

Chapter 39. Studies on Migration and Education in Turkey: A General Evaluation

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Introduction

The migration phenomenon has remained an important part of human life throughout history. The migration was required to find food and survive during the initiation of human communities on the earth. *Constant migration was the normality* (Dustmann & Glitz, 2011). As a normal element of the communal living, the migration remains a permanent concept, although it has undergone a transformation in terms of its reasons or form. The migration phenomenon has been causing fundamental changes on social structures with the impact of current political or technological advancements as well. As found out by Heckmann (2008) within the context of Europe, the migration will be an important figure in the future, just like it was in the past. Migration has become a crucial issue, one that is likely to dominate political agendas for many years to come (King & Lulle, 2016; Rystad, 1992). The people have been interested in changes that occurred in the distribution of human population for many years, but it has been covered by systematic analyses relatively for a shorter period of time. Despite being a common and significant element of the history of humanity, migration was covered by scientific researches firstly during the late 19th century. As a result, there has been a substantial increase in the number of social scientific researches analyzing the migration phenomenon until 1930s (Anderson, 1962; Greenwood & Hunt, 2003). Anderson (1962) stresses that the quantitative increase in the number of studies on migration from 1930s until 1960s refers to the fact that the migration phenomenon will remain a popular field of study. Such an increase in the scientific studies regarding migration which has been continuing until now shows the legitimacy of these findings.

Sociologists' interest in migration has caused various research types to emerge (Anderson, 1962). As stressed by Greenwood and Hunt (2003), *migration research has a strong interdisciplinary history*. There have been researches expanding beyond traditional disciplinary boundaries within the context of migration (Apitzsch and Siouti, 2007). The migration studies have undergone a rapid process of evolvment as a field covering different disciplines from the very beginning. The migration researches have been gradually globalized just like the migration phenomenon itself. The institutions, where academics from various disciplines work on migration, have been generalized across the world. The migration as a multidisciplinary field of study have drawn from various disciplines and theoretical perspectives (Saharso & Scholten, 2013). Furthermore, the transformations occurring across the world in terms of international migration create an impact on migration studies and also social analyses concerning migration (Boucher & Gest,

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2014). Besides the migrants' integration in the host country, their various and increasing ties with their homelands are evident in researches conducted with regard to migration since 1990s. Within this context, transnational migration studies developed as an interdisciplinary field (Levitt & Jaworsky, 2007).

The migration phenomenon has transformational dimensions, including complication and diversity (Apitzsch and Siouti, 2007). As a result, such diversity and complication could be mentioned in terms of researches on migration as well. Despite the quantitative and methodological diversity in researches on migration, the meta-analysis or meta-synthesis studies aimed at assessing the researches on migration in a holistic manner and the biometrical studies fail to draw interest to a great extent. The assessment of general characteristics or findings of researches on migration conducted on various levels and dimensions from a holistic point of view is likely to contribute to see the big picture in terms of researches on migration. The analysis of findings and results in a holistic manner would also help understanding the migration processes in a more inclusive way. Accordingly, it was considered that this study would make contributions to the assessment in terms of certain characteristics of the studies directly focusing on education and migration.

Migration and Education

The migration is a complicated phenomenon due to migrants' social, cultural or economic differences, diversity of the reasons of migration, as well as the host countries' different social, cultural or political structures. The complicated nature of migration and immigration create many problems, most of which are closely related with education. The migration is a long-term process and the migrants bring their children with them or start a family in host countries. The education of particularly these children in the receiving country emerge as an important issue. The migrants attach great importance to education as a very important element for their future. Moreover, the education process, which is considered as a significant means of integration and inclusion by parties to the migration process, might become one of the most important elements that is negatively influenced by migration. Despite the aforesaid importance of education as one of the most fundamental human needs and rights, it is likely to be the first activity to be interrupted in wars, natural disasters, migration and similar situations (Dustmann & Glitz, 2011; Durgel, 2014; Kartal and Başçı, 2014; Dryden-Peterson, 2011; Heckmann, 2008; Penn, 2009; Seydi, 2013: 218).

