



The current education of migrant children report: an analysis study

İsmail Hakkı Demircioğlu ¹, Can Sakar ²

Abstract

This study analyzes academic studies published between May 2013 and June 2023 that mainly examined the education of migrant children. The study group consists of 97 different types of academic studies. Using content analysis, general trends in academic publications regarding the education of migrant children were examined. The results show that the most focused subject in current studies is about examining the educational, social, and health-related issues faced by migrant children (31.96%). 75.26% of the academic studies had been configured as qualitative, whereas the least minority of them had been written by choosing mixed research approaches (7.22%). 45.36% of the academic studies used mixed groups as study participants, and 26.8% of them gathered data from different types of documents. In contrast, migrant families (6.19%), children of migrant workers (1.03%), and various people in different societies (1.03%) were some of the least examined study participants. The most preferred data collection methods were document reviews (26.8%) and interviews (11.34%). Most academic studies analyzed their data through qualitative document analysis (21.65%), and qualitative thematic analysis (18.56%). This study recommends that academic publications regarding the education of migrant children should provide a variety in the topics examined. Besides, future studies should consider providing diversity in study groups through college students, migrant communities, and children of migrant families from different socio-economic backgrounds.

Keywords

Migrant children
Migrant children's education
Educational research
Research trends

Article Info

Received: 05.09.2024
Accepted: 04.30.2025
Published Online: 01.31.2026

DOI: 10.15390/ES.2026.2452

Introduction

The globalized world and changing dynamics of social life, intercultural relationships, and socioeconomic conditions are the key elements that directly cause different migration movements from region to region or country to country. As a dynamic and ongoing movement (Dustmann & Glitz, 2011), either regional or international migration generally occurs due to various internal and external factors (i.e., natural disasters, political, economic or social reasons, and environmental situations) that directly or indirectly affect people in their home countries (Bronen, 2010; Calderón et al., 2011; Carr, 2009; Castles, 2006; Cillo, 2021; DeJesus, 2018; Martin, 2018; Ruiz & Vargas-Silva, 2013). Offering a good,

¹ Trabzon University, Fatih Faculty of Education, Department of Turkish and Social Sciences Education, Trabzon, Türkiye, demircioglu@trabzon.edu.tr

² Gendarmerie and Coast Guard Academy, Faculty of Security Sciences, Department of Social Sciences, Ankara, Türkiye, can.sakar@jsga.edu.tr

planned, and appropriate educational setting to immigrant children and not ignoring their needs is critical for countries. The reason is that migrant children and young people have the potential to change the current social, economic, or cultural view of countries as their volume and existence in the migrated countries are continually growing (Devine, 2013; Portes & Rivas, 2011; Tienda & Haskins, 2011). Due to intensive migration streams, migrant children and their educational future have been a critical issue in the countries receiving high-volume migration as it created different barriers to actively performing education through educational institutions in various levels or educational policies and providing effective integration processes those to their educational systems (Bravo-Moreno, 2009; Chen & Liang, 2007; de Miguel-Luken & Solana-Solana, 2017; Green, 2003). Therefore, examining the current educational initiatives of countries, which are seen as the starting gate of a new life for migrant families and their children, can be considered as a vital point in obtaining a more suitable and effective educational setting for those children.

The literature shows numerous scientific research activities regarding different types of migration movements from region to region or country to country and their various reasons (Bronen, 2010; DeJesus, 2018), general tendencies of countries receiving intensive migration in terms of educational implementations and legal structures such as policies and educational reform plans (Beverelli, 2022; Malandrino, 2023; Martin, 2018; McClain et al., 2022; Wright et al., 2022). The role of migrant children's and student's socioeconomic background that might effectively shape their attraction to education in a foreign country, integration of some specific groups into the current social and industrial structure in foreign countries (Calderón et al., 2011; Cillo, 2021) are also addressed through research papers. For instance, Malandrino's (2023) study shed light on the active policy implementations and initiatives in Italy and Austria regarding improving migrants' educational outcomes in language education. Similarly, Beverelli (2022) examined how countries, exposed to high-level migration streams worldwide shaped their national policies that aimed to integrate migrant people into their countries effectively. In her study, Beverelli (2022) found that different integration-related policies implemented by the examined countries have been more successful in cross-border migration movements than internal migration activities. In their study, McClain et al. (2022) paid attention to the structural dynamics of policy initiatives focused on how dignity must be integrated with migration and its dimensions by governments, policymakers, or NGOs.

From another standpoint, many studies have discovered the main reasons that caused regular or irregular migration movements and the different groups exposed to migration. Different research demonstrated that environmental situations (Burzyński et al., 2022; Delazeri et al., 2022; Khuc et al., 2022; McMichael et al., 2012; Warner et al., 2010), the existence of violence, various internal conflicts or international wars in different regions (Conte & Migali, 2019; Duszczuk & Kaczmarczyk, 2022; Schon, 2019; Valenta et al., 2020), and impacts of economic crises in different countries (Domínguez-Mujica et al., 2014; Hazans, 2016; Watanabe, 1998) were the major influential elements caused the migration both internally and externally year by year. For instance, Khuc et al.'s (2022) study found that air pollution has created an influential social effect on society; for this reason, most people tend to migrate from the regions. Regarding the possible relationship between violence and internal or external conflicts, Duszczuk and Kaczmarczyk (2022) found that the war between Russia and Ukraine was one of the main reasons for intensive European migration, specifically from Ukraine to Poland. These studies are clear indicators that both domestic and international migration consist of the cumulation of various dynamics comprised of social, economic, political, and environmental situations, which might directly affect the form of the world countries, as well as the citizens of those countries.

The existing literature showed that numerous scientific studies mainly focused on internal and external migration movements and their characteristics on changing global perspective in the scope of migrants' effects on destination countries' socioeconomic tendencies, the primary reasons for migration, and political initiatives of destination countries regarding improving migration-related issues. Compared to other studies, there seems to be an obvious need for research studies that directly discuss what migrant children's educational necessities are and how the most effective and comprehensive

educational infrastructure might best integrate these children into education worldwide. Even though there are some academic studies regarding this particular issue, those studies are generally focused on the migrant children's educational problems in very minimal areas/regions such as China, the United Kingdom or the United States (Gouwens, 2001; Kindler, 1995; Liu & Jacob, 2013; Tereshchenko & Archer, 2014; Qian & Walker, 2015). On the other hand, different recent studies examine migrant children's education in the global context (Adams & Kirova, 2006; McIntyre & Abrams, 2020). Those studies are significant because the increasing rate of migrant children in destination countries requires a detailed examination of these countries' education systems, education policies, and their attempts to integrate these children into education. At this point, similar to some of the studies in the literature that aimed to analyze existing documents regarding migration and its use in different scientific fields (Demircioğlu & Altuntaş Gürsoy, 2023), revealing the most recent studies that solely focused on migrant children's education is vital. The reason is that focusing on this issue will allow researchers to see the hidden points of how education can be best rebuilt by considering today's social, cultural, technological, and economic conditions in the scope of these children. Moreover, examining and analyzing those studies might shed light on what the central dynamics of migrant children's education globally should depend on.

This study aimed to understand and discover the general view of how different academic studies regarding migrant children's education between 2013-2023 have been published and what the similar and different characteristics of those publications in terms of their document types, research questions, general purposes, and research methodologies including data collection methods, study groups or main research participants and data analysis methods through a document analysis process. The study seeks the answer to the following questions:

1. What is the general distribution of the academic studies published between 2013-2023 regarding the education of migrant children?
2. What is the general tendency in the academic studies published between 2013-2023 regarding the education of migrant children in terms of research purpose(s)?
3. What is the general tendency in the academic studies published between 2013-2023 regarding the education of migrant children in terms of used research approach(es)?
4. What is the general tendency in the academic studies published between 2013-2023 regarding the education of migrant children in terms of examined study sample(s)/study participant(s)?
5. What is the general tendency in the academic studies published between 2013-2023 regarding the education of migrant children in terms of data collection method(s)?
6. What is the general tendency in the academic studies published between 2013-2023 regarding the education of migrant children in terms of data analysis method(s)?

