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Paradigm Shifts in Migration and Education Research

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ABSTRACT	ARTICLE INFO
The aim of this study is to reveal the shifting paradigms (perspectives) on "migration and education" by analyzing academic articles published in Turkish between 2000 and 2023. A total of 160 articles, accessed through a search using the keywords "migration and education" in the Google Scholar database, were examined. All the articles were analyzed using the document analysis approach, one of the qualitative research methods. The content of all texts was subjected to content analysis. The research findings show that the majority of migration and education-themed articles in Turkish literature focus on issues related to the education of migrants, potential solutions such as the development of multicultural education policies, and the integration of migrant students into schools and society. Additionally, it was found that, although the problems in the education of migrants in Turkey are well known, academic publications tend to align with those of other countries that receive significant migration. These paradigms include "cultural sensitivity and inclusiveness," "social and emotional support," "community and family involvement," "language support and bilingual education," and "equity in access to education.". The paradigms most emphasized in Turkey are 'cultural sensitivity and inclusivity' and the 'social and emotional support' paradigm."	

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sensitivity and inclusiveness, integration

Göç ve Eğitim Araştırmalarında Paradigma Değişimleri

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ÖZET	MAKALE BİLGİSİ
Bu çalışma ile Türkiye'de 2000-2023 döneminde Türkçe yayımlanan akademik makalelerden yola çıkarak "göç ve eğitim" konusunda değişen paradigmaların (bakış açılarının) ortaya konulması amaçlanmıştır. Çalışma kapsamında Google Akademik veritabanından "göç ve eğitim" anahtar kelimeleri taratılarak ulaşılan 160 makale incelenmiştir. İncelenen tüm makaleler nitel araştırma yöntemlerinden doküman analizi yaklaşımı ile incelenmiştir. Tüm metinler içerik analizine tabi tutulmuştur. Elde edilen araştırma bulguları, Türkçe alan yazınında göç ve eğitim temalı makalelerin büyük oranda göçmenlerin eğitiminde yaşanan sorunları, çok kültürlü eğitim politikalarının geliştirilmesi gibi muhtemel çözüm önerilerini ve göçmen öğrencilerin okullara ve topluma entegrasyonunun sağlanması hususunun ele alındığını göstermektedir. Ayrıca Türkiye'de göçmenlerin eğitiminde yaşanan sorunlar bilinse de akademik yayınların çok göç alan diğer ülkelerle paralellik gösterdiği tespit edilmiştir. Bunlar; "kültürel duyarlılık ve dâhil edicilik", "sosyal ve duygusal destek", "toplum ve aile katılımı", "dil desteği ve çift dilli eğitim" ile "eğitime erişimde adalet" gibi paradigmalardır. Bu paradigmalardan Türkiye'de en fazla üzerinde durulan "kültürel duyarlılık ve dâhil edicilik" ile "sosyal ve duygusal destek" paradigmasıdır.	
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Introduction

Migration, which has been an integral part of human life throughout history in various forms, was once a necessity for people pursuing food and water resources but is now perceived as an exceptional phenomenon. Natural disasters, persecution due to religious or political reasons, and the aspiration for better economic conditions are among the primary drivers of migration today (Dustmann et al., 2011). The numerical representation of global migration in contemporary times reveals striking statistics. According to data from the International Organization for Migration (IOM), as of 2020, there were 281 million international migrants worldwide, of whom 135 million (48%) were women and 146 million (52%) were men. A comparison of data from 2020 and 2024 highlights a significant increase in migrant numbers within just four years (IMO, 2024). Notably, there is a pronounced migration movement from Asia to Europe and North America. The refugee population, which stood at 12 million in 2020, reached 34 million by 2024. While conflict and economic inequalities were identified as the main causes of migration in the 2020 report, the 2024 report also includes climate change as a contributing factor (Table 1).

Table 1, Comparing key facts and figures from the World Migration Reports 2000 and 2024

Key Facts & Figures	World Migration Report 2000	World Migration Report 2024
Global Migrant Population	150 million	281 million
Top Migrant-Receiving Region	North America	Europe
Top Migrant-Sending Region	Asia	Asia
Percentage of Global Population as Migrants	2.8%	3.6%
Refugee Population	12 million	34 million
Remittances (Global)	$100 billion	$800 billion
Major Migration Drivers	Economic opportunities, conflict	Climate change, conflict, economic disparities
Primary Migration Routes	Latin America to North America, Asia to Europe	Sub-Saharan Africa to Europe, Central America to North America
Most Affected by Migration	Developing countries	Both developing and developed countries

Source: IOM, 2024

The concept of migration, defined as the movement of individuals or groups from one country to another or from one settlement to another due to economic, social, or political reasons (TDK, 2024), is increasingly becoming a topic of discussion. Education emerges as a crucial factor in facilitating the adaptation of migrants to their new living environments. Consequently, migration is closely related to the concept of education, which supports the personal development of migrants by equipping them with knowledge, skills, and competencies. In addition to war, famine, familial reasons, and economic concerns, the pursuit of better educational opportunities also motivates migration. Access to improved educational opportunities is one of the primary drivers of migration aimed at addressing social and cultural needs. A review of the relevant literature reveals numerous studies that have highlighted this connection (Çelik, 2000; Özbay & Yücel, 2001; Çetin, 2003; Çelik, 2005; Kahraman, 2005; Aygül, 2014; Örgen, 2017; Hatipler, 2018; Zafer, 2018; Khalaf, 2019; Kaçar-Tunç, 2020).

Until the 1950s, Turkey received migrants from territories lost by the Ottoman Empire. Among these, a significant portion of migration resulted from the population exchange agreement with Greece. During the same period, Greeks from Gökçeada, Bozcaada, and Istanbul, excluding a few areas, also migrated to Greece (Halaçoğlu, 1994). Excluding these migrations, the newly established Republic of Turkey experienced significant labor migration toward Europe in the 1960s, the Middle East in the 1980s, and Russia in the 1990s. Due to its strategic location as a bridge between underdeveloped and developed regions, Turkey has been a destination for irregular migrants for approximately the last fifty years. However, at no point in its history has Turkey encountered migration on the scale prompted by the Syrian civil war, which began in 2011. Under the open-door policy toward Syrians, millions sought refuge in Turkey. Of the 6.8 million Syrians displaced due to the war, 3.5 million reside in Turkey with temporary residence permits (MSYDD, 2024; UNHCR, 2024). According to the Directorate General of Migration Management's September 2024 data, this number stands at 3,090,975 individuals, with 41% of them aged 0–14 (Göç İdaresi Başkanlığı, 2024). This situation makes the seamless integration of Syrian migrant children of school age into the education system a challenging yet critical issue that must be addressed. Migration, while having complex effects on individuals of all ages, leaves more profound marks and traumas, particularly on children of school age (Zimmermann, 2012; Gencer, 2017). Syrian students in Turkey exposed to these effects face challenges such as inability to participate in the education process, failure to adapt to the system even if enrolled, and dropping out of school, resulting in a disconnection from the educational journey (Gencer, 2017).

