Language and education in migration policy: the inter-state[1] model

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Abstract
Regarding the various indications such as social, cultural, political, educational, and labor policies of the host country for family migration, the present study discussed the index of inclusivity in psychosocial and educational immigration policies. The study aimed to propose how social and educational vulnerabilities of migrants should be addressed. To achieve this, the study examined the current status (state) and potential improvements in psychosocial and educational migration policies in terms of inclusivity. A wide range of materials including articles, news reports, journal pieces, legal documents from Europe and North America, specifically the EU, were analyzed to provide a comprehensive view of the subject. The study also utilized Selinker's Interlanguage theory from Second Language Acquisition to compare with migration policy in answering research questions. Through dynamic review, thematic analysis, and qualitative research design, the study concluded that the index of inclusivity is evolving and should be implemented in various aspects of migration policy. As a result, a model for education in migration policy, named "The Inter-state Model," was proposed. This model aims to provide clarity on the role and support of migration policies for migrants, particularly vulnerable populations.

Keywords: *moderate inclusive education, transmigration, assimilation, diversity, migration policy, inter- state migration model*

Introduction

What is meant by the term migration in the available study is simply the movement of person(s) away from their place of habitual and usual residence across an international border for more than one year including climate migration, economic migration, retirement migration, facilitated migration, forced migration, family migration, human mobility, long-term migration, regular migration, irregular migration, labor migration, vulnerable migration, voluntary migration, involuntary migration, mixed migration, and regular migration, etc.. Regardless of the migration drivers, either natural or man-made, such as distance, identity, economic opportunities or the feared and disturbed persecution, conflict, violence, or other circumstances or legal status, a migrant is intended to be someone who changes his or her country of permanent residence, moves from his/her country of origin to the country of destination or host country.

[1] The term Inter-Sate has two-fold denotations and connotations in the present study:
• A State as “a condition that exists at a particular time” (dictionary.cambridge.org)
• A State as “a country`s government” (dictionary.cambridge.org)
So one of the functions of inter-state is a particular condition between two conditions at a specific time and the other application of the term inter-state, in the current study, is the political and governmental quality between or among two or more systems and countries.

According to the International Organization for Migration's Migration Crisis Operational Framework (15 November 2012) MC/2355, para. 4, a migration crisis refers to a complex and often large-scale migration flow caused by a natural or societal crisis, leading to acute migration management challenges and vulnerability. In addition to various theories and models of migration, such as the 'laws of migration' (Ravenstein 1885), 'Gravity Model' (Reily 1931), 'Theory of Mobility' (Stouffer 1940), 'A Theory of Migration', 'Push and pull factors' (Lee Everett 1966), 'the Radiation Model for Human Migration' (Alis, Legara & Monterola 2021) and many other economic, geographical, micro behavioral, etc. models and theories, the current study proposes a model of migration policy of assimilation, adaptation and integration not a model of migration or migration governance model.

Referring to Greenwood (2005: 725), migration as a spatial phenomenon can be viewed through theoretical or empirical models. He states that migration models attempt to explain either the causes of personal, family, or aggregate interregional migration or the consequences of migration. Thus, the distinguishing feature of a migration model is that it is an attempt to explain, which is to say that it constitutes an effort to answer the question: Why does a certain migration phenomenon occur?

As discussed above, most migration models try to explain the migration drivers and may also allow the investigation to predict, while they are not for prediction purposes (ibid); however, the present investigation is about the social and educational migration policy, trying to answer the question of what the social and educational vulnerabilities of migrants are, how they can be described, viewed, and met. These questions can be answered if the state (position) and movement of the migration policy can be located. To this aim, the current study utilizes the Interlanguage theory (Selinker 1972) of Second Language Acquisition (SLA) to compare the migration policy with the Interlanguage theory and discover where the former is and how it should be viewed and treated.

Migrants, especially migrants in vulnerable situations, are at risk of violations, deprivation, or abuse. They cannot manage to avoid, resist, cope with, or recover from harms and shortages, and then are unable to enjoy their human rights effectively. According to the United Nations High Commissioner for Human Rights (HCHR), vulnerability should be understood as both personal and situational, it can be connected to a migrant's identity (personality) and/or circumstances. Causes that generate vulnerability are not just related to the limited personal capacity of the migrants. It may occur in their country of origin in the first place, which drives them to migrate, during transit, or at their destination. The United Nations High Commissioner for Human Rights (HCHR) report (Addendum (7 February 2018) UN Doc. A/HRC/37/34/ Add.1, para. 13) recalls that:

> Migrants are not inherently vulnerable, nor do they lack resilience and agency. Rather, vulnerability to human rights violations is the result of multiple and intersecting forms of discrimination, inequality, and structural and societal dynamics that lead to diminished and unequal levels of power and enjoyment of rights (IOM 2019: 134).

One of the factors causing vulnerability is the deficiency of the structural characteristics and conditions of the society of the host country. Enjoying psychosocial and educational support is one of the defined rights for all migrants, lacking which causes vulnerability. According to the Inter-Agency Standing Committee (IASC 2010: 1), IASC Reference Group for Mental Health and Psychosocial Support in Emergency Settings, Mental Health and Psychosocial Support in Humanitarian Emergencies: What Should Humanitarian Health Actors Know? (2010: 1).

