studies using general screening models, singular or relational screening models can be used. In relational screening models, it is aimed to detect the existence or degree of change between more than one variable (Karasar, 2005). In this context, this model was preferred in collecting the data of the research, since there may be different variables in the research that affect the reasons for participating in the program and the satisfaction levels of BAP students. In the analysis of the survey data applied in the research, quantitative research techniques were used, whereas in the analysis of the data obtained from the interview, qualitative research techniques were used.

The survey data in question were collected in 2019, and interviews were held with BAP managers in 2019.

## Universe and Sample

The universe of the research group surveyed consists of all students who continue their education in Germany within the scope of BAP. The distribution of the students, who constitute the universe of the research and currently continue their education within the scope of BAP, according to their countries and educational status is given in Table 1.

Table 1. Distribution of Students Studying within the Scope of BAP by Country and Educational Status

Country	City	Open Education Secondary School	Open Education High School	Toplam
Germany	Berlin	11	105	116
	Essen	12	146	158
	Frankfurt	20	149	169
	Hamburg	10	104	114
	Köln	43	214	257
	Münih	9	213	222
	Nürnberg	9	49	58
	Stuttgart	23	181	204
Grand Total		137	1161	1298

There are two different study groups in the study. For the case where the reasons for participating in the program and the level of satisfaction of BAP students are investigated, the sample group consists of 100 students living in Germany and continuing their education within the scope of BAP. Random sampling method was used while selecting the sample. Cluster sampling method, which is one of the random sampling methods, was used in the research due to the diversity of the countries where the BAP program is applied and the difficulties in implementation. In cluster sampling, since the universe of Germany is spread over a very wide geographical area, each city in this country is considered as a separate unit and randomly selected from these units. In this context, each city in Germany was considered as a cluster and 10 people were randomly selected from each of the 8 cities in Germany and included in the sample.

On the other hand, the working group consisting of BAP administrators, to whom the interview was conducted, consists of 10 BAP officers who have intensive communication with BAP students.

The findings regarding the demographic characteristics of the students who make up the student sample of the study are given below.

Table 2. Distribution of Students Participating in the Research by Gender

Araştırmaya Katılan Grup	Cinsiyet	n	%
BAP Students	Female	70	70
	Male	30	30
<b>Total</b>	<b>Total</b>	<b>100</b>	<b>100</b>

As seen in Table 2, 70 (70%) of the students participating in the research were women; 30 of them (30%) are men. The distribution of the students participating in the study by age is given in Table 3.

Table 3. Distribution of Students Participating in the Study by Age

Araştırmaya Katılan Grup	Age	N	%
BAP Students	15-22	70	70
	23-30	20	20
	31-37	8	8
	38-42	2	2
<b>Total</b>	<b>Total</b>	<b>100</b>	<b>100</b>

In this study, which was carried out to measure the satisfaction levels of Turks participating in the BAP program, interviews were also conducted with BAP managers. The interview was conducted using a structured interview form. The working group is a group of 10 BAP administrators. All of the group participants are male, 6 of them are between 50-60 years old and 4 of them are between 40-50 years old.

The data obtained from the interview questions were analyzed by using the steps of deciphering, coding, writing a researcher's diary and creating a category. After the document analysis, the data were presented in tables suitable for these categories. The managers participating in the interview in the tables are Y1, Y2, It is grouped as Y10. Managers have been determined from among those who have coordination or communication duties in the execution of the work and operations of the BAP program. The quality of taking part in communicative processes with BAP participants was sought as a priority condition for these people.

### Data Collection Tools

A questionnaire and a semi-structured interview form were used as data collection tools in the research. The questionnaire developed as a data collection tool was designed in two groups, consisting of questions that determine the demographic data of the students and the reasons for participating in the BAP and their satisfaction levels, and were examined by field experts. The semi-structured interview form was examined by experts in the field of sociology of education and sociology.

As a result of the reliability study conducted for the questionnaire, the reliability level of the said questionnaire was determined as .73.

## RESULTS

The reasons for participating in the BAP of the students participating in the research are given in the table below.