Considering the role of education in the adaptation processes of migrants to their host countries, the impact of migration waves on Turkey's education system and how this issue resonates in academic studies on migration and education in Turkey are regarded as significant. Therefore, this study aims to examine paradigm shifts in articles on migration and education published between 2000 and 2023, accessible through the Google Scholar database using the keywords "migration and education." This approach seeks to provide a new perspective on the challenges of migrant education in Turkey.

A review of the relevant literature indicates a lack of comprehensive studies that fully explore paradigm shifts in the relationship between migration and education in Turkey and internationally. However, a review-based study by Kocabaş and Alpaydın (2021) provides insights into this objective by examining the migration phenomenon alongside the Turkish Education Paradigm. The study first approached education systems and the concept of migration within a theoretical framework and subsequently analyzed the impact of migration movements in Turkey from past to present on educational paradigms, as well as the reactions of these paradigms to migration over time. The researchers identified the fundamental principles of a migration-sensitive education paradigm as openness, pluralism, international awareness, participation, inclusion, flexibility, cultural sensitivity, belonging, representation, and talent discovery (Kocabaş & Alpaydın, 2021).

Ertaş and Kıraç (2017) conducted a study examining the current status of educational services provided to children under temporary protection status who migrated from Syria to Turkey, both within and outside camps. They also evaluated Turkey's educational policies for Syrian migrants by compiling and analyzing documents, official reports, recent news, and academic studies aimed at resolving the educational challenges faced by Syrian migrants.

Similarly, Sağın and Güllü (2020) conducted a review study aiming to explore the impact of sports activities on the adaptation of migrant children to the education system and schools. Their findings highlighted the facilitative role of sports, particularly in expanding migrant children's social networks and enhancing their integration into the education system and society. The study concluded that leveraging sports for these purposes could be highly beneficial.

In the subsequent section of this study, it is deemed useful to briefly explain the concepts examined in relation to migration and considered important for the methodology of the research. The concept of migration is closely linked to education, integration, social cohesion, multiculturalism, assimilation, ethnic identity, brain drain, acculturation, and mother tongue education. Ethnic identity is defined as "a sense of belonging that distinguishes members of a community from external groups" (Saygılı, 2022). The process by which individuals who identify with different ethnic groups can coexist in harmony is often too complex to be left to chance. Therefore, states adopt various policies to facilitate the integration of migrants. Migrants, while preserving their cultural heritage and identity, become part of the local society through the process of integration. This is crucial for ensuring cultural diversity and social cohesion.

Bratram et al. (2017) define integration as "a process that grants migrants social membership and enhances their ability to participate in core institutions of the host country." Social cohesion, on the other hand, refers to the individual's ability to align with others and express themselves freely within a group (Sandström, 1979). Migrants who have successfully integrated into the host country also align with its culture and societal norms. This process leads to a bidirectional exchange resulting in acculturation. Acculturation is defined as "...the process by which one cultural group adopts and internalizes cultural elements of another group through approximately continuous interaction, resulting in the emergence of a new cultural synthesis" (Güvenç, 1979). Migrants participate in the acculturation process by

embracing the cultural characteristics of the new society while preserving their own culture. This dynamic also fosters the emergence of multicultural societies.

Multiculturalism refers to a framework in which distinct ethnic and religious groups coexist. It signifies the possibility of living together despite differences in religion, language, ethnic identity, history, ideals, and similar factors (Özensel, 2012). Multiculturalism and social cohesion are based on migrants maintaining their cultural identity while engaging with the local society. These concepts promote coexistence among diverse cultures and acknowledge cultural diversity as a form of enrichment while fostering societal cohesion and understanding.

Mother tongue education is a critical element in easing social cohesion and integration by helping migrants preserve their cultural identity and build self-confidence. Another important concept in the relationship between migration and education is brain drain, which involves the migration of skilled individuals from one country to another. While brain drain can lead to a loss of talent in source countries, it can also contribute to economic, scientific, and cultural advancements in destination countries.

This study aims to examine how paradigm shifts in the relationship between migration and education in Turkey are reflected in academic articles published in Turkish between 2000 and 2023. The analysis focuses on the perspectives from which key concepts—such as education, acculturation, ethnic identity, multiculturalism, integration, social cohesion, brain drain, assimilation, and mother tongue education—are addressed in these articles. In line with this main objective, the study seeks to answer the following research questions:

- What types of paradigms exist in studies on migration and education in Turkey?
- What paradigm shifts have occurred between 2000 and 2023?
- How do the paradigms identified in the relevant literature in Turkey relate to those found in the international literature?

Methodology

This research was designed using document analysis, one of the qualitative research methods. Document analysis refers to the examination of written materials that contain information about the phenomenon or phenomena under investigation (Yıldırım & Şimşek, 2021). Findings were obtained by analyzing the publications accessed in the study through previously defined concepts that address the migration-education relationship from various perspectives.

Scope of the Study

The scientific publications examined in this study cover the period between 2000 and 2023. Due to the impracticality of accessing all resources related to migration and education within this timeframe, the research was limited to sources published in Turkish and available in the "Google Scholar" database, which provides access to all electronic resources. Given that migration and education have individually been the subjects of numerous studies, and the primary aim of this research is to uncover paradigm shifts in migrant education in Turkey, the study was confined to articles focusing solely on migrant education. This focus was achieved

using purposeful sampling, with the keywords "migration and education" enclosed in quotation marks.

The decision to limit this study to articles was informed by prior research that analyzed books and theses. For instance, Alkar and Atasoy (2019), in their work titled "A Bibliography of Migration Studies in Turkish Literature", examined theses and books. Similarly, Ballı and Yapucuoğlu (2021), in their article "An Analysis of Theses on the Educational Experiences of Syrian Children in Turkey", reviewed theses published after 2011. Therefore, the scope of this research was defined as Turkish articles accessible via the "Google Scholar" database, considering the principle of ease of access. Consequently, the exclusion of publications from other databases represents a limitation of this study.

Data Analysis

In the analysis phase of the research, descriptive analysis, which aligns with the deductive approach, was employed. Content analysis was conducted in four main stages: establishing a framework, coding the data, identifying the findings, and interpreting the findings. Content analysis is a qualitative research method aimed at examining documents, texts, and various materials within specific rules (e.g., sampling, coding, categorization) to obtain objective, measurable, and verifiable information (Alanka, 2024).