Social supports are essential for protecting and supporting mental health and psychosocial well-being during emergencies. These supports should be organized across multiple sectors, such as camp management, education, food security and nutrition, health, protection, shelter, and water and sanitation. Humanitarian health actors are encouraged to promote the IASC Guidelines and their key messages to colleagues from other disciplines, clusters, and sectors to ensure appropriate action is taken to address social risk factors that affect mental health and psychosocial well-being. It notes that:

> Migration is a social determinant of health that can impact the health and well-being of individuals and communities. Migration can improve the health status of migrants and their families by escaping from persecution and violence, by improving socioeconomic status, by offering better education opportunities, and by increasing purchasing power for 'left behind' family members thanks to remittances. However, the migration process can also expose migrants to health risks, such as perilous journeys, psychosocial stressors and abuses, nutritional deficiencies and changes in life-style, exposure to infectious diseases, limited access to prevention and quality health care, or interrupted care.

Among others, one factor is the focus of the present study that is the educational actor, the disadvantage of which leads to the psychosocial vulnerability, too. In the process of assimilation policy, an approach to integration, not providing active, flexible, and inclusive, on-scheduale and on- spot language programs will cause the child migrants unable to effectively receive the school programs, be marginalized, and suffering from educational failure, academic inhibition, illiteracy, discrimination, and also social, emotionl, and mental disconnection, isolation, alienation, anxiety, avoidance, frustration, exclusion and even anomie. Same or similar vulnerable situation will be created for adult migrants who do not receive appropriate, adjustable, formative, extensible, timely and inclusive language programs, in addition to the fact that they will be deskilled, namely employment at a lower skill level in the employment market of the host country, or undergo unemployment, or brain waste; i.e. "the under-employment or unemployment of migrant workers who are unable to find jobs matching their skill level, owing to, for example, the lack of skills recognition, informality of employment relations or discrimination" (IOM 2019: 23); and ultimately economic vulnerabilities, too. Therefore, studying and learning the state (position) of the migration policy, regarding its dynamic and inter-state1 nature and moving approach, not just viwing it as a static practice will result in the amendment and improvements of the migration programs, and as a result, in turn, the increasing of the vulnerable situations which are the purpose of the available astudy. In other words, the present study tries to delineate the state (position) of the migration policy to improve the negative effects of the index of exclutivity in the educational and social areas.

A systemic review of migration policy: facts and findings

The xenophobia and hostility towards people of color and migrants, as well as the strong exclusive attitude towards ethnic diversity, began to change in America in the 1970s and 1980s after World War II (Fusch 1995). Similarly, Hansen (2004: 25) categorizes postwar migration in Europe into two frames by the early 1970s: 'colonial migration' and 'temporary guest-worker policies', based on economic shortages, economic booms, and labor. An egalitarian and more inclusive view of migration prevailed in Europe, and social, religious, linguistic, cultural, and ethnic diversity was more accepted until the anti-migration wave and the 'Europe Migrant Crisis' (BBC News 2015) began in 2015. Since then, the West has entered a transition phase, moving between the extremes of inclusivity and exclusivity; a changing state that is neither truly welcoming nor firmly rejecting migrants and migration well-being programs and policy.

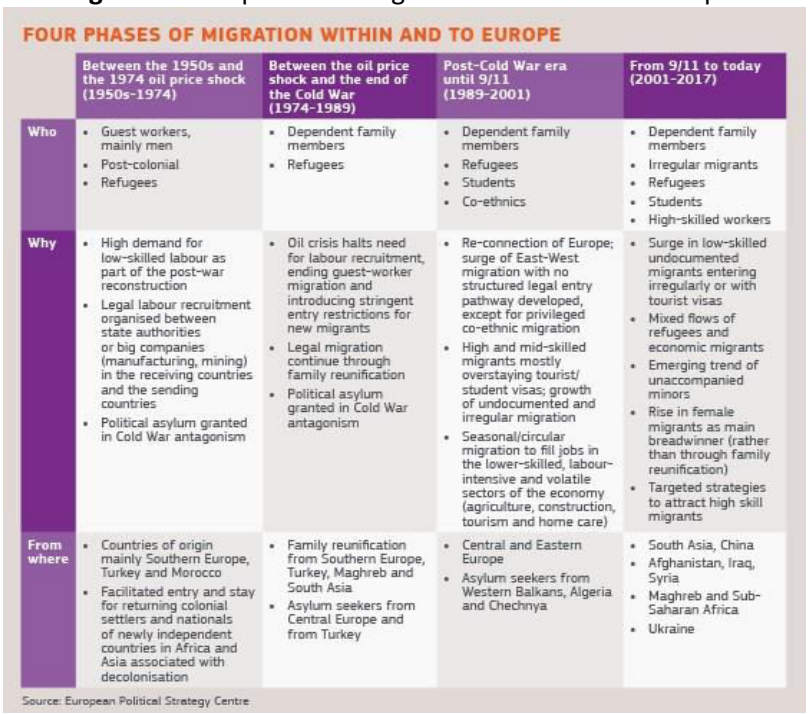
For instance, while the United States which was a top migration region in the once-used-to-be leading migration corridor of North America, Mexico and Canada it issued the Executive Order 13769 entitled 'Protecting the Nation from Foreign Terrorist Entry into the United States', known as the Travel Ban or Muslim Ban, signed by Donald Trump in January 27, 2017, with the motto of 'Protecting the Nation from Foreign Terrorist Entry into the United States'. This order barring the entering of 5 majority Muslim countries (Iran, Libya, Syria, Yemen, Somalia) as well as North Korea and Venezuela was revised and replaced by Executive Order 13780, signed on March 6, 2017, and upheld by the Supreme Court.