Within the context of migration, a great many of researches have focused on the characteristics of education (Anderson, 1962). The relation between education and migration were emphasized from the very beginning of the history of migration studies. Ravenstein (1885) claimed that the education opportunities are one of the elements influencing the decision on migration (Greenwood & Hunt, 2003). Sjaastad (1962) viewed *migration in the same way as education: as an investment in the human agent* (cited in Dustmann and Glitz, 2011). There is mutual interaction between migration and education. As indicated by King and Lulle (2016), education is one of the important variables that are the source of inspiration to migration. The education is the main determinant of income both in the country of origin and the destination country. The individuals could make a decision on migration based on

their educational level and also the amount of income they are likely to earn. Furthermore, the education could be the only reason of migration. The students' migration is an example of this. The countries like the USA, the UK and Australia have established learning centers that furnish services to the international market. The educational level of migrants could create impacts on educational attainments in terms of both the country of origin and the destination country. In cases where people with higher educational levels are allowed to migrate, it might create positive results for the destination country and negative results for the country of origin (Dustmann & Glitz, 2011). The educational level of the host community might also cause the flow of migrants. The rising life conditions and increasing education opportunities offered by the industrialized countries cause native people not to carry out the work done by migrants (Rystad, 1992). While the expectations regarding education are likely to have an effect upon a decision on migration or staying in the receiving country, the process of migration might cause various problems in terms of educational processes of the migrant children. Moreover, the processes of migration transform social structures, and thus the education as institution. In the age of migrations, all societies gradually become further diversified culturally. The cultural diversity creates impacts on educational systems on all levels as well. The educational systems should be rearranged in a way to reflect diversity. (King & Lulle, 2016; Shim, 2012)

As King and Lulle (2016) stressed, *education is vital for integration*. The formal or informal education of children, adults and community leaders plays a vital role to ensure that the cultural and social integration could become effective. The education of migrant children particularly plays an important role in terms of the marginalization of migrant communities within the context of social inclusion, economic integration and inclusive citizenry. The education is critical with regard to the successful participation of migrants and their children into host societies (Penn, 2009; Heckmann, 2008; Dustmann & Glitz, 2011; King & Lulle, 2016). The inequalities faced by the migrants damage the EU's values regarding education and also create negative impacts on social order (King & Lulle, 2016). The educational processes of migrant children, especially the illegal ones, consist of social, political, ethical and economic dimensions. The public cost of education with regard to illegal migration is huge, along with long-term implications. These children will continue to live in the host society, and when they become adults, they will or will not make contributions to the country's economy in line with their education (Urias, 2012).

The importance of education with regard to migration has caused an increase in the number of researches on this subject and also more support from international funds. The structural transformations that occur in the context of migration shape the researches on migration and the policies developed as well. In line with the priorities and support provided for scientific researches by the European Union, researches were initiated intensively on such dimensions as language and education, social inclusion, integration and political participation with regard to migration. The transnationalism, assimilation and cultural issues are gradually becoming a current issue in the context of migration and education (Boschele, 2012; Urias, 2012). In this sense, the primary aim of this study is to analyze the articles that are directly focusing on education along with migration issues in Turkey, which enjoys a rich

history as a country of migration, and published in the peer-reviewed journals in Turkey, as well as the dissertations that are conducted in Turkey in terms of their similar characteristics, and thus make a general evaluation on this basis.

Method

This study aimed to evaluate the migration and education studies in Turkey. In this regard, the study was designed as a qualitative, descriptive study to make a general evaluation based on literature. The criterion sampling was used to determine the study group, in this way, a total of 85 studies, including 39 articles that are directly focusing on migration and education and published in peer-reviewed journals in Turkey and 46 dissertations directly focusing on education and migration, constituted the study group of the research. The document analysis was used to collect data. The descriptive analysis was used to analyze data. Data were analyzed through the frequency and categorical analyses based on categories such as the publishing years, number of authors, journal in which they are published, field of research, their research methods, samples and main themes. In the first stage, two researchers made an online search to collect the articles and dissertations directly related with migration and education. The articles were found on websites of the Turkish Academic Network and Information Center (ULAKBİM), the Google Academic and dissertations on websites of the Council of Higher Education (CoHE) the Thesis Center of the Council of Higher Education (YÖK). In the second stage, the articles and dissertations were examined in term of the publishing years, number of authors, journals in which they are published, fields of research, research methods, samples and main themes.

Results

Figure 1 shows the distribution of migration and education studies by years, as well as the course of their increase. As seen on Figure 1, the migration and education studies within the study group followed a relatively slow course of increase between 1982 and 2016. A total of 85 studies, including 39 articles and 46 post-graduate dissertations, were found to directly focusing on migration and education. The first article was published in 1982, whereas the first dissertation was completed in 1985. There were only seven studies until 1999, but a striking increase occurred in the number of migration and education studies as from 2000s. A substantial increase occurred particularly after the year 2010.