Through the content analysis of the reviewed articles, sub-themes were identified under the main theme of "migration and education," including education, acculturation, ethnic identity, multiculturalism, integration, social cohesion, brain drain, assimilation, and mother tongue education. The data were analyzed based on the codes obtained from these sub-themes.

Validity and Reliability

To ensure content validity in the study, the themes and sub-themes were determined with input from a field expert. To enhance the reliability of the data, the studies were analyzed according to the identified sub-themes by two researchers, and the codes identified by the two researchers were compared. Themes on which both researchers reached consensus were retained, while others were excluded. Among the sub-themes developed by the two researchers, only two were excluded from the scope.

Findings

Within the scope of this study, 160 articles published between 2000 and 2023 addressing the topic of migration in the context of education were analyzed using the Google Scholar database. The sub-themes under the main theme of "Migration and Education" discussed these studies are presented in Figure 1.

Figure 1: The frequency of sub-themes addressed in articles within the theme of migration and education
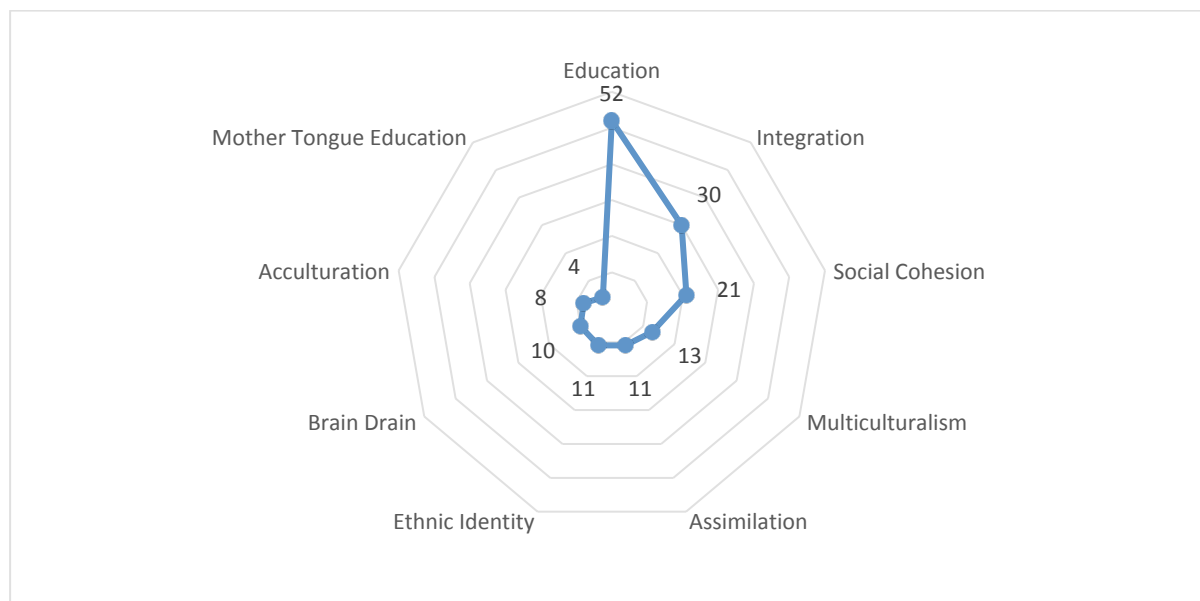

Among the studies analyzed within the scope of this research, 52 focused on education, 30 on integration, 21 on social cohesion, 13 on multiculturalism, 11 on assimilation, 11 on ethnic identity, 10 on brain drain, 8 on acculturation, and 4 on mother tongue education as sub-themes (Figure 1).

The findings from the articles examined between 2000 and 2023 indicate that different themes have gained prominence over various periods. As shown in Table 2 and Figure 2, two distinct periods emerge. In the early 2000s, studies predominantly focused on Turkish children living abroad, with themes such as mother tongue education, brain drain, ethnic identity, and assimilation being more prevalent. After 2017, publications shifted their focus to the education of migrant children in Turkey. Notably, topics such as integration, social cohesion, and multiculturalism became popular areas of research.

Table 2: Periods of pradigm shift in migration research

Themes	2000-2016		2017-2023		
	f	%	f	%	Total
Integration	11	30,56	25	69,44	**36**
Social Cohesion	5	18,52	22	81,48	**27**
Multiculturalism	2	11,11	16	88,89	**18**
Ethnic Identity	4	69,23		30,77	**13**
Brain Drain	10	76,92	3	23,08	**13**
Assimilation	7	63,64	4	36,36	**11**
Acculturation	5	55,56	4	44,44	**9**
Education in Mother Tongue	4	80,00	1	20,00	**5**
Citizenship Education	0	0	2	100,00	**2**
Total	48		77		134

Figure 2: Distribution of articles on migration and education published in Turkish between 2000-2023 and accessible from the Google Academic database, according to sub-themes and years
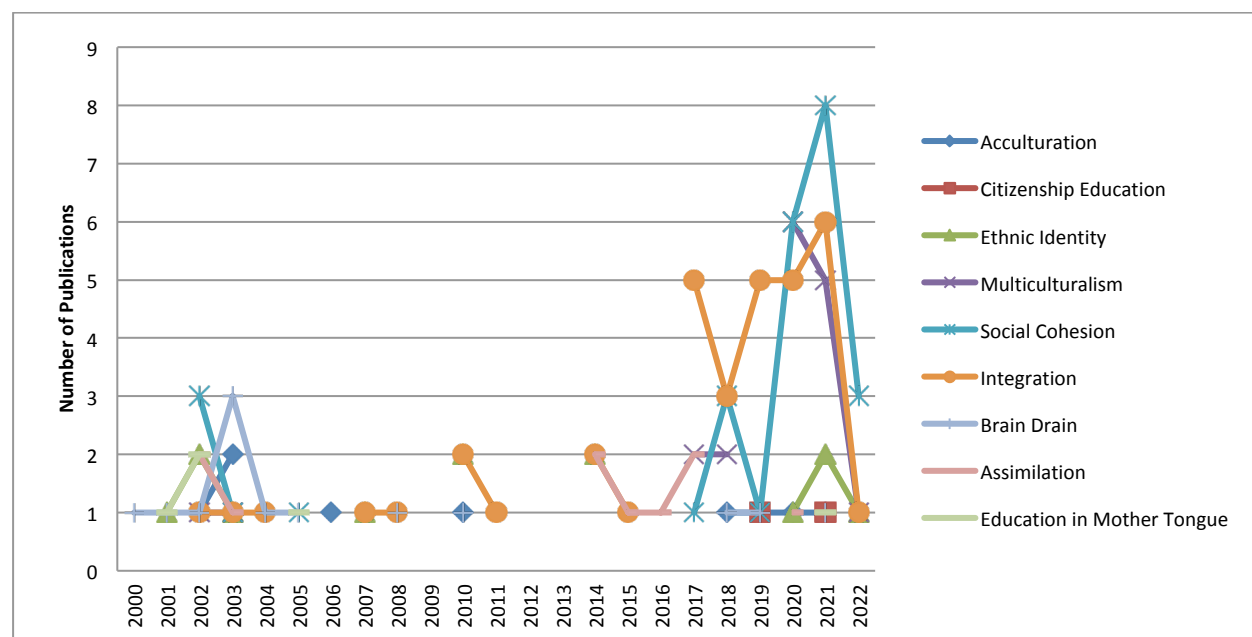
Findings Related to Education Subtheme