On the other hand, among different migration programs such as The Immigrant Women and Children Project (an institution which supports immigrant women, children, and trans-individuals who undergo labor

exploitation, gender violence and so on), Migrant Women's Mentoring and Social Inclusion Project , 311 Project in New York (a service which offers free resources for community- based agencies to adopt in their provisions), and ApnaGhar meaning Our Home (an organization which offers holistic services and provides advocacy across immigrant communities against gender violence), Arise Chicago (an organization serving immigrants, individuals and communities with justice at work, education and society), the administration of 'We Are New York' (WANY) and 'We Speak New York City' (WSNYC) at NYC Mayor's Office of Immigrant Affairs (MOIA) directed by KunchokDolm, were working more vehemently almost around the same time that anti-immigrant movements were active, too. WANY is an active program which promotes social integration and immigration community empowerment such as English language learning, health insurance and social occasions. It provides the immigrants with welfare support and services and also the opportunities to express their cultures, and home identities. Dolma in Young (2015) describes WANY as "very friendly towards immigrants". She states that immigrants are not the just users of the resources of the host country. On the contrary, immigrants bring their socio-cultural, mental, physical and personal assets to the home country. The newcomers bring resources to the city of New York and suggest that immigrant centers should not take a top down attitude, but need to promote the social justice and empower the communities. Dome, also believes that it is not a question of assimilation, but it is about the idea that they are free to keep their roots and be a New Yorker to have a hyphenated identity. Furthermore, immigrants are a political resource in elections. According to Anthony Tassi, the initial co-founder of WANY, talking about the benefits of immigrants, "immigrants have a tremendous amount of political control, they're the majority pull for a mayor in terms of votes" (Young 2015).

Therefore, as it has been indicated as an example among other considerable instances, while the political orientation of the Western Allies and the European Union toward migration is dismissing and exclusive, the social, educational and organizational attitude and activities of the western states and nations are welcoming and inclusive. One of the reasons for this discrepancy refers to the political position of the Western world in the history of last 50 years; closely speaking, nearly the last 10 years. Figure 1 illustrates the stance and migration phases of Europe from the 1950s to 2017.

Figure 1: Four phases of migration within and to Europe.



FOUR PHASES OF MIGRATION WITHIN AND TO EUROPE

	Between the 1950s and the 1974 oil price shock (1950s-1974)	Between the oil price shock and the end of the Cold War (1974-1989)	Post-Cold War era until 9/11 (1989-2001)	From 9/11 to today (2001-2017)
Who	• Guest workers, mainly men • Post-colonial • Refugees	• Dependent family members • Refugees	• Dependent family members • Refugees • Students • Co-ethnics	• Dependent family members • Irregular migrants • Refugees • Students • High-skilled workers
Why	• High demand for low-skilled labour as part of the post-war reconstruction • Legal labour recruitment organised between state authorities or big companies (manufacturing, mining) in the receiving countries and the sending countries • Political asylum granted in Cold War antagonism	• Oil crisis halts need for labour recruitment, ending guest-worker migration and introducing stringent entry restrictions for new migrants • Legal migration continue through family reunification • Political asylum granted in Cold War antagonism	• Re-connection of Europe; surge of East-West migration with no structured legal entry pathway developed, except for privileged co-ethnic migration • High and mid-skilled migrants mostly overstaying tourist/ student visas; growth of undocumented and irregular migration • Seasonal/circular migration to fill jobs in the lower-skilled, labour-intensive and volatile sectors of the economy (agriculture, construction, tourism and home care)	• Surge in low-skilled undocumented migrants entering irregularly or with tourist visas • Mixed flows of refugees and economic migrants • Emerging trend of unaccompanied minors • Rise in female migrants as main breadwinner (rather than through family reunification) • Targeted strategies to attract high skill migrants
From where	• Countries of origin mainly Southern Europe, Turkey and Morocco • Facilitated entry and stay for returning colonial settlers and nationals of newly independent countries in Africa and Asia associated with decolonisation	• Family reunification from Southern Europe, Turkey, Maghreb and South Asia • Asylum seekers from Central Europe and from Turkey	• Central and Eastern Europe • Asylum seekers from Western Balkans, Algeria and Chechnya	• South Asia, China • Afghanistan, Iraq, Syria • Maghreb and Sub-Saharan Africa • Ukraine

Source: European Political Strategy Centre

Since the mid-20th century, from the geographical and economic perspectives, Europe has been a continent of immigration. However, the rate of migration to, within and also from Europe has indicated significant changes. Based on the statistical information from the European Political Strategy Center, the fact is that the number of people living out of their country of origin grew from 93 million in 1960 to 244 million in 2016 and as the global population rose from 3.0 billion to 7.5 billion over the same period (1960-2016), the rate of people living outside their home country in the globe was nearly stable over the time period. In particular, in Europe, 57 million people, which is 11.3% of the total EU resident population in 2016, were born in the other country of their residence country, including the countries in and out of Europe. Even further, from that 57 million people, roughly 37 million, are born in another country outside the EU. Besides, from 6.7 million asylum-seekers in the world, 48% were registered in the EU in the time period of 2014-2016. This rise is mainly because of the conflicts in Syria since 2012. Therefore, Europe decided to refrain from irregular immigration and narrow down the migration rate only to attract economic talents; however, it didn't succeed in retaining the talents which will be illustrated and discussed in figure 5 in the following sections. This shift of position in the migration policy from inclusivity to exclusivity surged from 2014 to 2015-16, when (irregular) migration became a humanitarian crisis in Europe and the Europeans asserted that it was the top concern of the EU. However, in the late 2016, 58% of the Europeans stated that the migration crisis is their second after terrorism concern (European Political Strategy Center 2016).