Method

Research Design and Data Collection

In this study, qualitative research was used as one of the main usages of qualitative research is to reveal and deeply understand a specific problem regarding a subject or subjects examined (Creswell, 2013). In this context, the use of qualitative research is appropriate for the nature of this study since the backbone of this study is to reveal and examine the written and published academic documents in the scope of the education of migrant children. As the data collection tool, the document analysis method was used to obtain the required data to comprehensively answer the main research questions through various types of academic documents published regarding the education of migrant children in the global context. Document analysis was used in this study to discover how different issues or situations have experienced other changes as it focuses on those issues from past to the present (Cohen et al., 2007).

Study Group and Sampling Procedure

The study group consisted of different types of published academic studies between 2013-2023. The types of academic studies gathered and examined in the scope of the study included peer-reviewed articles, academic reference books, book chapters, conference papers, master's theses, and doctoral dissertations. Those study materials have been accessed through six national and international

databases: ERIC, Taylor & Francis Online, Google Scholar, TRDizin, ProQuest Dissertations & Theses Global, and the Council of Higher Education National Thesis Center. A keyword consisting of a combination of five words was chosen, and a search was performed through the above online databases to obtain a sampling universe. This keyword was “the education of migrant children.” To discover the literature that best represents the relevant academic publications regarding the education of migrant children, the keywords were taken into quotation. In selecting and including academic publications from the examined databases, attention was paid to ensuring that the abstract/titles of the publications included the pre-determined keywords. A specific date range was then used to explore the recent research activities in the scanned online databases. Finally, by examining the reference lists of the gathered publications, possible publications that seemed appropriate in terms of content, language, and scope and contained predetermined keywords in their titles/abstracts were also included in the study sample. The PRISMA 2020 flow diagram (Page et al., 2021) explaining the review process of this research is shown in Figure 1:

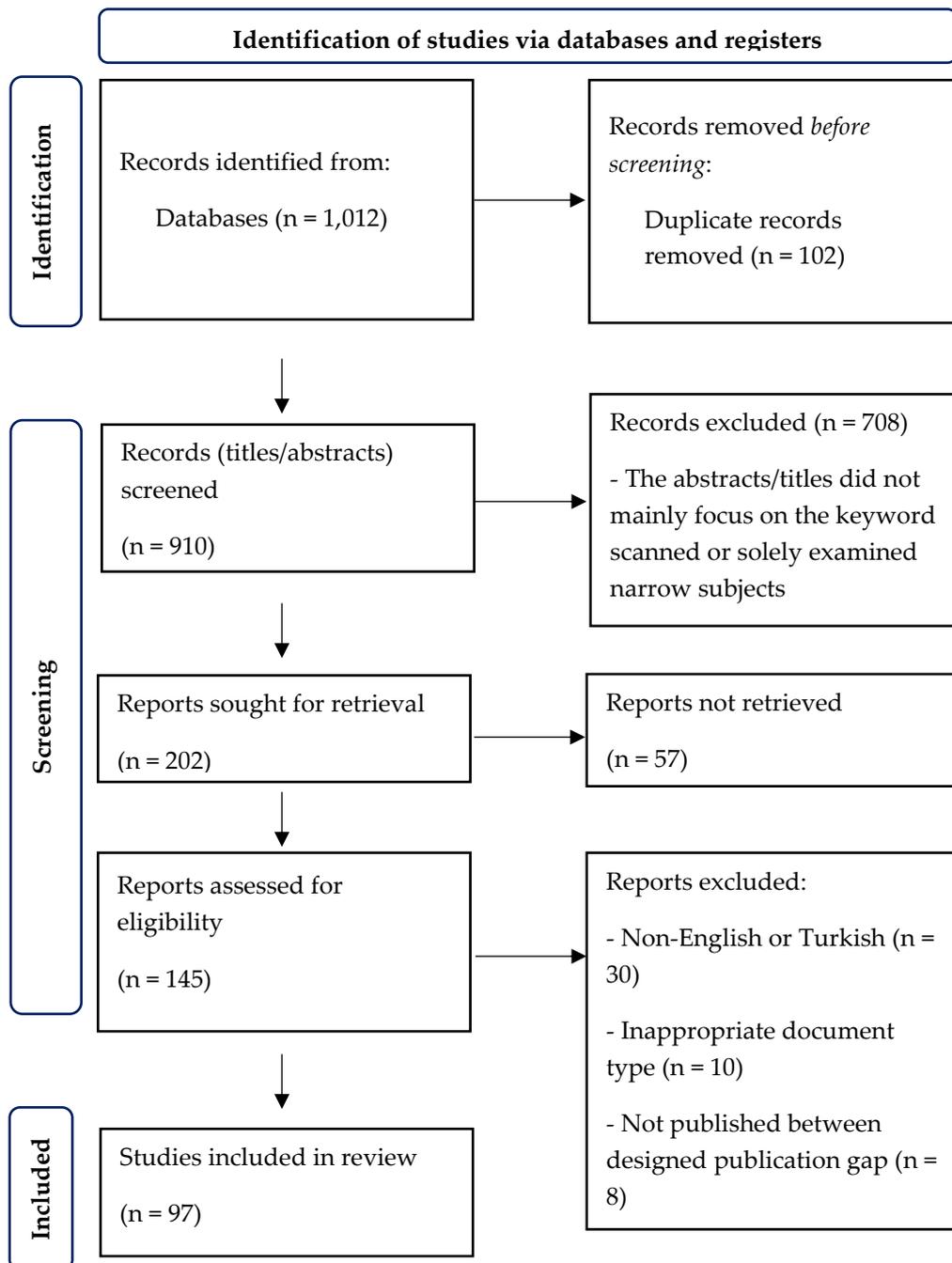


Figure 1. PRISMA 2020 Flow Diagram Explaining the Review Process

As shown in Figure 1, 1,012 results were obtained from the selected databases. After removing duplicate publications (n=102), the titles/abstracts of 910 academic publications were examined. 708 out of 910 records had to be removed because they were not directly related to the predetermined keyword or only focused on narrow subjects. Of the remaining 202 records, 57 records were eliminated because they could not be reached by the researchers. Then, 145 records that appeared to be eligible for evaluation were obtained. However, 48 records were not eligible for the evaluation process since they were not in English or Turkish (n=30), were inappropriate document types (n=10), or were not published in the designed publication gap (n=8). As a result, 97 academic publications were selected for examination within the scope of the research questions. These academic publications are shown in:

Table 1. The Academic Publications Examined during the Research Process

Publication Type	References
Peer-reviewed A.	Aarsæther, 2021; Åkerblom & Harju, 2021; Arphattananon, 2022; Cankar et al., 2013; Chang & Bu, 2020; Chen & Feng, 2013; Chen & Feng, 2019; Chen et al., 2019; Curdt-Christiansen, 2020; Demintseva, 2020; Donzuso, 2015; Faas et al., 2015; Forsberg, 2022; Free & Križ, 2022; Gilsean & Lee, 2021; Gong et al., 2015; Gu & Yeung, 2020; Guo, 2014; Hanna, 2020; Hanna, 2023; Harju & Åkerblom, 2020; Hu & Wu, 2020; Jin et al., 2017; Kennedy & Smith, 2019; Kozlova & Ryabichenko, 2023; Lai et al., 2014; Langer-Buchwald, 2019; Li, 2022; Li & Xiong, 2019; Liu & Su, 2014; Liu & Zhao, 2019; Liu et al., 2015; Martin et al., 2023; Medarić et al., 2021; Migliarini et al., 2019; Migliarini et al., 2020; Nawarat, 2018; Notoprayitno & Jalil, 2020; Osadan & Reid, 2015; Proyer et al., 2021; Qian & Walker, 2015; Qian & Walker, 2017; Qiang et al., 2022; Rakhmonov, 2021; Rodrigues et al., 2018; Salinas, 2013; Smith, 2019; Sprong & Skopek, 2022; Sun et al., 2020; Tuangratananon et al., 2019; Vimala & Salini, 2023; Wang & Sercombe, 2023; Wang et al., 2017; Waters, 2015; Wiseman et al., 2023; Xia et al., 2023; Yang & Wang, 2013; Yu, 2021; Yu & Crowley, 2020; Yun et al., 2017; Zhang et al., 2022
Conference P.	Ibrahim et al., 2014; Kiseleva et al., 2018; Lwin et al., 2021; Shan, 2022
Book	Pong, 2015
Book C.	Goodburn, 2016; Petchot, 2014
Master's T.	Aslan, 2019; Chiyangwa, 2018; Demirel, 2022; Ding, 2015; Eroğlu, 2018; Esen, 2020; Gao, 2018; Kırkıç, 2019; Küçükkıratlı, 2019; Li, 2018; Maw, 2018; Schmitt, 2017; Shi, 2021; Yuan, 2014
Doctoral D.	Caumont Stipanovic, 2020; Gluckman, 2021; Gutierrez, 2016; Jiang, 2019; Konaş Azaklı, 2021; Lehman, 2015; Mao, 2022; Mercado, 2019; Nguyen, 2022; Rivera-Singletary, 2014; Segal, 2018; Song, 2018; Wang, 2015; Wei, 2016; Yu, 2017