Table 3: Codes Related to the Education Subtheme

Sub-Theme	Code	Frequency
	Reasons leading to migration	17
	Issues encountered in migrant education	15
	Refugees' educational needs, rights, and challenges	11
Education	Challenges faced by female and child migrants	4
	Educational programs	3
	The role of social services and non-governmental organizations	2
	Educational levels of migrants	2
Total		54

An examination of Table 3 reveals that in migration and education-themed articles, education is most frequently addressed as a "reason for migration (f=17)" (Özbay & Yücel, 2001; Çetin, 2003; Çelik, 2005; Işık, 2009; Aygül, 2014; Zengin, 2014; Örgen, 2017; Hatipler, 2018; Zafer, 2018; Khalaf, 2019; Kaçar-Tunç, 2020). Another significant topic explored is "challenges in migrant education (f=15)" (Dil, 2015; Altunok, 2017; Artan & Arıcı, 2017; Baş et al., 2017; Cenkci & Nazik, 2018; Karaman & Bulut, 2018; Emre et al., 2019; Derin, 2020). In Turkish academic literature, studies on "the educational needs, rights, and challenges of refugees and migrants (f=11)" have become more prevalent, particularly after 2015 (Bulut et al., 2018; Kocadaş, 2018; Canaz & Küçüker, 2019; Ballı & Yapucuoğlu, 2021). Other topics highlighted in Table 3 include "challenges faced by female and child migrants (f=4)," "educational programs (f=3)," "the role of social services and non-governmental organizations (f=2)," and "the educational levels of migrants (f=2)."

During the 2000–2010 period, Üçdoğruk (2002) examined the educational status of the migrant population in İzmir in the context of internal migration. Ayhan and Akkuş (2003) identified education as a reason for migration, ranking it behind factors such as job opportunities, better living conditions, and landlessness. Doğan (2005) focused on the educational challenges faced by Turkish migrants, while Güler (2007) highlighted that women migrating to Sweden faced difficulties in accessing education due to traditional practices from their countries of origin. Yürüdür (2008) and Sönmez (2010) argued that enhancing the educational infrastructure in regional areas of Turkey could reduce internal migration tendencies.

In studies conducted after 2015, Karakaya (2020) analyzed the challenges in the education of Syrian migrants and the Turkish public's perception of this issue, while Üstübici (2020) addressed Syrian migrants' education within the context of gender. Alemin and Bekce (2021) discussed the educational needs of Syrian migrant children, and Başaran (2021) examined the education policies of countries like Turkey, Lebanon, and Jordan, which host significant numbers of Syrian refugees. Güldalı and Buz (2021) explored the educational activities conducted by international social services for migrants, while Karakaya and Karakaya (2021) discussed the opportunities and challenges Afghan migrants face in education in Turkey. Öztuna and Kıssal (2023) identified primary reasons for migration as seeking better education, improved living conditions, and access to better employment and healthcare opportunities.

Findings Related to Integration Subtheme

Table 4: Codes Related to the Sub-Theme of Integration

Sub-Theme	Code	Frequency
Integration	Education policies	12
	Integration of Turkish migrants into foreign countries	8
	Identification of challenges faced by migrants	8
	Language learning	4
Total		32

Table 4 presents the codes related to the sub-theme of integration. As seen in the table, the most frequently encountered code in articles under the scope of integration is "education policies (f=12)," followed by "integration of Turkish migrants into foreign countries (f=8)," "challenges faced by migrants (f=8)," and "language learning (f=4)."

From a temporal perspective, the frequency of references to the concept of integration in migration and education-themed articles was relatively low between 2000 and 2005. One of the few studies published during this period, Doğan (2001), addressed the integration of Turkish migrants into Germany as a contentious issue, while Manço (2002) emphasized the importance of learning multiple languages as a facilitator of integration. Güler (2007) highlighted the limited integration of Turks who migrated to the Scandinavian fjords. Similarly, Perşembe (2010) noted that Turkish migrants in Federal Germany often experienced significant challenges in achieving successful integration.

There is also a substantial body of research emphasizing the need to include refugee integration in educational programs (Dil, 2015; Ahmet, 2017; Albayrak & Birinci, 2017; Artan & Arıcı, 2017; Bulut et al., 2018; Kocadaş, 2018; Derince, 2019). Alperen and Yaprak (2019) provided a detailed analysis of integration courses designed for Turks in Germany.

In recent years, studies have increasingly examined the concept of integration within the context of state policies aimed at facilitating the integration of migrants into society (Derin, 2020; Koca, 2021; Saklan, 2020). A more specific focus has been placed on the integration of Syrian students into the Turkish education system and society. For instance, Sağın and Güllü (2020) explored the role of physical education and sports in facilitating the societal integration of Syrian students. Other researchers, such as Öztürk (2021) and İyi (2021), revisited the topic of Turkish migrants' integration into Germany. Dal (2022) discussed the role of non-governmental organizations in the societal integration of Syrian refugees. Finally, a study by Ekhtiari and Aysan (2023), distinguished by its subject matter, examined the socio-economic integration of Iranian migrants in contemporary Turkey.

Findings Related to Social Cohesion Subtheme

Table 5. Codes Related to the Sub-Theme of Social Cohesion

Sub-Theme	Code	Frequency
	Adaptation and integration	8
	Syrian migrants	6
Social Cohesion	Educational programs	4
	Mother tongue acquisition	1
	Non-governmental organizations	1
Total		20

An examination of Table 5 reveals the following codes related to the sub-theme of social cohesion: "adaptation and integration (f=8)," "Syrian migrants (f=6)," "educational programs (f=4)," "mother tongue acquisition (f=1)," and "non-governmental organizations (f=1)." The concept of social cohesion was frequently addressed, particularly in studies conducted in 2002. For instance, Manço (2002) examined the adaptation process of Turkish migrants in Belgium comprehensively, while Çakır (2002) focused on the role of mother tongue acquisition in migrants' adaptation to the society they live in. Similarly, Kuruüzüm (2002) concentrated on the social cohesion of children of returning workers.