This exclusivity attitude in the West toward migration is, more or less, accompanied by the inclusive approach in education for immigrants in some of the host countries such as Slovenia. In an inclusive educational system, regardless of the students` needs and challenges, students are placed in regular and general education courses and classes. So, they must follow the schools` general curriculum, without intervention, support, and extracurricular courses. In the case of migration, inclusive primary school education ought not to provide both native and nonnative students with equal programs, though it feels welcoming by the immigrant students. So some affirmative actions, such as extracurricular and/or prerequisite courses the least of which are the language courses, based on the results of the students` need analysis, are required. The migration office and relevant ministries are expected to take an inclusive but modified position in each and every aspect of the immigrants` life in the host country such as their ethnic, socio-economic, cultural, political, racial, etc. conditions. Moreover, as there is more migration diversity in all migration categories including labor, student, family, and asylum-seeker in the West, North and South of Europe (European Political Strategy Centre 2016); migrants are anticipated to follow the Angloconformity model. It is a conceptual model which is an assimilatory framework for complete conformity, with the ‘spontaneous’, not ‘forced’, acculturation, assimilation and integration range of diversity theories (Hacin 2011).

Based on the four stages of ‘Race Relations Cycle’ proposed by Park (1920s), namely competition, conflict, accommodation, and assimilation, assimilation was viewed as a one-way and linear process, it was the assimilation of one group of minority to another dominant group (cited in Al-Khamisy 2015). Afterwards, assimilation was viewed as a two-way and active process requiring mental, emotional, social, etc. activities from both the assimilating and the assimilated groups (Barkan 1995).

As the term "immigrant" is defined by the European Commission as a person from a non-EU member country residing in an EU member country for one year and more, immigrants from outside Europe include economic migrants and asylum seekers and even, the majority of people arriving in 2016 in Italy and Greece were refugees and asylum-seekers (The United Nations High Commissioner for Refugees UNHCR 2015). While from mid-20th, Europe called for the labor and talent human resources to outsource the economic needs of the EU members for their boom market of industry, economy, engineering, etc. and pursued an inclusive policy; it encountered an overflow of immigrants, a growth in irregular entry, stay and asylum applications, especially from southeast Europe and across the Mediterranean Sea, climaxing in 2015. Then Europe took the policy of

exclusivity to regain the control of the migrant crisis situation. Figures 2 and 3 display the regular and irregular migration to Europe before and after the migration crisis.

Figure 2: Regular migration to the EU28 before the European migrant crisis.

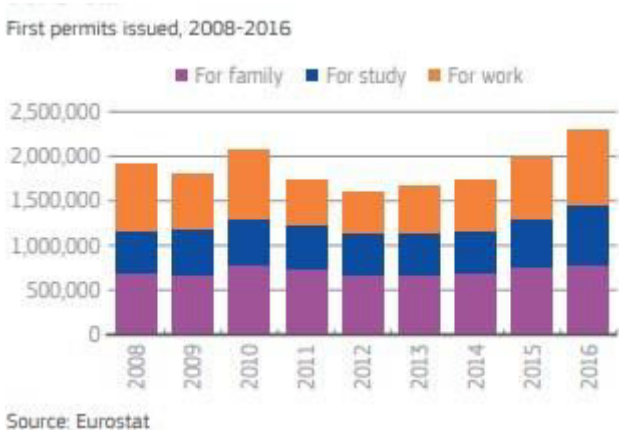
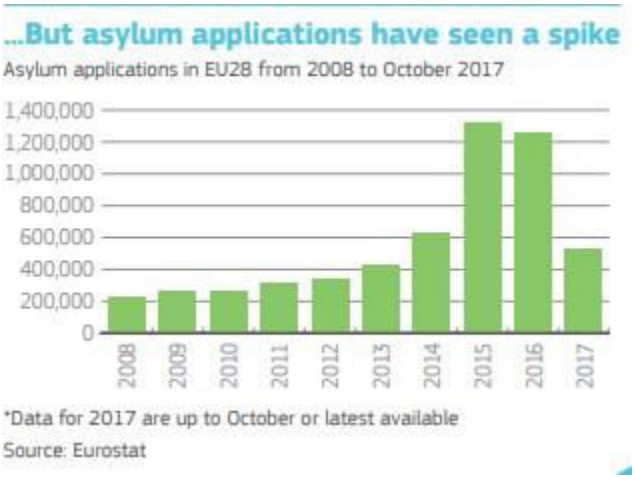


Figure 3: The trend of asylum application before and after 2015



As a matter of fact and figures, it is true that Europe succeeded in restraining the irregular migration; however, because of some interference between S1 and S2 in the transition state of immigration policy, it has caused a problem for the immigrants: the confused policy. One he one hand, immigrants are treated with very strict and exclusive rules and regulation of entry and stay in the western countries; on the other hand, they can enjoy an inclusive system of education, especially primary education. However, as it was earlier asserted a close supervision in the placement of immigrant students into different and special courses and affirmative actions are required to meet their challenges.

European Political Strategy Centre (2016 20) also confirms the *partial* policy of inclusive and exclusive migration policy of Europe and states as it follows:

> Negative sentiment was initially fuelled by the major spike in irregular arrivals, with more than 1 million irregular migrants and asylum seekers disembarking at Europe's Mediterranean and Atlantic

> shores in 2015.While Europe may have partially regained control over the situation today (with irregular sea arrivals dropping to 360,000 in 2016 and to 160,000 in 2017), the perception of poorly managed migration and of a limited success at integrating migrants and refugees at national and local levels persists.