Tablo 4. Distribution of BAP Students' Reasons for Participating in the Program

Gerekçe	N	Yüzde
Have a certificate	78	78
Upgrade to a higher education level	70	70
Increasing my general culture	54	54
To gain respect in social life	59	59
To be able to work in a qualified job	69	69

When the reasons for BAP students to participate in this program are examined, it is seen that the students attend this program in order to have the most diplomas and to pass to a higher education level in the second place.

Doğan (2018) states that the implicit aims of the project, which the German governments have implemented since the first years of immigration, want Turks to be assimilated from generation to generation, and states that Turks do not pose a potential threat to Germany, and in this sense, the most appropriate expression for Turks would be ethnic cultural minority. Since the informal attitudes of people living in Germany are reflected from educational environments to social environments, it has become a necessity for Turks to express themselves as competent individuals in all areas of life. Because the definitions of Turks in Germany have not changed despite the lived experiences and Turks who have become the permanent population of Germany are still defined as guests working in politics and social life (Doğan, 2018).

Despite the efforts of Turks in Germany to integrate into social life, it seems difficult to say that their economic conditions, social status and level of consciousness required to continue their daily lives and receive a high level of education in Germany are high enough.

According to Çelik (2008), the fact that Turks in Germany are in search of individual identity, their perceptions of exclusion and oppression cause them to get closer to radical groups or identities. From this point of view, it is seen as the usual result of the current situation that the reasons for students to participate in the BAP program are to prove themselves and their success in the German society, such as being promoted in their job.

Turks have not been very successful in this system because the German education system has a selective structure that selects successful and talented children and directs them to professions that can do good works for the benefit of society, and the German government has not been able to develop a determined, multicultural education policy since the beginning of the migration (Thursday, 2004). According to Arslan (2006), education policy models in Germany are affected by the cultural autonomy of the states in this country and different immigration policy understandings, and therefore, a rational model cannot be created. In this context, it is among the possible predictions that Turkish students, especially second and third generation Turks, will be unsuccessful in the German education system. In this system, unsuccessful or foreign language, cultural discrimination, etc. It is an expected goal in this sense that people who leave their education midway due to reasons such as these want to complete their unfinished education through this program.

Again, Turkish immigrants have faced changing policies and situations such as assimilation, integration, marginalization and discrimination, which describe cultural influences and identities in their adventures (Çelik, 2008). In the study titled A Study on the Educational Problems of Turkish Youth aged 15-19 aged 15-19 living in Germany (The Case of North Rhine-Westphalia), conducted by Özdemir, Parlak, and Akbaş (2009), it was stated that the German society had negative attitudes towards immigrants. In the study conducted by Özdemir (1987), it is seen that nearly half of the German society, which has been burning since the early 1980s, has negative attitudes towards immigrants. Thursday (2004) stated that a large part of the German society has an exclusionary approach to foreigners with the increase in the number of foreigners.

Tribalat (2002) states that Muslims' inability to express themselves in public spaces and their educational, social and economic inadequacies cause the emergence of a mentality defined as backward culture. Gomolla and Radtke (2007: 278-85) also state that negative attitudes and exclusion movements against Turkish immigrants continue in Germany and emphasize that this situation causes immigrant children to be disadvantaged in social life.

Considering the findings obtained from these studies, it is a finding that Turkish students are expected to participate in this program for reasons such as having good job opportunities in their working life and increasing their prestige in the society.

The answers given to the question about the level of satisfaction of BAP students with the BAP program are summarized in Table 5 below.

Table 5. BAP Students' Satisfaction Levels with the Program

Area	I am not happy at all	I am satisfied	I am very pleased
Levels of meeting the reasons for participating in the BAP			30
BAP office and services	3	67	43
BAP contents and implementation	12	45	42
The effects of BAP on their lives in Germany	4	54	48
	23	29	

When Table 5 is examined, it can be said that the students are generally satisfied with the BAP program. The important findings of the study are that 97 of the students think that their expectations regarding the reasons for participating in the BAP are met. In general, it can be said according to the research findings that students are satisfied with the implementation processes of BAP, office services, course and teaching materials and BAP office services.

First of all, the BAP administrators were asked what they could say about the interest of Turkish students in BAP in Germany, and if the students showed interest, a question was asked about the reasons for this interest. In this context, the answers of BAP managers to this question are summarized in the table below.