In other migration and education-themed studies from 2000 to 2005, Karataş (2003) discussed social cohesion in the context of the adaptation and integration challenges faced by migrants, while Doğan (2005) identified social cohesion as a critical factor influencing the educational success of migrants. Studies related to educational programs suggested the necessity of implementing extensive social activities in schools. They emphasized the importance of peer-mentored social cohesion programs, creating new employment opportunities, and providing family social support to achieve social cohesion (Artan & Arıcı, 2017; Canaz & Küçüker, 2019; Karaman & Bulut, 2018).

In studies conducted after 2020, the concept of social cohesion was primarily examined in the context of integrating Syrian migrants into Turkish society (Güngör & Soysal, 2021; H. Karakaya, 2020; Koçan & Kırlıoğlu, 2020; Sağın & Güllü, 2020; Üstübici, 2020). However,

there are also studies that address different topics. For example, Bozkaya (2021) suggested that teaching contemporary topics expressed in the social studies curriculum is critical for ensuring the social cohesion of migrant students. Karakaya and Karakaya (2021) highlighted the efforts of non-governmental organizations in fostering the social cohesion of Afghan refugees, while Ergün (2022) emphasized the importance of contact in facilitating the social cohesion of children after migration.

Findings Related to the Subtheme of Multiculturalism

Table 6: Codes Related to the Sub-Theme of Multiculturalism

Sub-Theme	Code	Frequency
Multiculturalism	Teacher competencies	6
	Multicultural approach	3
	Social work approach	2
	Language learning	1
	Multiculturalism as a result of migration	1
Total		13

An examination of Table 6 reveals that the code "education policies and teacher competencies (f=6)" stands out within the sub-theme of multiculturalism. Other codes identified under this sub-theme in the articles include "multicultural approach (f=3)," "social work approach (f=2)," "language learning (f=1)," and "multiculturalism as a result of migration (f=1)."

In the early 2000s, which is the focus period of this research, the concept of "multiculturalism" was not frequently addressed in migration and education-themed articles. Among the accessible studies from this period, Çakır (2002) focused on language acquisition in multicultural environments, while Karataş (2003) discussed the multicultural approach adopted in Europe.

In subsequent years, Canbey Özgüler (2018) examined multiculturalism as one of the acculturation strategies adopted by the host country (the dominant group), and Kurtuldu and Şahin (2018) highlighted the increasing multiculturalism resulting from migration. It can be stated that multiculturalism became a more frequently addressed concept in migration and education-themed articles, particularly after 2020.

Research conducted during this period primarily focused on topics such as multicultural education policies implemented by countries for migrants (Saklan, 2020; Beylur, 2023), multicultural education and the competencies of teachers in this context (Gültekin, 2020; Aydın Güngör & Pehlivan, 2021; Ballı & Yapucuoğlu, 2021; Güngör & Soysal, 2021; Özdemir & Aypay, 2022), and the multicultural social work approach for refugees (Akarçay & Kırlıoğlu, 2020; Altındiş, 2022).

Codes Related to Assimilation Subtheme

Table 7: Codes Related to the Assimilation Sub-Theme

Sub-Theme	Code	Frequency
Assimilation	Conceptual and theoretical framework	5
	Intercultural policy	3
	Reason for migration	1
	Native language education	1
Total		10

The concept of assimilation appears to be relatively underrepresented in the analyzed articles. An examination of Table 7 reveals that the articles related to the sub-theme of assimilation include the codes "conceptual and theoretical framework (f=5)," "intercultural policy (f=3)," "reason for migration (f=1)," and "mother tongue education (f=1)."

Erdinç (2002) examined the assimilation policies faced by the Turkish minority in Bulgaria, while Çakır (2002) discussed assimilation as a phenomenon that poses challenges in the mother tongue education of migrants. Kaya (2014) addressed France's assimilationist approach and noted that Belgium simultaneously adopts both a republican assimilationist model and a democratic multicultural model. Dil (2015) highlighted how negative perceptions, such as assimilation and segregation, have transformed into more positive ones over time.

Kelağa Ahmet (2017) explored the assimilationist model in his article, while Canbey Özgüler (2018) examined the definition and theories of assimilation. Karaman and Bulut (2018) argued that assimilation is a dimension emerging from acculturation, stating that migrant families often view assimilation as a source of concern.

Among the studies addressing this concept after 2020, Nayir and Sarıdaş (2020) discussed the role of assimilation in intercultural policy, while Beylur (2023) focused on the assimilation policies implemented by Russia toward migrants.

Findings Related to the Ethnic Identity Subtheme

Table 8: Codes Related to the Ethnic Identity Sub-Theme

Sub-Theme	Code	Frequency
	Ethnic structure, religious-sect differences	3
	Adaptation to society	2
	Discrimination-bullying	2
Ethnic Identity	Policies	1
	Belonging	1
	War and migration	1
Total		10

An examination of Table 8 reveals that the codes related to the sub-theme of ethnic identity in migration and education-themed articles include "ethnic composition, religious-sectarian differences (f=3)," "social integration (f=2)," and "discrimination and bullying (f=2)" as prominent findings. Additional findings include the codes "policies (f=1)," "belonging (f=1)," and "war and migration (f=1)."

Erdinç (2002) highlighted the threat of erasure faced by the ethnic identity of the Turkish minority in Bulgaria, while Karataş (2003) examined the impact of ethnicity on the adaptation processes of migrants. Yaylacı (2014) argued that it is challenging to speak of a conscious ethnic identity policy that could emerge as a product of migration and living in a different culture.

In studies conducted after 2020 on migration and education, the topic of ethnic identity is closely associated with concepts of discrimination and bullying. Eroğlu (2020) explored the effects of war and migration on the formation of ethnic identity, while Başaran (2021) discussed the bullying migrant students face based on their ethnic backgrounds. Doğan and Pekasıl (2021) reported that discrimination against individuals with foreign ethnic identities increased during the Covid-19 pandemic, whereas Evgin and Oskay (2022) addressed how the ethnic identities of migrant women negatively impacted their access to healthcare solutions.