While Europe may have partially regained control over the situation today, with irregular sea arrivals dropping to 360,000 in 2016 and 160,000 in 2017, the perception of poorly managed migration and limited success at integrating migrants and refugees at national and local levels persists.

So, the sociopolitical misapplications of the index of inclusivity by the migration policy of the West about immigrants` assimilation, integration, acculturation, etc., caused by the transition of migration policy in the continuum of Ex/Inclusivity, have produced some effects on all of the eight indicators of MIPEX, one of which is education that is the main concern of this current investigation. The Migrant Integration Policy Index (MIPEX), is a tool to measure the governments` achievements in eight policy areas of labor market mobility, education, political participation, access to nationality, family reunion, health, permanent residence and anti-discrimination, for integrating migrants into the host countries, including all EU Member States, Australia, Canada, Iceland, Japan, South Korea, New Zealand, Norway, Switzerland, Turkey and the USA (mipex.eu). Concerning the MIPEX, the index of inclusivity is an all-embracing feature index, which should be present in all eight policy areas of migrants` integration in different functions and degrees. So, when the migration policy position is misplaced in the continuum of Ex/Inclusivity, the whole MIPEX policy indices and areas may not function effectively.

Thus, while the current study tries to answer the research question of the socio- political position and the implications of the index of inclusivity in education, it can be investigated in other seven indicators of the MIPEX in further studies. Accordingly, the next two sections will discuss the socio-political transition of the migration policy and the implications of the index of inclusivity in education on this inter-state condition of migration to answer the question of the present study. The current study tries to investigate the effects of the index of in/exclusivity on one of the indications of MIPEX that is education.

Method and design

A qualitative, comparative, and descriptive design is utilized in the current study to examine the current inter-state status of western migration policy, specifically within the EU context, focusing on inclusivity in education. This study involves library research, which falls under empirical research, encompassing any study that involves data collection and analysis to address a research question or test a hypothesis using various methods of data collection and analysis. In library research, the author gathers data by closely studying information related to the issues from books, theories, notes, and documents (George 2008, Mann 2005).

The empirical research method employed in this study is thematic document analysis, a qualitative research method used to identify, analyze, and report patterns (themes) within data. This method involves examining sources like texts, images, or videos to uncover recurring themes that offer insights into the subject matter. The analysis process typically includes coding, categorizing, and interpreting the data to identify these themes.

This study combines a comparative and methodological approach to examine the socio-political, inter-state position of migration policy and the Interlanguage theory (Selinker 1972) of Second Language Acquisition (SLA). It explores the state of western migration policy within the framework of Ex/Inclusivity in relation to the language learning state of second/foreign language learners in the context of Second Language Acquisition. This investigation aims to determine the impact of migration policy on primary (K-12) education, shedding light on how the educational and social vulnerabilities of migrants should be addressed.

Data and data analysis

The following table includes the specific themes identified for each figure, along with the thematic analysis, and implications. By incorporating the themes, the table provides a clearer understanding of the key patterns and trends observed in the data.

Table 1: Data of thematic analysis.

Figure	Description	Thematic analysis	Implications
Four phases of migration within and to Europe	It illustrates the four main phases of migration within and to Europe, namely intra-European migration (1900-1945), post-war migration (1945-1970), family migration and humanitarian crises (1970-2000), and regional conflicts and free movement (2000-2015).	* **Inter-state dynamics** in migration policy transitions * **Importance of understanding historical patterns** for effective policymaking	Policymakers must consider historical migration patterns to create effective and adaptable policies for current and future migration challenges.
EU share of graduates with tertiary degree (2013-2030)	It presents the declining share of university graduates with tertiary degrees in the EU28 compared to other countries from 2013 to 2030.	* **Declining EU competitiveness** in attracting global talent * **Educational reform** to retain skilled individuals within the EU	Educational institutions and governments must collaborate to improve higher education opportunities and retain talented individuals within the EU.
EU position in The global talent attraction competition	It shows the EU's declining position in attracting and retaining global talent compared to other countries.	* **Declining EU competitiveness** in the global talent pool * **Need for targeted strategies** to attract highly skilled workers and implement supportive policies	Governments should develop targeted strategies to attract highly skilled workers and implement supportive policies that foster talent retention.
Regular migration to the EU	It presents the number of first residence permits issued to	* **Baseline for comparison** with post-crisis migration patterns and policy shifts * **Understanding the impact** of the European Migrant Crisis	Analyzing pre-crisis migration patterns can

Figure	Description	Thematic analysis	Implications
before the European migrant crisis	non-EU citizens in EU member states in 2013, highlighting the regular migration patterns before the European Migrant Crisis.		inform policy decisions to address the consequences of the European Migrant Crisis more effectively.
The trend of asylum applications before and after 2015	This figure displays the number of asylum applications in the EU, Norway, and Switzerland from 2008 to 2016, emphasizing the substantial increase in applications during the European Migrant Crisis.	* **Impact of the European Migrant Crisis** on migration policies and asylum applications * **Need for comprehensive integration policies** to address increased asylum seekers	Developing comprehensive and supportive integration policies is crucial for addressing the increased number of asylum seekers and fostering social cohesion.

* Bold-faced phrases are the themes.