Note. A: Article, C.: Chapter, D.: Dissertations.: P.: Papers, T.: Theses

Table 1 shows the academic publications compiled and reviewed during the research process. These academic publications (n = 97) are included in the reference list, marked with an asterisk (*).

Data Analysis

This study used content analysis to interpret and evaluate the gathered data from relevant academic publications through different online databases. According to Krippendorff (2004), "Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (p. 18). Through the codes and categories created, this method aims to shed light on the examined data's visible and hidden/unrevealed content (Graneheim et al., 2017). Therefore, content analysis was appropriate for this study because the general view and tendencies in published documents regarding the education of migrant children have been tried to understand and comprehensively find out by examining the relevant literature.

In the scope of the study, first, all the academic publications regarding the education of migrant children have been gathered and classified considering their types. Second, all gathered data have been associated with six categories: publication type and year, research purposes, research methodologies, study groups/samples/participants, data collection methods, and data analysis methods. In case research designs, data analysis methods, or other strategies were not clearly stated in the gathered publications, these characteristics were determined and classified by the researcher by examining the content and methodological approaches of the publications. During this process, independent tables were created, and the relevant categories and codes were demonstrated by inserting them into these tables. Lastly, an analysis process has been held to answer the questions of the study.

Limitations of the Study

This study has two limitations for some reasons. The first is that the publication dates of the examined academic studies are limited between May 2013 and June 2023, since examining all written academic studies within the scope of the research questions requires an excessive time and workload. The second limitation is to work on a limited number of national and international databases and a search engine for the same reason mentioned above. Future researchers should take these factors into account when designing their research to expand the coverage of literature.

Results

The Frequency Distribution of the Academic Publications

The frequency distribution of the academic publications by publication categories and publication years is shown in Table 2 below:

Table 2. The Frequency Distribution of The Academic Publications

Publication Year	Frequency by Publication Categories and Years (f)					
	Peer-reviewed A.	Conference P.	Book	Book C.	Master's T.	Doctoral D.
2013	4	-	-	-	-	-
2014	3	1	-	1	1	1
2015	7	-	1	-	1	2
2016	-	-	-	1	-	2
2017	4	-	-	-	1	1
2018	2	1	-	-	5	2
2019	9	-	-	-	3	2
2020	11	-	-	-	1	1
2021	7	1	-	-	1	2
2022	7	1	-	-	1	2
2023	7	-	-	-	-	-
Total	61	4	1	2	14	15

Note. A: Article, C.: Chapter, D.: Dissertations.: P.: Papers, T.: Theses

Table 2 shows 97 academic publications regarding the education of migrant children published in different databases between 2013 and 2023. At this point, 61 peer-reviewed articles, 15 doctoral dissertations, 14 master's theses, four conference papers, two book chapters, and one book comprise the total number of publications. Majority of the academic publications related to the topic examined are peer-reviewed academic articles (f:61) whereas books are the fewest in number (f:1). Table 2 shows that doctoral dissertations are the second most common academic publications in the databases searched (f:15). They are followed by master's thesis (f:14), conference papers (f:4), book chapters (f:2), and books (f:1)

The Examination of the Academic Publications by Research Purposes

The frequency distribution of academic publications by their research purposes is shown in Table 3 below:

Table 3. The Frequency Distribution of Academic Publications by Their Research Purpose(s)

Publication Type	Research Purpose(s)	<i>f</i>
Peer-reviewed A	Examining educational, social, and health-related (integration, discrimination, education opportunity, anxiety, etc.) experiences or challenges faced by migrant children	13
	Examining parents', migrant students', educators', or other people's views/experiences on the education of migrant children	12
	Examining or offering national and/or international policies/strategic documents and systems regarding the education of migrant children	11
	Examining the academic success of migrant children	7
	Examining the ways how to create effective learning environments/opportunities for migrant children	6
	Examining the roles of educational institutions in supporting the education of migrant children	5
	Examining the structural characteristics and roles of migrant families in the education of migrant children	3
	Examining existing studies regarding education, sociology, religion, and migration	2
	Examining the characteristics of educational programs in different disciplines offered to migrant children	1
	Examining parental involvement and parental education on the education of migrant children	1
Conference P.	Examining educational, social, and health-related (integration, discrimination, education opportunity, anxiety, etc.) experiences or challenges faced by migrant children	1
	Examining parents', migrant students', educators', or other people's views/experiences on the education of migrant children	1
	Examining the ways how to create effective learning environments/opportunities for migrant children	1
	Examining or offering national and/or international policies/strategic documents and systems regarding the education of migrant children	1
Book	Examining educational, social, and health-related (integration, discrimination, education opportunity, anxiety, etc.) experiences or challenges faced by migrant children	1
Book C.	Examining educational, social, and health-related (integration, discrimination, education opportunity, anxiety, etc.) experiences or challenges faced by migrant children	2
Master's T.	Examining educational, social, and health-related (integration, discrimination, education opportunity, anxiety, etc.) experiences or challenges faced by migrant children	8
	Examining the ways how to create effective learning environments/opportunities for migrant children	2
	Examining parents', students', educators', or other people's views on the education of migrant children	2
	Examining the academic success of migrant children	1
Doctoral D.	Examining existing studies regarding education, sociology, religion, and migration	1
	Examining educational, social, and health-related (integration, discrimination, education opportunity, anxiety, etc.) experiences or challenges faced by migrant children	6
	Examining parents', students', educators', or other people's views on the education of migrant children	3
	Examining or offering national and/or international policies regarding the education of migrant children	2
	The role of government institutions or non-governmental organizations in improving the quality of education of migrant children	2
	Examining parental involvement and parental education on the education of migrant children	2
Total		97

Note. A.: Article, C.: Chapter, D.: Dissertations.: P.: Papers, T.: Theses

Table 3 shows that majority of publications regarding the education of migrant children were about examining educational, social, and health-related (integration, discrimination, education opportunity, anxiety, etc.) experiences or challenges faced by migrant children. At this point, the literature indicates that there are 31 academic publications including 13 peer-reviewed articles, one conference paper, one book, two book chapters, eight master's theses, and six doctoral dissertations that mainly aimed to examine this topic. The current literature also demonstrates that the second major research purpose addressed by different types of academic publications was related to parents', students', educators', or other people's views on the education of migrant children. In this context, there are 18 academic publications including 12 peer-reviewed articles, one conference paper, two master's theses, and three doctoral dissertations. The third most examined topic in academic publications is examining or offering national and/or international policies/strategic documents and systems regarding the education of migrant children. Table 3 shows 14 academic publications including 11 peer-reviewed articles, one conference paper, and two doctoral dissertations regarding this particular purpose.