According to findings regarding the methods of studies focusing on migration and education (Table 1), the qualitative, quantitative or mixed methods were used in nearly three out of four studies ($f=60$), whereas 19 studies are the compilation or theoretic. In general, the qualitative studies rank the first (28 studies). The quantitative studies rank the second ($f=23$) and theoretic studies come in third ($f=19$). Nearly half of the dissertations are qualitative researches (18 studies), whereas almost half of the articles are theoretic studies ($f=16$). The information on six dissertations could not be accessed, as they were blocked to access.

Table 2 shows the distribution of dissertations on migration and education by universities, where they are conducted. As seen on Table 2, the dissertations within the study group were conducted in 25 different universities. The highest number of

dissertations on migration and education were conducted in Gazi University with 11 dissertations. Ankara University ranks the second with five dissertations and Marmara University comes in third with four dissertations. Two dissertations were conducted in each of Istanbul, Mersin, Okan and Sakarya Universities, whereas only one dissertation was prepared in 18 universities.

Figure 1. Number of Studies by Years

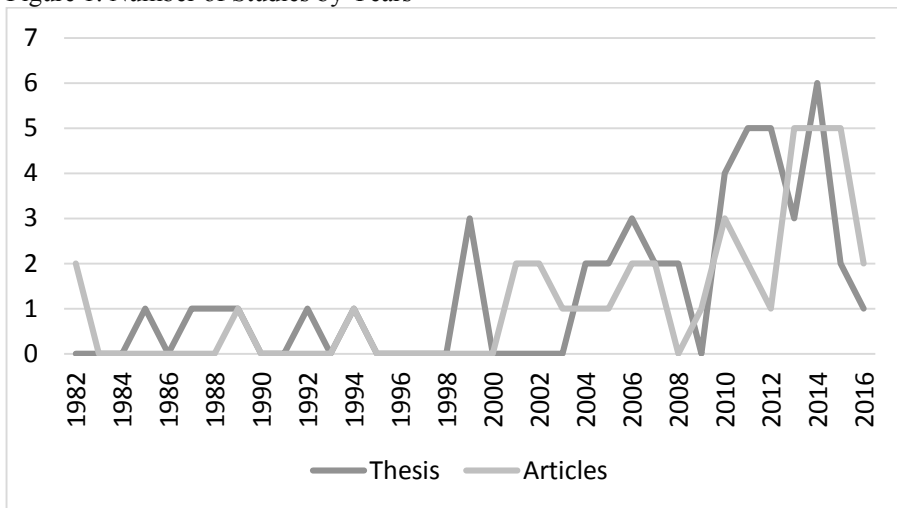


Table 1. Method of Studies

	Dissertations	Articles	Total
Qualitative	18	10	28
Quantitative	12	11	23
Theoretical	3	16	19
Mixed	7	2	9
Not Accessible	6	0	6
Total	46	39	85

According to findings regarding the journals in which articles within the study group were published, the articles were published in 32 different journals. Only one article was published in each of 27 journals. The highest number of articles was published in the Journal of Education and Science with four articles. Two articles were published in each of Ankara University Journal of Faculty of Educational Sciences, Süleyman Demirel University (SDU) Faculty of Science and Letters Journal of Social Sciences and Journals of Turkish Studies and Educational Administration in Theory and Practice (KUYEB). 19 out of 32 peer-reviewed journals in which articles on migration and education were published belong to universities. 19 journals in which the articles are published are the journals of social sciences, 10 are the journals of educational sciences, two are the journals of faculty

of theology and one is the journal of communication sciences and finally one is the journal of psychology.

Table 2. Universities in which dissertations were completed

University	Number of Dissertations	University	Number of Dissertations
Gazi	11	Dumlupınar	1
Ankara	5	Toros	1
Marmara	4	Near East	1
Istanbul	2	Ege	1
Mersin	2	Dokuz Eylül	1
Okan	2	Dicle	1
Sakarya	2	Çanakkale	1
Çukurova	1	Hacettepe	1
Akdeniz	1	Anadolu	1
Koç	1	Fırat	1
Boğaziçi	1	Atılım	1
Mimar Sinan	1	Nevşehir	1
METU	1		

The findings on the number of article writers show that nearly three out of four studies (f=27) were written by one writer, 10 articles were written by two authors and two articles were written by three writers.