To strengthen the analysis presented in the table, incorporating elements of multiple coding and inter-rater reliability checks were employed. This involved having multiple researchers review the figures and reviews, identify themes, and discuss their findings to reach a consensus, in order to enhance the reliability and validity of the analysis.

Discussion and disposition

The current study aims to explore the psychosocial problems resulting from the misuse of the Ex/Inclusivity index in migration policy. Specifically, the common practice of using this index in educational settings for migrants, particularly K-12, will be discussed.

A proposed model of Inter-State will be presented by comparing the index in migration policy to the theory of Second Language Acquisition (SLA). This comparison aims to provide a forward-looking, clear, and coherent perspective for migration policy makers and education practitioners. This new insight can help improve current practices related to the Ex/Inclusivity index in migration policy and ultimately reduce educational and psychosocial vulnerabilities for migrants.

Primary education, inclusion and reservation

While an inclusive migration policy supports diversity and aims to eliminate discrimination, its implementation in education, especially primary education, should be approached differently. The performance of immigrant students in school is influenced by both themselves and the school environment, which is included in immigration programs and policies. Schools need to consider both inclusion and reservation as forms of affirmative action to meet the emotional, social, and educational needs of immigrant students. Similar to Special Needs Children under 18 who have the right to Special Education, immigrant students' needs should also be met in schools. Therefore, primary education should be inclusive, ensuring that the language of instruction and educational content are not modified based on students' diverse backgrounds, especially when they first enter the host educational system.

While research shows the benefits of inclusive education for students with disabilities, this approach may not work as effectively in immigration policy. Inclusive education for disabled students focuses on optimizing

learning opportunities for all students, regardless of ability, in a similar environment. However, the differences between immigrant and native students extend beyond physical characteristics.

In the field of education, particularly for young children, Emergent Curriculum can be a moderate approach to inclusive education. This approach involves teachers designing unique projects tailored to individual children or groups, ensuring that it meets their needs and interests. According to Bright Horizons Education Team (n.d.) the Emergent Curriculum is an approach in which “teachers design projects unique to a child or group of children. Learn what makes it successful, and find out if it is right for the child”.

Teachers plan appropriate content based on age group objectives, students' needs, and skills. Rooted in the work of noted early childhood theorists like Dewey, Piaget, and Vygotsky, emergent curriculum is defined as a process where teachers plan activities and projects based on the specific group of children they are working with, taking into account their skills, needs, and interests. In an emergent curriculum program, what happens in side-by-side classrooms will look different because of the varying skills, interests, and needs of the children within those classrooms. A teacher takes into account all that she knows about individuals and the particular group of children she teaches and plans accordingly. A successful emergent curriculum approach means that teachers thoughtfully plan the environment, offering many visible choices based on the children's skills and needs. Teachers conduct observations and plan based on their observations of children (What Is Emergent Curriculum & How It Works).

MachLachlan et al. (2013) also assert that an emergent curriculum begins with the observation of the children to gain insight into their needs, interests, and skills. Therefore, in an emergent model, educational plans and practices are of a new quality, and educational strategies are refined to meet the students' general or special education needs. Regarding educational migration policy, the educational, social, affective, etc. needs of immigrant students are definitely different from native students at schools, and accordingly, they need to have reservations, affirmative actions, and positive discrimination rather than an inclusive educational policy in the school; however, an immigration socio-political immigration policy is required outside of school. This is because immigrant students need to not only assimilate knowledge but also accommodate knowledge. All students come to the classroom with a wide range of diverse experiences. They are then exposed to "comprehensible input", which is input that is one step beyond one's current stage level of knowledge 'i + 1' (Krashen 1987, 1988), and then they adapt the form and function of their schemata and thinking. A schema can be thought of as a flexible container used to subsume, organize, and store knowledge. Therefore, students' socio-cultural background plays a very important role, especially where immigrant students' background knowledge and experience are very different from their classmates. Moreover, in line with the idea of schema subsumption and 'meaningful learning', connecting the new stimuli to previously learned knowledge (Ausubel 2000), Piaget proposed two different processes: assimilation of knowledge and accommodation of knowledge, which are two processes within his theories of cognitive development. Researchers use mental representations to explain how human beings organize and use information to interact with the environment and the world. Accordingly, Piaget (2000) used the term schema for that mental representation and organized pattern of thought through which an individual interacts with the environment, and one of these interactions is learning, which includes assimilation and accommodation of knowledge.

Piaget (1952: 240) defines a schema as "a cohesive, repeatable action sequence possessing component actions that are tightly interconnected and governed by a core meaning." Assimilation occurs when a child uses existing schemas to deal with new information and stimuli, while accommodation is necessary when the existing schema must be altered to handle new information and stimuli. According to Heik (2016: 1), assimilation of knowledge happens when a learner encounters a new idea and must "fit" that idea into what they already know, like filling existing containers. On the other hand, accommodation of knowledge is more substantial, requiring the learner to reshape those containers.

When immigrant students are exposed to knowledge stimuli at school that are significantly different from their existing knowledge, they struggle to assimilate and accommodate the information, leading to a lack of

understanding and potential failure in their courses. Despite the inclusive immigration policy aiming to accept and appreciate diversity, the lack of educational equity in primary education for immigrant students hinders their academic achievement. This failure is evident in the European Political Strategy Center's report on 'Europe's Unmet Potential to Attract the World's Highly Skilled' in 2016-17, which highlights a significant skills shortage in Europe and a shrinking pool of university graduates by 2030.