Table 3 also indicates that a limited number of academic publications focused on different issues aimed to discover different dimensions related to the education of migrant children. From this perspective, the academic success of migrant children, the ways how to create effective learning environments/opportunities for migrant children, the roles of educational institutions in supporting the education of migrant children, the structural characteristics and roles of migrant families in the education of migrant children, existing studies regarding education, sociology, religion, and migration, the role of parental involvement and parental education on the education of migrant children, the role of government institutions or non-governmental organizations in improving the quality of education of migrant children were some of the least examined topics in different types of academic publications.

The Examination of the Academic Publications by Research Approaches

The frequency distribution of academic publications by their research approaches is shown in Table 4 below:

Table 4. The Frequency Distribution of Academic Publications by Research Approaches

Publication Type	Research Approaches	f
Peer-reviewed A.	Qualitative	43
	Quantitative	13
	Mixed	5
Conference P.	Qualitative	3
	Quantitative	1
Book	Qualitative	1
Book C.	Qualitative	2
Master's T.	Qualitative	12
	Quantitative	2
Doctoral D.	Qualitative	12
	Mixed	2
	Quantitative	1
Total		97

Note. A.: Article, C.: Chapter, D.: Dissertations.: P.: Papers, T.: Theses

Table 4 shows that the primary research approach used in most of the peer-reviewed articles was qualitative (f:43). The second most used research approach adopted by peer-reviewed articles was quantitative (f:13) whereas the least preferred research approach in peer-reviewed articles was mixed method approach (f:5). In conference papers, the study revealed that most of the conference papers have been configured in the scope of the qualitative research approach (f:3) while only one preferred to use quantitative research approach (f:1). The book in the study sample has been configured in light of the qualitative research approach (f:1). For the academic studies in the book chapter type, all book chapters have been configured in the scope of the qualitative research approach (f:2). In terms of master's theses,

most master's theses were qualitative (f:12). In contrast, only two master's theses used the quantitative research approach (f:2). Lastly, most of the doctoral dissertations regarding the education of migrant children have been completed in qualitative research approach (f:12). In the remaining three doctoral dissertations, it is seen that there were two mixed research approaches and one quantitative research approach used by researchers.

Qualitative methodology is the most adopted methodology in academic studies examining the education of migrant children. The main reason why the qualitative research approach dominates the quantitative research approach can be associated with the deep and complex structure of all kinds of data collected, evaluated, and obtained from people as social and intellectual beings. In this context, finding and presenting quantitative results may not help to create a general and detailed perspective of what difficulties these special groups face in the new environment where they start to build a new life. Therefore, designing and conducting academic studies in a qualitative structure would be a better option to not only pay attention to the comprehensive problems of migrant children but also offer constructive reform initiatives to resolve the complex issues they encounter.

The Examination of the Academic Publications by Study Sample(s)/Participant(s)

The frequency distribution of academic publications by their study sample(s)/participant(s) is shown in Table 5 below:

Table 5. The Frequency Distribution of Academic Publications by Study Sample(s)/Participant(s)

Publication Type	Study Sample(s)/Participant(s)	f
Peer-reviewed A.	Mixed groups (migrant children in schools or not / parents / teachers / specialists / school administrators / NGO workers / documents, etc.)	25
	Documents (Policies, programs, textbooks, relevant literature, etc.)	17
	Migrant children (Students or non-students)	8
	Teachers / Educators / Educational specialists	4
	Migrant families	4
	Teachers / Educators / Educational specialists – Document(s)	2
	People in the Society	1
Conference P.	Documents (Policies, programs, textbooks, relevant literature, etc.)	2
	Mixed groups (migrant children in schools or not / parents / teachers / specialists / school administrators / NGO workers / documents, etc.)	1
	Migrant families	1
Book	Mixed groups (migrant children in schools or not / parents / teachers / specialists / school administrators / NGO workers / documents, etc.)	1
Book C.	Mixed groups (migrant children in schools or not / parents / teachers / specialists / school administrators / NGO workers / documents, etc.)	2
	Documents (Policies, programs, textbooks, relevant literature, etc.)	2
Master's T.	Documents (Policies, programs, textbooks, relevant literature, etc.)	5
	Mixed groups (migrant children in schools or not / parents / teachers / specialists / school administrators / NGO workers / documents, etc.)	5
	Teachers / Educators / Educational specialists	2
	Children of migrant workers	1
	Migrant families	1
Doctoral D.	Mixed groups (migrant children in schools or not in schools/ parents / teachers / specialists / school administrators / NGO workers / documents, etc.)	10
	Migrant children (Student or non-students)	3
	Documents (Policies, programs, textbooks, relevant literature, etc.)	2
Total		97

Note. A.: Article, C.: Chapter, D.: Dissertations.: P.: Papers, T.: Theses

Table 5 displays that most academic publications in peer-reviewed article type (f:25) have preferred to focus on mixed groups as their research participants/study samples. The second most used study sample(s)/participant(s) in peer-reviewed articles were the documents (f:17). At the same time, migrant children (students or non-students) (f:8), teachers/educators/educational specialists (f:4), migrant families (f:4), teachers/educators/educational specialists-documents (f:2), people in society (f:1) were the least used study sample(s)/participant(s). According to Table 5, two conference papers included documents, whereas one conference paper worked with mixed groups, and another worked with migrant families as study samples. The one book in the reviewed literature included mixed groups. In the book chapters examined, the researchers selected mixed groups as their study participants (f:2). In the scope of the master's thesis, most of the publications focused on documents (f:5), and mixed groups (f:5) as study sample(s)/participant(s). However, one master's thesis included children of migrant workers and the other included migrant families. Lastly, most doctoral dissertations focused on mixed groups (f:10) similar to other publications. In contrast, migrant children (f:3) and documents (f:2) have been least used.

The most selected and used study sample/participant in academic studies on the education of migrant children consisted of mixed groups (migrant children in schools or not in schools / parents / teachers / specialists / school administrators / NGO workers / documents, etc.). A comprehensive analysis of the positive and negative aspects of the education of migrant children requires establishing different research areas that will consider the roles and influences of each environment or person who may have dominant power over this population. For instance, it would not be surprising to argue that migrant children spend most of their time in educational environments with their teachers and friends like their domestic peers. Therefore, observing and analyzing the effects of these variables on migrant children by providing participant diversity in academic settings would offer more insights into understanding negative and positive situations that directly or indirectly shape the education of migrant children.

The Examination of the Academic Publications by Data Collection Method(s)

The frequency distribution of academic publications by their data collection method(s) is shown in Table 6 below:

Table 6. The Frequency Distribution of Academic Publications by Data Collection Method(s)