Table 3 shows the distribution of dissertations conducted on the field of migration and education and included in the study group by their fields. According to findings, the dissertations were conducted mostly in the field of education and training. The sociology comes in second with eight dissertations and there are two dissertations in each field of the religious education and linguistic. One dissertation was conducted in the field of political sciences. It was observed that more than one field was mentioned in certain dissertations.

According to the type of migration focused by the migration and education studies involved in the study group (Table 4) approximately three out of four studies (f=57) focus on international migration. Nearly one-fourth of the studies (f=28) are related with internal migration. It is seen that the number of studies focusing on internal migration (f=20) and external migration (f=26) in dissertations are close to each other and the articles are mostly on the international migration (f=31), whereas it draws interest that the number of articles on internal migration (f=8) is relatively less.

Table 3. Fields of Dissertations

Field	Dissertations
Education and Training	42
Sociology	8
Religious Education	2
Linguistic	2
Political Sciences	1

Table 4. Type of Migration Focused by Studies

	Dissertations	Articles	Total
Internal Migration	20	8	28
International Migration	26	31	57
Total	46	39	85

Table 5 and Table 6 show the distribution of dissertations involved in the study group by the countries or cities they focus on. It is seen that Germany (f=15) was further chosen as the field of study in dissertations focusing on international migration (Table 5). France comes in second with five dissertations in terms of the countries that are focused on, the Netherlands was mentioned in two dissertations and Norway and Belgium were discussed in one dissertation each. Similarly, in the articles, as Germany comes first with 13 studies, Belgium comes second with 3 studies. The Netherlands was mentioned in two articles, Sweden and England were mentioned in one article each.

Table 5. Countries which are Focused by Dissertations

Country	Dissertations	Articles	Total
Germany	15	13	28
France	5	1	6
The Netherland	2	2	4
Belgium	1	3	4
Norway	1	-	1
Sweden	-	1	1
England	-	1	1
Total	24	21	45

Table 6. Provinces Focused by Dissertations

Province	Dissertations	Articles	Province	Dissertations	Articles
İstanbul	3	-	Diyarbakır	1	1
Ankara	3	1	Bursa	1	1
Mersin	3	1	Antalya	1	-
İzmir	3	-	Kulu	1	-
KKTC	2	-	Manisa	1	-
İzmit	2	-	Adana	1	-
Elazığ	-	1	Muğla	-	1
Emirdağ	-	1	Samsun	-	1
Osmaniye	-	1	Hatay	-	1

Istanbul, Ankara, İzmir and Mersin were chosen as the field of study in three separate dissertations regarding internal migration. These cities are followed by the Turkish Republic of Cyprus (TRNC) and İzmit, which are mentioned in two separate dissertations. The provinces of Diyarbakır, Manisa, Bursa, Antalya and Adana were chosen as the field of study in one dissertation each and the Kulu district of the province of Konya was chosen as the field of study in one dissertation. In the

articles Ankara, Mersin, Elazığ, Osmaniye, Diyarbakır, Bursa, Muğla, Samsun and Hatay was chosen as the field of study in one articles each.

Table 7. Themes Analyzed in Studies in the Context of Education and Migration

Themes	Articles	Dissertations	Total
Problems in Education	10	8	18
Mother Tongue Education	6	5	11
Influences of Migration on Education	3	7	10
Bilingual Education	2	7	9
Educational Background	4	-	4
Learning and Teaching Process	2	2	4
Educational and Integration Process	2	2	4
Educational Policies	2	1	3
Returned Migrants' Educational Problems	-	3	3
Parenthood	1	1	2
Social and Psychological Problems in Education	2	-	2
Adults' Education	-	2	2
Migration and Perception of Education	-	2	2
Religious Education	-	2	2
Academic Achievement	-	2	2
Distance Education	1	-	1
Brain Drain	1	-	1
Migration, Education and Crime	1	-	1
International Student Mobility	1	-	1
Migration, Education and Identity	-	1	1
Art Education	-	1	1
Perceptions About Migrants in Educational Context	1	-	1

Table 7 shows the findings regarding the themes that are analyzed with regard to migration and education in dissertations and articles that constitute the study group. It was seen that a total of 22 different themes were discussed in studies. It is observed in the studies in which the migration and education phenomena are discussed mostly with regard to such themes as the educational problems encountered (f=18), mother tongue education (f=11), general impacts of migration on education (f=10) and bilingual education (f=9). These themes were discussed in approximately half of the studies. The participants' general educational background, the learning and teaching process and the relation between the educational and integration process were discussed in four studies, and the educational policies and returned migrants' educational problems were mentioned in each of three studies. The parenthood, social and psychological problems in education, adults' education, migration and perception of education, religious education and academic achievement were analyzed in each of two studies. The distance education, brain drain, relation between education and crime, international student mobility, migration, education and identity, art education and perceptions about migrants were discussed in one study each.