The report emphasizes that half of the world's share of 25-34 year olds with university degrees will graduate in China and India, while the US and EU will only account for just over 15%. Figure 4 below illustrates that only a fraction of EU students, whether immigrants or native, pursue further education. This suggests that the primary and secondary education policies and systems in the EU may require close examination and reform to address the failure to retain and train EU-residing students and attract global talent. Figures 4 and 5 below provide additional insights.

Figure 4: EU share of graduates with tertiary degree from 2013 to 2030.

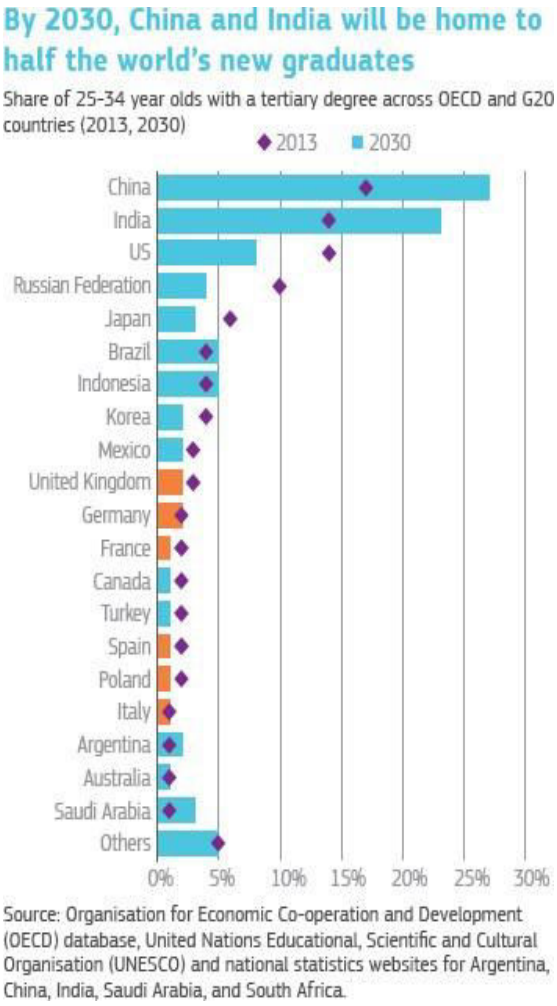
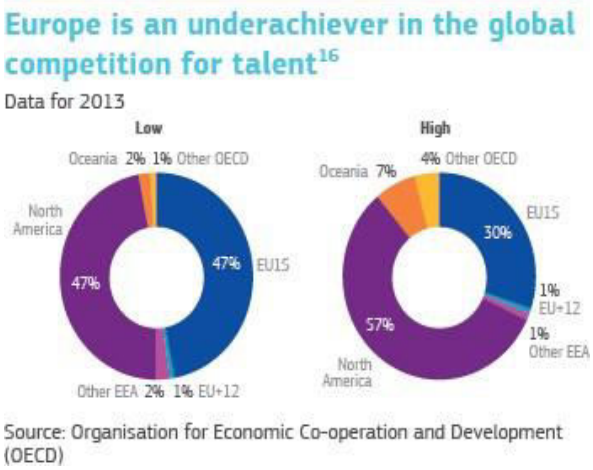


Figure 5: EU position in the global talent attraction competition.



In Figure 4, it is indicated that in 2013, less than 20% of the world's graduates are in China. However, all other 35 Member countries of the Organization for Economic Cooperation and Development (OECD), including 18 European countries, fall far behind at less than 5%. This failure of the EU member countries in tertiary education will be even worse in 2030 when more than 35% of the graduates are in China, while the leading EU member countries' share is less than 3%.

The inter-sate migration policy

In continuation of the immigration and migration studies' focus on integration, ethnicity, multiculturalism, and super-diversity, much thought has gone to mobility on the migration move, such as translocality, transmigration, transnationalism, and so on (Bærenholdt and Granås 2016, Geldof et al. 2017, Vertovec 1999). So, the concept of mobility between nations has raised the consideration of the international and interactional movements, such as the International Factor Movement (IFM). According to Krugman (2015), International Factor Movements, depending on the factor of move between countries (e.g. labor, capital, and other factors of production), are in three major categories: immigration/emigration, capital flow (capital transfers through international borrowing and lending known as portfolio investment and financial transactions), and foreign direct investment (known as the ownership of resources and assets in a country by foreigners). So, immigration as a form of international movements of labor and human capital cannot simply be a move between nations; rather, it is a movement between states, called inter-state. As such, the term 'inter-national' can even be replaced by 'inter-state'. Although migrations are movements done by people (nations) for educational, social, economic individual, or community motivations, the true beneficiaries and gainers of so-called international movements are the states. Therefore, what is meant by the term 'inter-state' in the title of the current study, *'The Inter-State Migration Policy'*, is the conventional term of 'international'.

The other significance of the term inter-state, in the present investigation, refers to a macro level of migration policy. It implies the particular position (state) of the migration policy in the transition from one policy, e.g. inclusivity, to the other one, e.g. exclusivity. In the literal sense of the word, it signifies the concept of the blended term of transmigration, created by combining the words of transition and migration.

'Transmigrate' as a general term, is defined by the Online Merriam-Webster (since 1828), as “(to cause) to go from one state of existence or place to another”. The origin of the word 'Transmigration' is the Ecclesiastical Late Latin word Transmigratio(Webster's New World College Dictionary, Fifth Edition). Transmigration of the soul, for instance, is a death and rebirth (Online Cambridge Dictionary). The transmigration program also refers

to the Indonesian government's action which moved home-land-less people, around 155 families, from over to less populated areas of Indonesia (The Jakarta Post 2016).