Publication Type	Data Collection Method(s)	<i>f</i>	
Peer-reviewed A.	Document Review(s)	17	
	Interview(s)	7	
	Document Review(s) and Interview(s)	6	
	Survey(s)	5	
	Survey(s) and Interview(s)	4	
	Observation(s) and Interview(s)	2	
	Standardized Test Score(s) - Survey(s) – Information Sheet(s)	2	
	Observation(s) – Interview(s) – Document Review(s)	2	
	Questionnaire(s)	1	
	Reflective Dialogue(s)	1	
	Storytelling Method(s)	1	
	Interview(s) and Focus Group(s)	1	
	Standardized Test Score(s) and Survey(s)	1	
	Standardized Test Score(s) and Interview(s)	1	
	Standardized Test Score(s) - Survey(s) – Interview(s)	1	
	Survey(s) – Interview(s) – Questionnaire(s) – Scale(s)	1	
	Document Review(s) - Interview(s) – Survey(s) - Focus Group(s)	1	
	Observation(s) – Interview(s) – Survey(s)	1	
	Observation(s) – Interview(s) – Questionnaire(s)	1	
	Document Review(s) - Interview(s) – Focus Group(s) – Observation(s)	1	
	Observation(s) – Interview(s) – Discussion(s) – Photograph(s) – Charter(s)	1	
	Interview(s) – Focus Group(s) – E-mail Communication(s) – Discussion(s)	1	
	Photo Elicitation(s) and Interview(s)	1	
Document Review(s) - Interview(s) – Focus Group(s) - Literature Review(s)	1		
Conference P.	Document Review(s)	2	
	Document Review(s) and Interview(s)	1	
	Interview(s) and Questionnaire(s)	1	
Book	Document Review(s) and Interview(s)	1	
Book C.	Document Review(s) - Interview(s) – Observation(s)	2	
Master's T.	Document Review(s)	5	
	Interview(s)	4	
	Survey(s) and Interview(s)	1	
	Interview(s) and Observation(s)	1	
	Proficiency test(s)/Diagnostic test(s)	1	
	Document Review(s) - Interview(s) – Focus Group(s)	1	
	Observation(s) – Interview(s) – Field Note(s) - Document Review(s)	1	
	Doctoral D.	Document Review(s) – Interview(s) - Observation(s)	3
		Document Review(s)	2
		Document Review(s) and Interview(s)	2
Interview(s) and Questionnaire(s)		1	
Interview(s) and Observation(s)		1	
Participatory Storytelling Method(s)		1	
Document Review(s) – Interview(s) - Observation(s) – Focus Group(s)		1	
Observation(s) – Interview(s) – Field Note(s) – Informal Dialogue(s)		1	
Scale(s) – Test(s) – Interview(s) - Observation(s) – Letter(s) – Other Assessment Tool(s)		1	
Questionnaire(s) – Interview(s) – Focus Group(s)		1	
Narrative Inquiry – Document Review(s) – Discussion(s) – Interview(s) – Field Observation(s)		1	
Total		97	

Note. A.: Article, C.: Chapter, D.: Dissertations.: P.: Papers, T.: Theses

Table 6 represented that most of the publications in peer-reviewed article type have gathered the required data using the document review method (f:17). Besides, the second most used data collection tool was the interview(s) (f:7). The results also reflected that some of the least used data collection tools in peer-reviewed articles were questionnaire(s) (f:1), interview(s) and focus group(s) (f:1), standardized tests score(s) - interview(s) (f:1), standardized test score(s) – survey(s) (f:1). In terms of conference papers, two publications used document review(s) (f:2), one publication used both document review(s) and interview(s) (f:1), and one publication used both interview(s) and questionnaire(s) (f:1). In the book reviewed, Table 6 shows that it preferred to use document review(s) and interview(s) together. In the scope of the book chapters, two book chapters aimed to gather the relevant data from selected populations using three different data collection tools that included document review(s) - interview(s) -observation(s). In majority of master's theses, the researchers adopted document review(s) (f:5), interview(s) (f:4), while some researchers adopted surveys and interviews (f:1), observations and interview(s) (f:1), proficiency test(s)/diagnostic test(s) (f:1). Lastly, three doctoral dissertations have gathered data using document review(s) – interview(s) - observation(s), two doctoral dissertations have preferred to choose the document review(s) as the only data collection tool, two doctoral dissertations have used document review(s) and interview(s), and one has solely used participatory storytelling method(s). The rest of the doctoral dissertations benefit from the unity of two and more than two data collection methods to gather the data from the study participant(s) or study sample(s).

The Examination of the Academic Publications by Data Analysis Method(s)

The frequency distribution of the academic publications by their data analysis method(s) is shown in Table 7 below:

Table 7. The Frequency Distribution of Academic Publications by Data Analysis Method(s)

Publication Type	Data Analysis Method(s)	f
Peer-reviewed A.	Qualitative Document Analysis	15
	Qualitative Thematic Analysis	10
	Quantitative Descriptive Statistics and Quantitative Parametric Statistics	10
	Qualitative Narrative Analysis	6
	Qualitative Narrative Analysis and Qualitative Document Analysis	6
	Qualitative Narrative Analysis and Quantitative Descriptive Statistics	4
	Quantitative Descriptive Statistics	3
	Quantitative Parametric Statistics	2
	Qualitative Content Analysis	1
	Qualitative Descriptive Analysis	1
	Qualitative Thematic Analysis and Qualitative Document Analysis	1
	Qualitative Narrative Analysis - Quantitative Descriptive Statistics – Quantitative Parametric Statistics	1
	Qualitative Grounded Theory Analysis	1
Conference P.	Qualitative Descriptive Analysis	1
	Qualitative Document Analysis	1
	Qualitative Document Analysis and Qualitative Content Analysis	1
	Quantitative Parametric Statistics and Qualitative Narrative Analysis	1
Book	Qualitative Narrative Analysis and Qualitative Document Analysis	1
Book C.	Qualitative Narrative Analysis	1
	Qualitative Narrative Analysis and Qualitative Document Analysis	1
Master's T.	Qualitative Document Analysis	3
	Qualitative Thematic Analysis	3
	Qualitative Descriptive Analysis	2
	Quantitative Descriptive Statistics and Quantitative Parametric Statistics	2
	Qualitative Content Analysis	1
	Qualitative Narrative Analysis	1
	Quantitative Descriptive Statistics and Qualitative Content Analysis	1
	Qualitative Thematic Analysis and Qualitative Document Analysis	1

Table 7. Continued

Publication Type	Data Analysis Method(s)	<i>f</i>
Doctoral D.	Qualitative Thematic Analysis	5
	Qualitative Document Analysis	2
	Qualitative Content Analysis	1
	Qualitative Narrative Analysis	1
	Qualitative Grounded Theory Analysis	1
	Qualitative Thematic Analysis and Qualitative Document Analysis	1
	Qualitative Structural Analysis	1
	Quantitative Parametric Statistics and Qualitative Content Analysis	1
	Quantitative Descriptive Statistics – Quantitative Parametric Statistics	1
	Quantitative Descriptive Statistics – Quantitative Parametric Statistics – Quantitative Nonparametric Statistics – Qualitative Content Analysis	1
	Total	97

Note. A.: Article, C.: Chapter, D.: Dissertations.: P.: Papers, T.: Theses

Table 7 shows that most of the peer-reviewed articles examined in terms data analysis methods have preferred to choose qualitative document analysis method (f:15), qualitative thematic analysis method (f:10), and both quantitative descriptive statistics and quantitative parametric statistics (f:10). The fourth most selected data analysis method in peer-reviewed articles was the qualitative narrative analysis method (f:6) and qualitative narrative analysis – qualitative document analysis methods (f:6). When the conference papers were examined, there was no common tendency in terms of preferred data analysis method. All four conference papers used a combination of different methods to analyze the data. In the examined book, the results showed that it used two data analysis methods together: qualitative narrative analysis and qualitative document analysis. In terms of book chapters, the results found that one publication (f:1) preferred to evaluate the data using qualitative narrative analysis. The other one (f:1) has evaluated the data using both qualitative narrative analysis and qualitative document analysis. Table 7 demonstrated that the qualitative document analysis (f:3) and the qualitative thematic analysis (f:3) were the most used data analysis methods in master's theses. In doctoral dissertations, the vast majority of the publications in this category have chosen to use qualitative thematic analysis (f:5). However, no general tendency regarding the data analysis methods has been determined in the rest of the doctoral dissertations.

Conclusion, Discussion, and Suggestions

The examination of current research on the education of migrant children is essential to understand the question of how these children's education can be improved globally. To draw a general perspective regarding the current research activities on this particular subject, this study focused on the publications between 2013-2023 and scanned various academic publications from six national and international databases. These databases included ERIC, Taylor & Francis Online, TRDizin, ProQuest Dissertations & Theses Global, the Council of Higher Education National Thesis Center, and Google Scholar. The findings showed that peer-reviewed articles published in different academic journals worldwide were the most published publication types that shed light on various issues regarding the education of migrant children. The second and third most published publication types on this examined topic were in doctoral dissertations and master's theses. Therefore, peer-reviewed articles, doctoral dissertations, and master's theses were in the top three publication types among all the other types of publications. Most researchers desired to shed light on the current views, issues, and solution suggestions regarding the education of migrant children. Consequently, most researchers tended to create and publish original studies to make more apparent the current status of the education of migrant children worldwide.