Discussion and Conclusion

The importance of education is gradually stressed in a stronger way in terms of the migrants and refugees. The researches on migration with regard to education is also a rapidly growing field of study. The number of publications in the context of education and migration is continuously increasing (Dustmann & Glitz, 2011; Pagan-Rivera, 2014; Dryden-Peterson, 2011). The researches on migration have further become a focus of interest in recent years in Turkey, which is a country of migration. The number of studies on migrations from or into Turkey and the Turkish migrants living abroad has been increasing incrementally in recent years (Sirkeci and Yüceşahin, 2014). Despite an increase in the number of studies focusing on migration, it could not be argued that the increase in the number of studies directly focusing on the interaction between education and migration is on the same level. According to findings, the first article involved in the study group was published in 1982 and the first dissertation was conducted in 1985. The 1980s could be considered as a period in which the problems regarding education in terms of the history of Turkish migration into Europe started to emerge. The first examples of these studies were found in this period, which could be explained with periodical characteristics of the Turkish migration. Nevertheless, considering that the Turkish migration into Europe started in 1960s, it could be claimed that the studies with regard to education and migration started to be conducted in a relatively later period. There has been a considerable increase in the number of studies as from 2000s, especially after the year 2010. As indicated by Sirkeci and Yüceşahin (2014), this could be considered as a result of Turkey's transition from being the source country into the destination country. It could be said that it's related with the gradual increase in the number of migrants coming into Turkey as from 2000s and also the further importance of Turkish people living abroad both in terms of number and impact.

The qualitative studies across the world and Turkey has been increasingly drawing interest. During the last decades, the qualitative research techniques attained an important place in social sciences as a reaction to domination of the positivist-empiricist understanding (Iosifides and Sporton, 2009). Such a tendency took effect in studies with regard to migration and education as well. According to findings, 30% of studies are qualitative. Furthermore, nearly half of the studies are theoretic. This situation regarding the methods of studies could be interpreted as the fact that the interaction between migration and education is a phenomenon for which efforts are exerted to gain a deep understanding. The qualitative techniques could make contributions to have a better understanding of migration, which is a complicated and multidimensional phenomenon (Iosifides and Sporton, 2009).

According to findings, the dissertations directly focus on education and migration in a limited number of universities. Among the universities where the dissertations involved in the study group are conducted are five foundation universities and 20 state universities. Only one dissertation was conducted in most of these universities. This situation could be seen as a result of the fact that the researchers focusing generally on migration and specifically on the relation between education and migration take place in a limited number of studies. Moreover, it could be argued that there is not sufficient interest in the issue at the universities

located in provinces that intensively receive or send migrants due to economic or security reasons. This situation also applies to universities that are located in provinces which has sent huge number of migrants abroad.

According to findings regarding the journals in which the articles involved in the study group were published, the highest number of articles were published in a journal in the field of educational sciences. Besides, more than half of the articles were published in journals of social sciences. It was found out that the majority of dissertations were prepared in fields of education and training. It draws interest in terms of dissertations that the studies with regard to migration and education were focused mostly on the field of education. This situation could be interpreted as the fact that the strict interdisciplinary borders in terms of articles could not have been fully crossed. It could be argued that the journals of educational sciences should cover more studies with regard to migration.

According to findings of this study, the articles were written mostly by one writer. As indicated by Sirkeci and Yüceşahin (2014), there is the further diversification of academics who have been making contributions both to the issue of migration and the related body of literature especially in the last decade. Accordingly, it could be said that there is a need for studies with multiple writers which focus on the interaction between migration and education and also bring together academics from various disciplines.

According to findings, nearly 60% of the studies are related to international migration. Especially the article writers have shown further interest in the international migration. More than half of the dissertations focusing on international migration are related with Germany. This situation is considerably understandable, as Germany was the first target of the Turkish migration and also the country has been hosting the highest number of Turkish migrants in Europe. It could be claimed that there is an insufficient number of studies focusing on other European countries that host many Turkish migrants as well. Again in the context of international migration, it draws attention that the districts of Emirdağ and Kulu were also covered by studies. Emirdağ is a district, which has experienced migration in an intensive manner (Kaysılı, 2014). It's known that there has been an intensive migration from the province of Kulu especially into Switzerland.