Table 6. Reasons for Turkish Students' Interest in BAP

Category	Sample Reviews
Integration into the Turkish Education System request	<p><b>Y3:</b> The interest of Turkish students in BAP is very high. Because Turks, who are aware of the existence of such a program and cannot find a place in the German education system in any way, definitely want to participate in the program.</p> <p><b>Y7:</b> The interest in BAP is very intense. Especially the desire to reach education and the desire to get a diploma directs Turkish students to this program.</p>
themselves in the education system in Europe fear of not getting a place	<p><b>Y8:</b> In this context, they think that maybe they can study at a Turkish University if they return to Turkey, since they cannot go to Universities in Europe, which are very difficult to go to with their own qualifications.</p> <p><b>Y10:</b> Some of the Turks in Germany are people who have not been able to find a place in the German education system or have failed. Especially the third generation Turks show interest in BAP because they think that they will not be able to receive education in higher education institutions in Europe.</p>
Raising education levels	<p><b>Y3:</b> The people who continue the BAP program are generally Turks who have dropped out of their education.</p>



	<p>In this context, those who come to increase their education level are in the majority.</p> <p><b>Y8:</b> Turks who want to increase their education level, gain different experiences and be equipped with skills in order to get a job or to be accepted in social environments prefer the BAP program.</p> <p><b>Y9:</b> Especially children who come from Turkey as public servants and work in Germany are very interested in this program. However, the desire of people who left their education to complete their education because they had to come to Germany for various reasons and have to work, increases their interest in this program.</p>
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When the table is examined, among the reasons why people prefer this program according to BAP managers; The desire to integrate into the Turkish education system is listed as not being able to find a place in the education systems of other countries or thinking that they will fail, and the desire to increase their education level by completing their unfinished education.

BAP administrators answered the question about the satisfaction levels of students regarding BAP by stating that they had positive attitudes towards the program. In this context, the administrators emphasize that they receive comments from the students that the program is very good, and that the program fills a huge gap in this sense. The administrators also stated that most of the people who registered as the age population wanted to study in Turkey, and stated that the expectations of the students were met in this respect, and that the middle and elderly people had a high level of satisfaction with the program because they satisfied their desire to study in the past and fulfilled their desire to study at a university through open education.

#### **AGUMENT**

When the results of the research are examined, it is seen that the students' desire to complete their unfinished education is among the reasons for choosing the BAP program. In this context, it is seen that students have concerns such as getting a diploma first and then getting a high level education and as a result, taking a step towards working in a qualified job.

It is seen that the children of Turkish workers have difficulty in integrating into this education system due to reasons such as the fact that Turks are referred to as guest workers after their migration to Germany, they are not seen permanently in Germany, and the strict and hierarchical structure of Germany's education system. The lack of a rational education model for immigrants in Germany and the fact that the states have a say in the education system instead of determining national policies caused Turkish children to have difficulties in adapting to the education system (Arslan, 2006). In this context, BAP appears as a very reasonable option for Turks to reintegrate into the education system.

It is seen that young people who are unsuccessful in the German education system prefer BAP to realize their dreams of finding a qualified job and studying at university. The fact that immigrant children cannot benefit from an equal opportunity-based education in the German education system, the country offers temporary solutions to the education problems of immigrant children, and the failure to take measures at the federal level causes immigrant children to fall into a disadvantageous situation in the education system. In this context, BAP strengthens its feature of being a good option developed for individuals who do not fulfill the conditions of existence in the German education system. Because Thursday (2010) states that immigrant children cannot achieve the desired success in the German education system and lists the basic elements to achieve this success as a good educational environment, guidance and effective communication with the school. The successful integration of immigrants into this system and the practices that are not based on the equality principle applied by the German governments since the beginning of migration have made it impossible for Turkish immigrants to exist in the German education system.

Considering all these components, it is seen that BAP is a very good option for Turks in Germany to continue their education and to gain a respectable place in both their social and working lives.