Although the academic studies examined had a wide variety in terms of the research purposes, this study revealed that the most focused purpose within these studies is about examining educational, social, and health-related (integration, discrimination, education opportunity, anxiety, etc.) experiences or challenges faced by migrant children (f:31). The second most examined research purposes were about the examining parents', migrant students', educators', or other people's views on the education of migrant children (f:18). These results showed that 50.52% of academic studies aimed to draw attention to the various problems that migrant children experience in different social environments and to explore people's opinions (i.e., parents, educators, and other people) regarding the education of migrant children. The results also indicated that some of the least focused research purposes were about examining the characteristics of educational programs in different disciplines offered to migrant children and the role of government institutions/non-governmental organizations in improving the quality of education of migrant children. Even if there were a quantitatively adequate number of academic studies that aimed to shed light on migrant children's current problems in different social environments, not adequately focused on those listed topics might be the reasons for various issues. For instance, not aiming to explore the positions and understanding of government institutions or non-governmental organizations regarding the education of migrant children may be the main reason why migrant children who had to adapt themselves to foreign educational settings, and cultural and social beliefs are exposed to a variety of educational achievement and equality problems when compared to their non-migrant peers, as different studies showed (Liu et al., 2017; Ma & Wu, 2020; Ma et al., 2018; Park & Sandefur, 2010; Pásztor, 2008). Thus, giving importance to these least examined research purposes (e.g., examining the characteristics of educational programs in different disciplines offered to migrant children, examining parental involvement and parental education on the education of migrant children, or examining the ways how to create effective learning environments/opportunities for migrant children) may broaden people's and authorities' horizons in migrant-receiving countries in terms of creating and offering more equal educational opportunities and experiences to migrant children.

In terms of research approaches, this study showed that 75.26% of the academic studies examined had been configured as qualitative whereas the least minority of them had been written by choosing quantitative research approaches (17.53%) and mixed research approaches (7.22%). Since reaching a comprehensive understanding regarding specific issues through participants' different actions or reactions, including their thoughts, experiences, or perspectives, from an expanded framework is one of the core dynamics of qualitative research (Creswell, 2014), this result means that most of the researchers who paid attention to the education of migrant children aimed to explore the roots and possible solutions of this issue. Therefore, academic studies on the education of migrant children focused on discovering cases, problems, and hidden points of particular issues to understand and catch new perspectives by going into their roots.

Most of the academic studies reviewed had preferred to choose their research participants from mixed groups that generally included migrant children in schools, their parents, teachers, specialists, school administrators, NGO workers, representatives, and documents. This research concluded that 45.36% of the examined studies used mixed groups, and 26.8% of the studies gathered data from documents (e.g., policies, programs, textbooks, relevant literature). However, migrant families (6.19%), children of migrant workers (1.03%), and various people in different societies (1.03%) were some of the least examined study participants. Regarding these results, it is possible to argue that working on mixed groups in most studies can be beneficial in exploring both observable and hidden relationships among different variables, and this may allow researchers to offer much more understanding by solving the existing problems by closely working on these relationships. However, not focusing on specific groups, such as migrant communities, migrant families, or children of migrant workers, may cause them to not understand how family, culture, social status, and environment could affect the education of migrant children. The reason is that cultural backgrounds and family characteristics (e.g., socio-economic background, educational support) can be considered some of the key elements that likely affect the

future education of im/migrant children, as supported by many studies (Cheng, 2011; Fang et al., 2017; Kewalramani & Phillipson, 2020; Triventi et al., 2022).

The study outcomes revealed that there was no general tendency in terms of data collection methods used in the reviewed studies. The most chosen data collection methods in different types of academic studies were document reviews (26.8%), interviews (11.34%), and document reviews – interviews (10.31%), whereas other studies chose to utilize a combination of multiple data collection methods. In the scope of the data analysis methods, the results revealed that the majority of the academic studies analyzed their data through qualitative document analysis (21.65%), qualitative thematic analysis (18.56%), quantitative descriptive statistics and quantitative parametric statistics (13.40%), and qualitative narrative analysis (9.28%). Focusing on different types of texts, often including policies, reforms, or other implementations, through document reviews can raise current awareness by shedding light on issues that need to be improved toward migrant children and their well-being in educational settings. However, lack of preference for quantitative analysis methods may not contribute to the existing literature at a high level as it may restrict researchers from discovering general trends or different approaches regarding the education of migrant children through large sample groups. Besides, improving the variety in qualitative analysis methods can offer researchers wide opportunities by allowing them to explore interconnected relationships between more than two individuals or groups and reveal their intimate thoughts. Revealing people's thoughts or tendencies through different qualitative data analysis methods can directly and positively affect the social, economic, and educational situations of migrant children in the short or long term by creating a shaping force in existing policies or practices.

Based on the results discussed above, this study offers some recommendations to increase the effectiveness and quality of the education of migrant children from different perspectives:

- Most of the master's theses and doctoral dissertations prepared on the education of migrant children focus on the same/similar topics. For this reason, specific importance should be given to ensuring a topic variety in future graduate theses to discover the hidden problems that migrant children experience in educational environments and the points that need improvement. For example, the role of government institutions or NGOs in improving the quality of education of migrant children or the effects of parental involvement/parental education on the education of migrant children can be potential research topics for master's theses or doctoral dissertations.
- In addition to the more frequently written topics, researchers should put forward more comprehensive contributions to the education of migrant children by working on different and more specific research purposes (e.g., the characteristics of educational programs in different disciplines offered to migrant children, or the role of government institutions or non-governmental organizations in improving the quality of education).
- Due to the lack of academic studies showing what types of pedagogical initiatives can be created and implemented to improve the quality of education of migrant children, future academic studies should consider working on this particular issue.
- In addition to the high volume of various qualitative academic studies in the existing literature, researchers should also design quantitative academic studies as this could be useful to reveal a more general view from more expanded study participants or study groups regarding both positive and negative factors associated with the education of migrant children.
- Researchers should consider preparing more academic studies by selecting participants from migrant communities, different social structures, and children of migrant families from various social/economic backgrounds. Focusing on these specific universes may show how cultural, social, and economic dynamics can be related to different educational issues against migrant children. Considering these factors, not only innovative and inclusive educational programs for migrant children can be redesigned but also the quality and equality of education can be obtained in the short term.