Findings Related to the Brain Drain Subtheme

Table 9: Codes Related to the Brain Drain Sub-Theme

Sub-Theme	Code	Frequency
Brain Drain	Negative impacts of brain drain	3
	Situation in Turkey	2
	Causes of brain drain	2
	Benefits of brain drain	1
	Concept of brain drain	1
Total		9

An analysis of the findings related to the sub-theme of brain drain reveals five distinct codes: "negative impacts of brain drain (f=3)," "the situation in Turkey (f=2)," "reasons for brain drain (f=2)," "positive impacts of brain drain (f=1)," and "concept of brain drain (f=1)" (Table 9).

Between 2000 and 2005, three studies addressing the concept of brain drain primarily discussed it as a negative type of migration, focusing on its detrimental aspects (Tekin, 2000; Karataş, 2003; Akış & Akkuş, 2005). During this period, only Şimşek (2001) considered brain drain as one of the indirect benefits that education provides to society, examining it within the context of international expansions in education.

Hatipler (2018) analyzed brain drain as one of the reasons for migration, while Yılmaz (2019) examined the state of brain drain in Turkey within the context of international brain drain movements. Similarly, the study by Karataş and Ayyıldız (2021) explored the changes in Turkey's experience with brain drain.

Findings Related to the Subtheme of Acculturation

Table 10: Codes Related to the Acculturation Sub-Theme

Sub-Theme	Code	Frequency
Acculturation	Concept of acculturation	3
	Participation in social life	1
	Poverty	1
	Acculturation problem	1
	Language learning	1
	Result of internal and external migration	1
Total		8

In the analyzed studies, it was observed that the majority of the works addressing the concept of acculturation focused on defining the term or establishing its conceptual framework

(Karataş, 2003; Canbey Özgüler, 2018; Buz & Dikmen, 2021). This is reflected in Table 10 with the code "concept of acculturation (f=3)." Each of the other codes is represented by only one article: "participation in social life (f=1)," "poverty (f=1)," "challenges in acculturation (f=1)," "language learning (f=1)," and "results of internal and external migration (f=1)."

Çakır (2002), in his study focusing on native language and second language education among Turkish citizens in Germany, also discussed the relationship of these processes with acculturation. Şeker (2006) examined the acculturation process experienced in İzmir as a result of both external migration from Bulgaria and internal migration from Eastern and Southeastern Anatolia.

Alperen and Yaprak (2019) considered acculturation as one of the factors facilitating migrants' participation in social life. Karakaya (2020) analyzed the impact of migration on the acculturation process in the context of poverty, while Buz and Dikmen (2021) highlighted the challenges migrants face in the acculturation process following forced migration.

Findings Related to the Sub-theme of Native Language Education

Table 11: Codes Related to the Native Language Education Sub-Theme

Sub-Theme	Code	Frequency
Native Language Education	Cultural adaptation	3
	Educational programs	2
Total		5

An examination of Table 11 reveals that the concept of mother tongue education is not frequently addressed in the analyzed studies. The codes identified under this sub-theme are "cultural adaptation (f=3)" and "educational programs (f=2)."

Doğan (2001) highlighted Germany's negative stance toward mother tongue education for Turkish migrants in his study, while Manço (2002) and Çakır (2002) discussed the role of mother tongue education in the cultural adaptation process of migrants. Doğan (2005), on the other hand, detailed Anadolu University's mother tongue education services provided to Turkish migrants. Ballı and Yapucuoğlu (2021) explored this concept in the context of refugees' fear of losing proficiency in their native language.
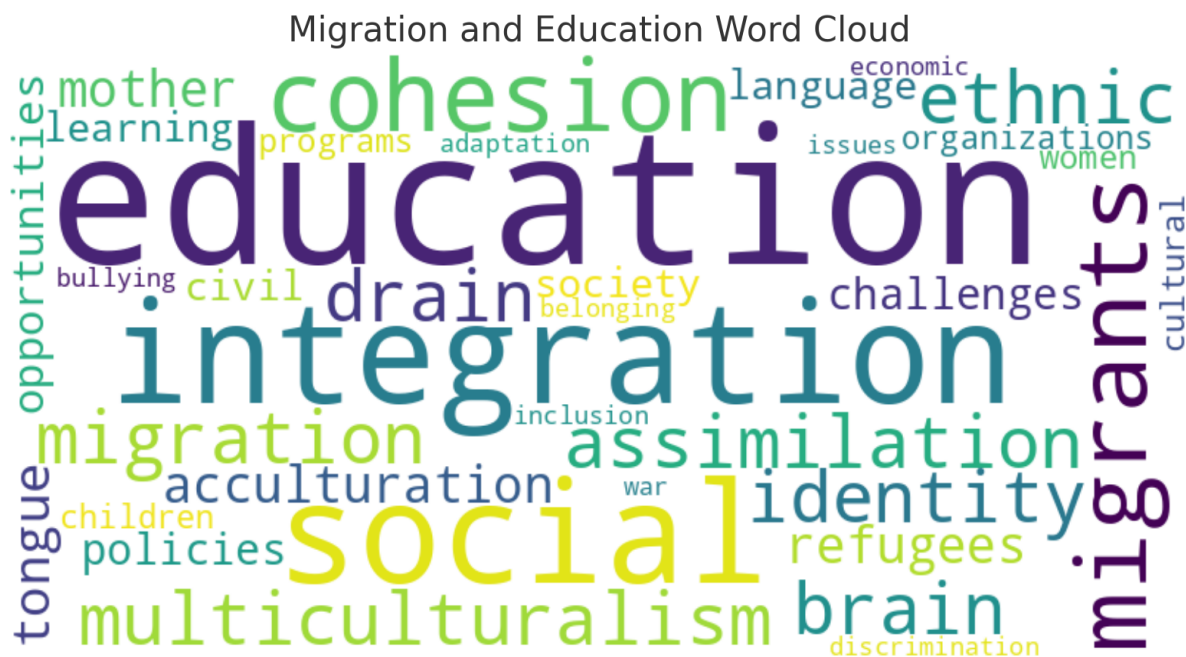
Figure 3: Migration and Education World Cloud

A word cloud was created based on the findings obtained from the analyzed articles (Figure 3). An examination of the word cloud reveals that the most prominent terms include "education," "integration," and "social." It can be inferred that the critical roles of education mentioned in the analyzed studies—such as facilitating the integration and social cohesion of migrants, providing access to learning opportunities, and enabling language acquisition— brought these terms to the forefront.

Concepts such as adaptation, multiculturalism, and identity are other noteworthy terms in the word cloud. These concepts reflect the tension between migrants' efforts to adapt to new societies and their attempts to maintain their cultural heritage, as discussed in various studies. Research focusing on the challenges faced by refugees is represented in the word cloud through terms like ethnic discrimination, difficulties, and challenges.