It could be claimed that there is substantial accumulation regarding the researches on internal migration in Turkey. The migrations mostly from the countryside into urban areas were analyzed in the past, whereas the population movements among urban areas started to be depicted recently (Sirkeci & Yüceşahin, 2014). It was found that 11 provinces and the TRNC were chosen as the fields of study in dissertations on internal migration. The metropolitans such as Istanbul, Ankara, Mersin and İzmir, which are the targets of internal migration due to economic or security reasons, were chosen as the sample in more than half of dissertations. It could be considered that this situation might be caused by such reasons as the ease of implementation and higher occurrence of problems related to migration in metropolitans. It's also possible to claim that there is a need for further studies with regard to education and migration in provinces especially in the Southeast Anatolian Region such as Diyarbakır and Gaziantep, namely, the targets of internal migration.

According to findings regarding the themes that are discussed in studies in the context of migration and education, it was seen that a total of 22 different themes were mentioned in the studies. This situation indicates a limited diversity concerning the themes that are discussed in the context of education and migration. The themes such as the educational problems encountered, mother tongue education, general impacts of migration on education and bilingual education were mostly discussed in the studies. It could be considered quite natural that the educational problems were discussed in a higher number of studies with regard to migration. The process of migration causes substantial educational problems by its nature. As stressed by Heckmann (2008), *migrant students are disadvantaged in terms of enrolment in type of school, duration of attending school, indicators of achievement, dropout rates, and types of school diploma attained*. Within this context, the way the migrants' children are received by the educational system of the host country and also their success levels compared to the children of the host society gain importance. The educational achievements of the migrants' children are among the most important issues involved in the discussions on migration. The lower success level of the migrants' children is considered as the key factor of the dissidence faced by migrant communities. The comparison between the success level of the native-born children and that of the migrant children is a significant criterion in terms of the success of migration policies (Dustmann & Glitz, 2011). The language is one of the dimensions of the human capital, which is worth considering with regard to migration as well. Furthermore, a good command of the language of the host country is one of the most important factors of productivity. The language has a central role in the integration process of migrants as a medium of communication. Thus, the education is realized through language as the core element of the integration process. The language makes contributions to the successful participation in social institutions and also helps establishing closer ties with the host society (Dustmann & Glitz, 2011; Heckmann, 2008). Accordingly, it could be argued that the mother tongue education and bilingual education issues were intensively discussed in the studies.

Within the framework of a general evaluation regarding the studies directly focusing on the education and migration issue and also constituting the study group of this article, it could be claimed that there is a relative limitation in terms of the studies. There is a need for further studies depicting the interaction between migration and education from various dimensions. The studies' particular focus on the educational problems could be considered as a result of the fact that the migrants have been increasingly experiencing the problems caused by the process of migration. Nevertheless, it could be considered that there are substantial deficiencies regarding the analysis of different and various dimensions of the educational process with regard to migration in general. The majority of studies are for the preschool or basic education level. There should be further studies regarding such issues as the adults' education and lifelong learning and on the secondary or higher education level. Moreover, comparative studies could be conducted in the context of the educational problems faced by the Turkish migrants living in various countries.

In terms of basic approaches that have been directing particularly the educational activities recently, there is a tendency from the understanding of education for migrants towards the emergency educational process, which is a more comprehensive approach (Pagan-Rivera, 2014; Dryden-Peterson, 2011). Within this context, it is also an important requirement to carry out dissertation studies on the educational problems encountered especially by the Syrians in Turkey. Within the context of education and migration, both quantitatively and methodologically richer and more comprehensive studies should be able to be carried out, and such studies should be capable of brining the academics from various disciplines. The peer-reviewed journals covering the field of educational sciences should show further interest in the studies focusing on education and migration.

The scholars working on the migration have built consensus that the migration could not be analyzed merely on the basis of the host country's perspective. The economic and political structuring across the world create an impact on the theoretical and methodological searches with regard to migration studies as well. The concepts such as nationalism, transnationalism or globalization have gained importance (Lazăr, 2011; Levitt & Jaworsky, 2007). It could be argued that the need for studies analyzing the themes regarding the education will continue in line with transformations that occur in the process of migration across the world and also within the framework of gradually accepted concepts.

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