References

- *Aarsæther, F. (2021). Learning environment and social inclusion for newly arrived migrant children placed in separate programmes in elementary schools in Norway. *Cogent Education*, 8(1), 1-16. <https://doi.org/10.1080/2331186X.2021.1932227>
- Adams, L., & Kirova, A. (2006). *Global migration and education: Schools, children, and families* (1st ed.). Routledge. <https://doi.org/10.4324/9780203824894>
- *Åkerblom, A., & Harju, A. (2021). The becoming of a Swedish preschool child? Migrant children and everyday nationalism. *Children's Geographies*, 19(5), 514-525. <https://doi.org/10.1080/14733285.2019.1566517>
- *Arphattananon, T. (2022). Education of migrant children from Myanmar in Thai government schools. *Manusya: Journal of Humanities*, 24(3), 409-425. <https://doi.org/10.1163/26659077-24030008>
- *Aslan, F. (2019). *İlkokul ve ortaokula devam eden göçmen çocukların eğitim sorunlarına yönelik okul yöneticilerinin görüşleri* (Thesis No. 587647) [Master's thesis, Gazi University]. Council of Higher Education National Thesis Center.
- Beverelli, C. (2022). Pull factors for migration: The impact of migrant integration policies. *Economics & Politics*, 34(1), 171-191. <https://doi.org/10.1111/ecpo.12191>
- Bravo-Moreno, A. (2009). Transnational mobilities: Migrants and education. *Comparative Education*, 45(3), 419-433. <https://doi.org/10.1080/03050060903184981>
- Bronen, R. (2010). Forced migration of Alaskan indigenous communities due to climate change. In T. Afifi & J. Jäger (Eds.), *Environment, forced migration and social vulnerability* (pp. 87-98). Springer. https://doi.org/10.1007/978-3-642-12416-7_7
- Burzyński, M., Deuster, C., Docquier, F., & de Melo, J. (2022). Climate change, inequality, and human migration. *Journal of the European Economic Association*, 20(3), 1145-1197. <https://doi.org/10.1093/jeea/jvab054>
- Calderón, V., Gafaro, M., & Ibáñez, A. M. (2011). *Forced migration, female labor force participation, and Intra-household bargaining: Does conflict empower women?* (Document CEDE No. 2011-28). Universidad de los Andes, Facultad de Economía. <https://doi.org/10.2139/ssrn.1917615>
- *Cankar, F., Deutsch, T., Dečman Dobrnjič, O., & Setnikar Cankar, S. (2013). Education of migrant children in an international primary school programme: Comparison with a Slovenian primary school. *Two Homelands*, (38), 153-165. <https://ojs.zrc-sazu.si/twohomelands/article/view/10848>
- Carr, D. (2009). Population and deforestation: Why rural migration matters. *Progress in Human Geography*, 33(3), 355-378. <https://doi.org/10.1177/0309132508096031>
- Castles, S. (2006). Global perspectives on forced migration. *Asian and Pacific Migration Journal*, 15(1), 7-28. <https://doi.org/10.1177/011719680601500102>
- *Caumont Stipanovic, L. M. (2020). *The myriad meanings of inclusion: Educators' beliefs and practices regarding inclusive education for migrant students in Uruguay's early childhood and primary education public schools* (Publication No. 27956915) [Doctoral dissertation, Columbia University]. ProQuest Dissertations & Theses Global.
- *Chang, L., & Bu, Q. (2020). Review on the compulsory education status of migrant workers' children in Chinese cities. *Science Insights Education Frontiers*, 7(2), 861-877. <https://doi.org/10.15354/sief.20.re022>
- *Chen, Y., & Feng, S. (2013). Access to public schools and the education of migrant children in China. *China Economic Review*, (26), 75-88. <https://doi.org/10.1016/j.chieco.2013.04.007>
- *Chen, Y., & Feng, S. (2019). The education of migrant children in China's urban public elementary schools: Evidence from Shanghai. *China Economic Review*, (54), 390-402. <https://doi.org/10.1016/j.chieco.2019.02.002>

- *Chen, Y., Feng, S., & Han, Y. (2019). Research on the education of migrant children in China: A review of the literature. *Frontiers of Economics in China*, 14(2), 168-202. <https://journal.hep.com.cn/fec/EN/10.3868/s060-008-019-0010-7>
- Chen, Y. P., & Liang, Z. (2007). Educational attainment of migrant children: The forgotten story of China's urbanization. In E. Hannum & A. Park (Eds.), *Education and reform in China* (pp. 117-132). Routledge.
- Cheng, H. (2011). Educational barriers for migrant children in China: A mixed-method analysis focused on ethnic minorities. In T. Huang & A. W. Wiseman (Eds.), *The impact and transformation of education policy in China* (Vol. 15, pp. 267-312). Emerald Group Publishing Limited. [https://doi.org/10.1108/S1479-3679\(2011\)0000015014](https://doi.org/10.1108/S1479-3679(2011)0000015014)
- *Chiyangwa, B. (2018). *Mozambican migrant children's access to education in Bushbuckridge, Mpumalanga: A case study of Buffelshoek Trust OVC Educational Support Programme* (Publication No. 28281286) [Master's thesis, University of Johannesburg]. ProQuest Dissertations & Theses Global.
- Cillo, R. (2021). Mandatory mobility? The case of immigrant posted workers sent from Italy to Belgium in the construction sector. *International Migration*, 59(6), 156-171. <https://doi.org/10.1111/imig.12935>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge. <https://doi.org/10.4324/9780203029053>
- Conte, A., & Migali, S. (2019). The role of conflict and organized violence in international forced migration. *Demographic Research*, (41), 393-424. <https://doi.org/10.4054/DemRes.2019.41.14>
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). SAGE Publications.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- *Curd-Christiansen, X. L. (2020). Educating migrant children in England: Language and educational practices in home and school environments. *International Multilingual Research Journal*, 14(2), 163-180. <https://doi.org/10.1080/19313152.2020.1732524>
- DeJesus, K. M. (2018). Forced migration and displacement in Africa: Contexts, causes and consequences. *African Geographical Review*, 37(2), 79-82. <https://doi.org/10.1080/19376812.2018.1447332>
- Delazeri, L. M. M., Da Cunha, D. A., & Oliveira, L. R. (2022). Climate change and rural-urban migration in the Brazilian Northeast region. *GeoJournal*, 87(3), 2159-2179. <https://doi.org/10.1007/s10708-020-10349-3>
- de Miguel-Luken, V., & Solana-Solana, M. (2017). Immigrants in the educational system in Spain: Who persists?. *Social Indicators Research*, 132(2), 733-755. <https://doi.org/10.1007/s11205-016-1323-4>
- *Demintseva, E. (2020). Educational infrastructure created in conditions of social exclusion: 'Kyrgyz clubs' for migrant children in Moscow. *Central Asian Survey*, 39(2), 220-235. <https://doi.org/10.1080/02634937.2019.1697643>
- Demircioğlu, E., & Altuntaş Gürsoy, İ. (2023). General trends in research on the fact of migration in Turkish and social studies education. *Psycho-Educational Research Reviews*, 12(1), 306-320. https://doi.org/10.52963/PERR_Biruni_V12.N1.19
- *Demirel, S. (2022). *Göçmen çocuklara yaygınlaştırılan şartlı eğitim yardımı programı'nın çocuklar üzerindeki etkisini anlamaya yönelik nitel bir araştırma* (Thesis No. 777630) [Master's thesis, Ankara Yıldırım Beyazıt University]. Council of Higher Education National Thesis Center.
- Devine, D. (2013). 'Value'ing children differently? Migrant children in education. *Children & Society*, 27(4), 282-294. <https://doi.org/10.1111/chso.12034>
- *Ding, M. (2015). *Education of migrant children in China* (Publication No. 28265639) [Master's thesis, McGill University]. ProQuest Dissertations & Theses Global.