Finally, terms such as policies, opportunities, inclusivity, war, women, belonging, and economic illustrate the diverse range of topics addressed in the analyzed studies concerning migrants' education.

Result and Discussion

The findings of this study, which aimed to uncover the reflections of changing paradigms in the relationship between migration and education in Turkey on academic studies, were derived from the analysis of 160 articles. These articles examined the concepts of "education, acculturation, ethnic identity, multiculturalism, integration, social cohesion, brain drain, assimilation, and mother tongue education." Education was highlighted as a significant factor driving migration in many studies. Additionally, issues such as challenges in migrant

education, the educational rights and needs of refugees, and education policies were frequently addressed.

The findings of this research align with those of other studies in the literature. For instance, Telsaç and Telsaç (2022), in their study investigating the challenges faced by migrating families in education—particularly the difficulties experienced by foreign children through observation and literature review—identified several issues. These included language barriers, adaptation challenges, lack of appropriate learning environments, insufficient guidance and counseling services, inadequate family support, economic difficulties, peer bullying, shortages of resources and materials, unqualified instructors, cultural conflicts, and lack of motivation.

Tunga et al. (2020) compiled descriptive studies on the education of Syrian children in Turkey. Their research concluded that low school attendance rates, language barriers, and a shortage of qualified teachers were the most significant issues in the education of Syrian students.

Another key finding of this research pertains to the challenges faced by female and child migrants. Fleury (2016), in a comprehensive report, highlighted that migration can enhance human capital, independence, and, particularly, the self-confidence of women. Migration also increases women's value and authority within their families and communities. It contributes positively to the formation of more egalitarian social norms and improves women's access to rights and resources. However, despite these benefits, Fleury pointed out that migration can also lead to gender and racial discrimination and reinforce restrictive social norms and legal frameworks within societies, highlighting its negative aspects.

In studies addressing the concept of acculturation, it was observed that significant attention was given to its conceptual framework. The concept of acculturation was examined in relation to participation in social life, poverty, other challenges faced by migrants, and the acquisition of native and second languages. Studies on acculturation were conducted during both periods identified in this research: 2000–2016 and 2017–2023 (Çakır, 2002; Erdoğan, 2003; Karataş, 2003; Şeker, 2006; Arslantaş & Adana, 2010; Canbey Özgüler, 2018; Alperen & Yaprak, 2019; Karakaya, 2020; Buz & Dikmen, 2021).

The concept of ethnic identity was explored in relation to themes such as religious and sectarian differences, social integration, discrimination and bullying, policies, belonging, and the interplay of war and migration. A majority (69.23%) of studies on this topic were conducted before 2017 (Özbay & Yücel, 2001; Işık & Ertürk, 2002; Erdinç, 2002; Karataş, 2003; Güler, 2007; Perşembe, 2010; Kalaycıoğlu, Çelik & Beşpınar, 2010; Göktuna Yaylacı, 2014; Kaya, 2014; Eroğlu, 2020; Başaran, 2021; Doğan & Pekasıl, 2021; Evgin & Oksay, 2022).

Studies addressing the concept of multiculturalism emphasized education policies, teacher competencies, and the social work approach. The concept of integration was frequently discussed, with studies focusing on its relationships with educational programs and policies, the integration of Turkish migrants into foreign countries, challenges migrants face during integration, and language learning. Of the 18 studies on multiculturalism, 16 (88.89%) were

conducted after 2017 (Çakır, 2002; Karataş, 2003; Altunok, 2017; Kelağa Ahmet, 2017; Kurtuldu & Şahin, 2018; Canbey Özgüler, 2018; Akarçay-Ulutaş & Kırlıoğlu, 2020; Nayir & Sarıdaş, 2020; Tunga, Engin & Çağıltay, 2020; Saklan, 2020; Gültekin, 2020; Akarçay-Ulutaş, 2020; Aydın-Güngör & Pehlivan, 2021; Eryılmaz-Ballı & Dönmez-Yapucuoğlu, 2021; Başaran, 2021; Güngör & Soysal, 2021; Koca, 2021; Özdemir & Aypay, 2022; Altındiş, 2022; Beylur, 2023).

The concept of social cohesion was found to be addressed in relation to themes such as adaptation and integration, Syrian refugees, educational programs, mother tongue acquisition, and the role of non-governmental organizations. Of the 27 studies classified under this sub-theme, 22 (81.48%) were conducted after 2017 (Çakır, 2002; Kuruüzüm, 2002; Manço, 2002; Karataş, 2003; Doğan, 2005; Artan & Arıcı, 2017; Karaman & Bulut, 2018; Cenkci & Nazik, 2018; Zafer, 2018; Canaz & Küçüker, 2019; Sağın & Güllü, 2020; Karakaya, 2020; Üstübici, 2020; Koçan & Kırlıoğlu, 2020; Kaçar-Tunç, 2020; Alsancak & Kutlu, 2020; Karataş & Ayyıldız, 2021; Buz & Dikmen, 2021; Başaran, 2021; Karakaya & Karakaya, 2021; Güngör & Soysal, 2021; Bozkaya, 2021; Dinç, 2021; Ustabaşı-Gündüz & Çifci, 2021; Topak & Çamur, 2022; Altındiş, 2022; Ergün, 2022). These studies predominantly focused on the importance of education for the integration of migrants in Turkey.

Ballı and Yapucuoğlu (2021), in their study examining 57 graduate theses (51 master's and 6 doctoral) focusing on the educational experiences of Syrian children under temporary protection status in Turkey, identified several challenges. These include the physical and technical inadequacies of classrooms, the lack of an effective curriculum, deficiencies stemming from the Syrian education system, learning difficulties faced by students, feelings of loneliness and alienation, lack of motivation, anxiety, fear, homesickness, experiences of exclusion, and adaptation problems due to linguistic and cultural differences. The reviewed studies emphasized recommendations such as revising educational policies and implementing inclusive education.

Studies addressing the concept of assimilation focused predominantly on defining the term and establishing its theoretical framework. These studies highlighted the intercultural policy code as a significant theme. Among the 11 studies published on this subject, 7 (63.64%) were conducted before 2017 (Çakır, 2002; Erdinç, 2002; Karataş, 2003; Göktuna Yaylacı, 2014; Kaya, 2014; Dil, 2015; Kelağa Ahmet, 2017; Hatipler, 2018; Karaman & Bulut, 2018; Nayir & Sarıdaş, 2020; Beylur, 2023).