## CONCLUSION AND RECOMMENDATIONS

BAP is a program that people in Germany who have interrupted their education for any reason continue for reasons such as proving themselves, working in a good job, getting a diploma and gaining prestige. Even if it can be said from the results of the research that the BAP meets the expectations in this sense, it is a fact that the quality of this service should be increased. For this reason, increasing the promotion and information activities for the course program in question, increasing the accessibility of the attaché offices and educational consultancy offices in the studies on this subject, increasing the number of application centers and ensuring their suitability in terms of location, conducting studies on course equipment and material diversity are another matter presented by the researcher. is a suggestion. Since there may be various difficulties in reaching the materials and textbooks to the offices abroad, it is thought that providing students with asynchronous learning tools through distance learning and providing them to students on e-platforms at appropriate periods by the Ministry of National Education will increase the level of satisfaction towards BAP.

BAP is an important unifying element for the integration of Turks in Germany into the Turkish education system. In this context, equipping BAP course contents with elements that reflect our culture and national values will strengthen the ties of Turks living in foreign countries with their countries.

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## **Extended Abstract**

### **Purpose:**

The duration of migration, which is defined as "the movement of a person or" a person or a group of persons across an international border or from one place to another within a state "is a sociological process that expands its field by including population movements that result in the displacement of people regardless of their nature and reason. emerges as a phenomenon.

Turks are also changed training from expectations based on the generation of migration journey to Germany, children of the migration of the first year of their families entrusted families to be educated in Turkey, as time went on they were born, socializing they see higher education in Germany and has become evaluates educational opportunities for working a good job. Turks in Germany demand that their children not forget their mother tongue while they want their children to receive education without leaving their core culture. Germany's nation-state policy is still executive and therefore minority children to engage in prevention of mother-tongue learning rights of Turks living in Germany in Turkey and lived in Germany "other" state of being, remain limited studies on bilingualism and these studies to the appropriate authorities Turkish for Turkish Children Abroad, which has been put into practice for the purpose of not reaching, the lack of sufficient staff for raising bilingual individuals, the fact that the children of bilingual individuals do not show an academic development because the education given in Germany is usually done with the submersion model, the language education given to children is inadequate and the individuals develop their Turkish. In this context, BAP (Western Europe Program) emerges as an important option that can meet these expectations of families.

In this respect, it is thought that determining the reasons for the participation of the students in the BAP program is important in terms of improving the studies for the program in question and expanding the program.

### **Method:**

The research in question is an experimental study of qualitative and quantitative data collection tools carried out in the scanning model. Survey group research group universe, continuing their education within the BAP, continuing their education in Germany. In this study, which was carried out to measure the satisfaction levels of the Turks participating in the BAP program, the BAP managers were also interviewed.

### **Results:**

Considering the reasons of BAP students to participate in this program, it is seen that the students attend this program in order to have a diploma most and to move to a higher education level.

Considering the findings obtained from these studies, it is an expected finding that Turkish students are expected to participate in this program for reasons such as having good job opportunities in their working life and increasing their prestige in the society.

According to BAP managers, among the reasons why people prefer this program; The desire to integrate into the Turkish education system is listed as not being able to find a place in the education systems of other countries or thinking that it will be unsuccessful and to increase their education level by completing their unfinished education.

### **Discussion:**

When the results of the research are examined, it is seen that the desire of the students to complete their education, which remains unfinished, comes first among the reasons for choosing the BAP program. In this context, it is seen that the students have concerns such as getting a diploma first and then getting a high-level education and as a result of taking a step towards a qualified job.

### **Conclusion:**

BAP is a program that people in Germany who have lost their education for any reason, continue to prove themselves, to work in a good job, to get a diploma and to gain prestige. Even if it can be said from the research results that BAP meets the expectations in this sense, it is a fact that the quality of this service should be increased. For this reason, increasing the promotion and information activities for the course program in question, increasing the accessibility of attaché offices and educational consultancies in studies on this subject, increasing the number of application centers and ensuring their suitability in terms of location, the supply of course equipment and material diversity is another is a suggestion. Since there may be various difficulties in the delivery of materials and textbooks to offices abroad, it is thought that providing students with asynchronous learning tools through distance learning and presenting them to students on e-platforms at appropriate periods by the Ministry of National Education will increase the level of satisfaction for BAP.



Arařtırma verileri 2019 yılında toplanmıřtır. Veri toplama ynelik izinler sz Konusu programı yrten Milli Eđitim Bakanlıđı Hayat Boyu đrenme Genel Mdrlđnden alınan izin dahilinde gerekleřtirilmiřtir.