However, the literal transmigration of immigration implies the change of state (position) of one policy to another, for instance the passing from an inclusive to exclusive policy. However, because the move occurs in different pace, and at different times, to reach from one state to the other state, there are some inter-states, and as such immigration is now in the state of inter-state migration in its transmigration move. It is similar to the theory of inter-language in the area of Second Language Acquisition (SLA), proposed by Selinker (1972) which describes the states and stages that a second language (L2) learner preserves some features of his first language (L1) and also learns some L2 features. It is an independent sycho-mental linguistic system in form and function. One of the popular features of the inter-language is the positive and negative transfer of the linguistic features of the first language into the second language. In the field of contrastive linguistics, the linguistic interference and cross-linguistic influence of the first language (L1) on the second language (L2) in the process of Second Language Acquisition (SLA) is expressed in the negative and positive transfer. Positive transfer is when the similar or same features of the L1 transfers into the L2 learning. So, this transfer facilitates the process and product of the SLA; yet, in some cases it may cause some confusions. Negative transfer is when the opposite occurs, i.e. the transfer of the different linguistic L1 features into the L2 hinders the process and product of the SLA and results in error production (Shatz 2017). It is the point where Hypothesis Testing and Error Analysis (Corder 1976) which are the other most popular components of the Inter-language theory emerge. Bley-Vroman (1986) who proposed the Comprehensible Output Theory in SLA, states that having received the L2 input, learners make hypotheses and test them with their output based on their linguistic knowledge of the second and first language to move forward in the phases/levels of inter-language (like trial-and-error) to reach closer to the native-like level of the second language. So the learners` inter-language hypothesis about their learning of a linguistic item will be rejected, if the errors happen in their output and production. However, approved or rejected, the learners learn from their hypothesis testing. Thus, based on the data needed to test the hypotheses, they are classified by BleyVroman into two types: Type- N and Type-P. “Type-N hypotheses require “negative evidence”. It is when the L2 leaner`s linguistic hypothesis is rejected. Type-P hypotheses can be tested on the basis of “positive data”; that is the L2 leaner`s linguistic hypothesis is approved (Bley-Vroman 1986: 1). In other words, if the data received by the second language learner, that is the input which s/he is exposed to, approves the learner`s hypothesis, the hypothesis is is Type-P; otherwise it is Type-N.

Juxtaposing the transmigration of the immigration to the Second Language Acquisition (SLA) process, immigration is in the state of transition (inter-state), which is similarly called inter-language in SLA. From ante-2015 to the declared but partly executed state of exclusive migration policy of post-2015 to 2019 in the west, it has slid from the inclusive to exclusive state of the inter-state. After the European Migrant Crisis, beginning from 2015, immigration (policy) has departed from the inclusive state, by the European Union`s (EU) decision, declaration and inclination to the exclusive policy and now it (migration) is in the inter- state, like the interlanguage. So, there would be some transfers from the first state (S1) of inclusive policy, just like L1, into the second state (S2), just like L2. This socio-political interference of the Ex/Inclusive perspectives results in a mixed policy of migration management in a member of the EU and the states of the US.

Therefore, it is suggested that the countries in the West, especially the EU members, test their Type- P and Type-N hypotheses about their transmigration`s state and process, and see the output and outcome of their migration policy, and then modify their orders to improve the shortcomings of their migration policy. For instance, about the educational policies for immigrants, governments and policy makers are required to analyze the data, received from their educational migration policy over one decade, then they investigate the outcome of their educational system, and then improve the measures and manipulation of their curriculum and see to what extent their hypotheses (policies) and execution are Type-P (succeeded) or Type-N (failed).

Conclusion

As a matter of fact, in any transformation process, there are some incomplete inter states and phases between the initial and the final stages of metamorphism. Likewise, in changing from the inclusive to an exclusive policy of immigration, better said, moderate inclusivity policy, there are some states which are imprecise and defective. In the fluctuating flow of migration policy in history before and after 2015 in Europe, which underwent a boom and bear market of immigration respectively, the migration policy is now in transition from the inclusive to exclusive policy continuum. As a result, some recieving countries are not conducting the index of inclusivity properly in different aspects of migration including primary education. In primary education, the challenges of the immigrant students, counting their lingual and emotional needs, must be met and affirmative actions, extracurricular courses and services should be provided to achieve a moderate inclusive polic and reduce vulnerable situations.

After the European Migration Crisis in 2015 and the USA Anti-Migration Executive Orders in 2017, the form and function of the inclusivity index of migration have been changed differently in the USA and Europe to undergo this revolution of migration policy. These inter-state transmigration phases of immigration policies have never been flawless. They have always imposed and caused some pressure on different angles of the immigrants` life including education. One of the reasons for this imposition is that the execution of the migration orders and agreements are not well-defined and their exercises are not properly managed and placed. As a result, the inter-state transmigration`s states are an amalgamation of some ill-placed application of the index of inclusivity. For instance, where the sociopolitical policy of migration is expected to be widely supportive and inclusive, and the educational system, especially primary and tertiary education, for immigrants is supposed to be moderate inclusive or emergent, they are practiced just the opposite in some Western countries. Therefore, Western countries are requested to test their P-and-N hypotheses and refine the implications and application of the index of inclusivity as a key cornerstone of the migration policy. In accordance with the interstate states(s) phases of of migration, the education plicy and should be practiced in the Inter-State Model as well.

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