The concept of mother tongue education was discussed in the context of cultural adaptation and educational programs. Of the 5 studies within this sub-theme, 4 (80%) were conducted before 2017, and all but one were published before 2005 (Doğan, 2001; Çakır, 2002; Manço, 2002; Doğan, 2005; Eryılmaz-Ballı & Dönmez-Yapucuoğlu, 2021). Genesee (1999) similarly noted that new educational programs were designed to enable immigrant students to successfully participate in regional language support programs.

In the Turkish literature, most studies focus on issues faced by primary school-aged migrants. However, Güngör and Soysal (2021) stand out with their focus on challenges faced by higher education students. They reviewed national and international studies on migration, migration

and education, integration of Syrian refugees into society, the challenges faced by Syrian refugees, and potential solutions. Their study identified language barriers as the primary issue encountered by Syrian university students, leading to other problems such as exclusion, social integration difficulties, and academic failure.

Demir (2020) conducted a more specific analysis of graduate theses and articles on migration and migrants in the context of religious education in Turkey between 2000 and 2020. Common findings from these studies indicate that students from Arab countries like Syria exhibit high readiness and academic success in religious education due to their cultural background. However, they also face significant challenges related to language and communication within the domain of religious education.

This study indicates that concepts such as multiculturalism, acculturation, social cohesion, integration, and language learning, frequently addressed in the Turkish literature, suggest that Turkey is attempting to adopt the paradigms of cultural sensitivity and inclusivity widely embraced by many countries for migrant education. Banks (2008) emphasized that equality and recognition are essential values in a democratic society, providing immigrant groups of diverse ethnic backgrounds the opportunity to maintain their cultural and linguistic characteristics while participating in the national civic culture of their host society. Indeed, despite differing practices in the past, it is now evident that paradigms related to migrant education have shifted towards themes of social cohesion and integration.

In countries with significant immigration, such as Australia, Canada, and Sweden, paradigms like cultural sensitivity (multiculturalism), inclusivity, language support and bilingual education, social and emotional support, community and family involvement, justice, and access have been adopted (Australian Strategy for International Education, 2021; CMEC, 2023; Migrationsverket, 2024). These paradigms, which emphasize understanding, valuing, and adapting cultural differences into the educational process, encourage education systems and schools to develop policies, programs, and practices to meet the needs of migrant students.

It is also important for other stakeholders in society to play a facilitating role in the education process of migrants. Community and family involvement is one of the approaches adopted by Sweden for migrant education. The Swedish Migration Agency (Migrationsverket) collaborates with Swedish universities and colleges on matters related to residence permits for migrant students (Migrationsverket, 2024). Sweden also implements the justice and access paradigm, ensuring that all children and youth seeking asylum have the right to attend school. It is the responsibility of the municipalities to ensure that migrant students attend school under the same conditions as other children and youth. This applies to preschool, inclusive schooling, and high school. To continue their high school education, young asylum seekers must start their education before turning 18 (Migrationsverket, 2024).

A different example of community and family involvement, as well as the justice and access paradigm, is the "Little Ripples" program implemented in refugee camps in Chad. This structured early childhood education program was developed to respond to community-identified needs. It is a home-based, community-led initiative that provides preschool

programs for children aged three to five. Based on community practices where children are cared for by neighbors, the program trains and employs refugee women to deliver preschool programs in homes. It also encourages community involvement in developing special preschool spaces in homes, including constructing protected outdoor areas to host classes (Calaycay, 2022).

In Turkey's primary education institutions, structured psycho-social support sessions are organized to promote social cohesion among foreign students. These sessions aim to ensure integration in a safe and healthy environment without separating Turkish and foreign students, eliminate issues such as exclusion and lack of belonging among foreign students, develop empathy skills, and raise awareness among teachers about social cohesion. The sessions also address problems like school absenteeism, substance abuse, and insufficient Turkish language proficiency, generating solutions through consultations. The findings and outcomes are used to develop active policies for the social cohesion of migrant students (Göç İdaresi Başkanlığı, 2024).

The statement, "It is aimed to exchange ideas with academics working in the field of migration, increase their knowledge about social cohesion studies, and determine collaborative areas with academics in shaping social cohesion policies" (Göç İdaresi Başkanlığı, 2024), further indicates that the paradigm of community and family involvement is also being adopted in Turkey for migrant education.

At this point, it is evident that the paradigms highlighted in the studies have evolved over time. Research focusing on the challenges faced by migrants in education has primarily emerged after 2016, when Syrian refugee children were integrated into the Turkish education system. In these studies, the issue of migrant education is prominently framed within the paradigm of social justice. The social justice paradigm has become more pronounced since the late 20th century, as inequalities and discrimination faced by migrants in education have gained increased recognition (Banks, 2015; Gándara & Contreras, 2009).

Studies within the integration paradigm initially focused on the integration of Turks into Germany in the early 2000s. However, after 2017, the focus shifted to the integration of Syrian and other migrants into Turkey. The integration paradigm emphasizes the process of encouraging migrants to integrate into society, adapt to local communities, and contribute culturally, economically, and socially. This paradigm gained prominence in Europe following World War II during reconstruction efforts and migration waves (Lelie et al., 2012). In this context, studies in Turkey appear to follow Western research trends, albeit with a delay.

The paradigm of multiculturalism and inclusivity, which promotes cultural diversity and the preservation of migrants' cultural identities, is particularly evident in studies conducted after 2020. Globally, this paradigm emerged in the 1960s and 1970s alongside the increasing presence of migrant communities in Western countries (Kymlicka, 2016; Parekh, 2001).

Another paradigm in migrant education, the human rights paradigm, asserts that the right to education is a universal right and that states are obligated to ensure this right. Like the integration paradigm, the human rights paradigm emerged after World War II (Suarez &

Constable, 2010). However, no studies in the Turkish literature were identified as falling within this paradigm.

In conclusion, migration and education-themed articles in the Turkish literature largely focus on challenges faced in migrant education, potential solutions such as developing multicultural education policies, and ensuring the integration of migrant students into schools and society. Despite the challenges observed in the implementation of migrant education in Turkey, academic publications suggest that efforts are being made to follow paradigms adopted by countries with high levels of immigration. These include "cultural sensitivity and inclusivity," "social and emotional support," "community and family involvement," "language support and bilingual education," and "justice and access."

Recommendations

The findings of this study indicate that in the Turkish literature available on Google Scholar, studies focusing on migrants abroad have been replaced by research on migrants in Turkey. It has been identified that, following 2011, school-aged children of Syrian and other migrants in Turkish schools face adaptation challenges. It is evident that there is a need for educational initiatives and policies aimed at addressing these adaptation issues. This consideration should be prioritized in future research on migrants. Projects focusing on adaptation in schools should be developed and implemented.

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