- Domínguez-Mujica, J., Guerra-Talavera, R., & Parreño-Castellano, J. M. (2014). Migration at a time of global economic crisis: The situation in Spain. *International Migration*, 52(6), 113-127. <https://doi.org/10.1111/imig.12023>
- *Donzuso, N. N. (2015). 'Equality of opportunities' in education for migrant children in China. *Global Social Welfare*, 2(1), 9-13. <https://doi.org/10.1007/s40609-014-0012-y>
- Dustmann, C., & Glitz, A. (2011). Migration and education. In E. A. Hanushek, S. Machin, & L. Woessmann (Eds.), *Handbook of the economics of education* (Vol. 4, pp. 327-439). Elsevier. <https://doi.org/10.1016/B978-0-444-53444-6.00004-3>
- Duszczyc, M., & Kaczmarczyk, P. (2022). The war in Ukraine and migration to Poland: Outlook and challenges. *Intereconomics*, 57(3), 164-170. <https://doi.org/10.1007/s10272-022-1053-6>
- *Eroğlu, Ö. B. (2018). *Göçle gelen çocukların eğitim sorunları ve çözüm önerileri (Mersin ili örneği)* (Thesis No. 528270) [Master's thesis, Gazi University]. Council of Higher Education National Thesis Center.
- *Esen, S. (2020). *Suriyeli çocukların Türk Eğitim sistemine entegrasyonu (uyumu) ve yaşanan sorunlar (Konya ili örneği)* (Thesis No. 641584) [Master's thesis, Necmettin Erbakan University]. Council of Higher Education National Thesis Center.
- *Faas, D., Sokolowska, B., & Darmody, M. (2015). 'Everybody is available to them': Support measures for migrant students in Irish secondary schools. *British Journal of Educational Studies*, 63(4), 447-466. <https://doi.org/10.1080/00071005.2015.1049974>
- Fang, L., Sun, R. C. F., & Yuen, M. (2017). "Be useful to society": Parental academic involvement in rural to urban migrant children's education in China. *Asia Pacific Education Review*, 18(3), 361-371. <https://psycnet.apa.org/doi/10.1007/s12564-017-9491-8>
- *Forsberg, S. (2022). The symbolic gift of education in migrant families and compromises in school choice. *British Journal of Sociology of Education*, 43(5), 700-717. <https://doi.org/10.1080/01425692.2022.2051432>
- *Free, J. L., & Križ, K. (2022). The not-so-hidden curriculum: How a public school system in the United States minoritizes migrant students. *Equity & Excellence in Education*, 55(1-2), 50-72. <https://doi.org/10.1080/10665684.2022.2047409>
- *Gao, Y. (2018). *Education problems of migrant children in China* (Publication No. 10828901) [Master's thesis, University of Washington]. ProQuest Dissertations & Theses Global.
- *Gilsenan, J., & Lee, F. (2021). Exploring the experiences of recently arrived Latin American migrant parents regarding their children's education. *Educational Psychology in Practice*, 37(2), 221-233. <https://doi.org/10.1080/02667363.2021.1875993>
- *Gluckman, M. (2021). *Education on the move: Informal learnings of Honduran child migrants in-transit* (Publication No. 28860850) [Doctoral dissertation, University of California San Diego]. ProQuest Dissertations & Theses Global.
- *Gong, X., Zhang, H., & Yao, H. (2015). The determinants of compulsory education performance of migrant children in Beijing: An analysis of two cohorts. *International Journal of Educational Development*, 45, 1-15. <https://doi.org/10.1016/j.ijedudev.2015.09.002>
- *Goodburn, C. (2016). Educating migrant children: The effects of rural-urban migration on access to primary education. In S. Guo & Y. Guo (Eds.), *Spotlight on China: Changes in education under China's market economy* (pp. 365-380). Sense Publishers. https://doi.org/10.1007/978-94-6209-881-7_21
- Gouwens, J. A. (2001). *Migrant education: A reference handbook*. ABC-CLIO Inc. <https://doi.org/10.5040/9798216978121>
- Graneheim, U. H., Lindgren, B.-M., & Lundman, B. (2017). Methodological challenges in qualitative content analysis: A discussion paper. *Nurse Education Today*, (56), 29-34. <https://doi.org/10.1016/j.nedt.2017.06.002>

- Green, P. E. (2003). The undocumented: Educating the children of migrant workers in America. *Bilingual Research Journal*, 27(1), 51-71. <https://doi.org/10.1080/15235882.2003.10162591>
- *Gu, X., & Yeung, W. J. J. (2020). Hopes and hurdles: Rural migrant children's education in urban China. *Chinese Sociological Review*, 52(2), 199-237. <https://doi.org/10.1080/21620555.2019.1680970>
- *Guo, S. (2014). Revisioning education for all in the age of migration: Global challenges and opportunities for lifelong learning. *International Review of Education*, 60(4), 481-497. <https://doi.org/10.1007/s11159-014-9441-1>
- *Gutierrez, L. (2016). "Use my name, they need to know who I am!": Latina/o migrant and seasonal farmworker youth at the interstices of the educational pipeline (Publication No. 10153351) [Doctoral dissertation, Michigan State University]. ProQuest Dissertations & Theses Global.
- *Hanna, H. (2020). Crossing the border from 'migrant' to 'expert': Exploring migrant learners' perspectives on inclusion in a primary school in England. *Children's Geographies*, 18(5), 544-556. <https://doi.org/10.1080/14733285.2018.1548693>
- *Hanna, H. (2023). Being a migrant learner in a South African primary school: Recognition and racialisation. *Children's Geographies*, 21(3), 518-532. <https://doi.org/10.1080/14733285.2022.2084601>
- *Harju, A., & Åkerblom, A. (2020). Opening up new spaces for languaging practice in early childhood education for migrant children. *International Journal of Early Years Education*, 28(2), 151-161. <https://doi.org/10.1080/09669760.2020.1765087>
- Hazans, M. (2016). Migration experience of the Baltic countries in the context of economic crisis. In M. Kahanec & K. F. Zimmermann (Eds.), *Labor migration, EU enlargement, and the Great Recession* (pp. 297-344). Springer. https://doi.org/10.1007/978-3-662-45320-9_13
- *Hu, B., & Wu, W. (2020). Parental support in education and social integration of migrant children in urban public schools in China. *Cities*, (106), 102870. <https://doi.org/10.1016/j.cities.2020.102870>
- *Ibrahim, H., Jing, Z., & Min, L. (2014). The education of migrant children. In *Proceedings of the International Conference on Logistics, Engineering, Management and Computer Science* (pp. 707-709). Atlantis Press. <https://doi.org/10.2991/LEMCS-14.2014.162>
- *Jiang, S. (2019). *Social networks and the right to education of rural-urban migrant children in Beijing, China*. [Doctoral dissertation, Universiteit Antwerpen]. <https://hdl.handle.net/10067/1656390151162165141>
- *Jin, X., Liu, H., & Liu, L. (2017). Family education support to rural migrant children in China: Evidence from Shenzhen. *Eurasian Geography and Economics*, 58(2), 169-200. <https://doi.org/10.1080/15387216.2017.1339621>
- *Kennedy, P., & Smith, K. (2019). The hope of a better life? Exploring the challenges faced by migrant Roma families in Ireland in relation to children's education. *Journal of Ethnic and Migration Studies*, 45(15), 2934-2952. <https://doi.org/10.1080/1369183X.2018.1471344>
- Kewalramani, S., & Phillipson, S. (2020). Parental role in shaping immigrant children's subject choices and career pathway decisions in Australia. *International Journal for Educational and Vocational Guidance*, 20(1), 79-99. <https://doi.org/10.1007/s10775-019-09395-2>
- Khuc, Q. V., Nguyen, M.-H., Le, T.-T., Nguyen, T.-L., Nguyen, T., Lich, H. K., & Vuong, Q.-H. (2022). Brain drain out of the blue: Pollution-induced migration in Vietnam. *International Journal of Environmental Research and Public Health*, 19(6), 3645. <https://doi.org/10.3390/ijerph19063645>
- *Kırkıç, A. P. (2019). *Analysis of migrant education in Turkey from the eyes of Syrian migrant families and children in Istanbul* (Thesis No. 606161) [Master's thesis, İstanbul Şehir University]. Council of Higher Education National Thesis Center.
- Kindler, A. L. (1995). Education of migrant children in the United States. *Directions in Language and Education*, 1(8). <https://files.eric.ed.gov/fulltext/ED394305.pdf>

- *Kiseleva, E. V., Osipova, M. N., & Emelianova, N. (2018). The right to education for migrant children in light of the latest general comments by the UN treaty bodies. In *Proceedings of the 2018 2nd International Conference on Management, Education and Social Science (ICMESS 2018)* (pp. 1768-1771). Atlantis Press. <https://doi.org/10.2991/icmess-18.2018.393>
- *Kontaş Azaklı, T. (2021). *Gezici mevsimlik tarım işçilerinin 36-72 aylık çocuklarına yönelik geliştirilen aile eğitim programının ve okul öncesi eğitim etkinliklerinin etkilerinin incelenmesi* (Thesis No. 687860) [Doctoral dissertation, Marmara University]. Council of Higher Education National Thesis Center.
- *Kozlova, M., & Ryabichenko, T. (2023). Multicultural ideology in the hidden curriculum of schoolbooks for migrant children. *Europe-Asia Studies*, 75(2), 271-289. <https://doi.org/10.1080/09668136.2022.2092596>
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed.). SAGE Publications.
- *Küçükıratlı, H. (2019). *Almanya'da Türk göçmen çocuklarında dil durumu ve dil edinim/öğrenim sorunları üzerine son on yılda yapılan çalışmalar* (Thesis No. 555646) [Master's thesis, Necmettin Erbakan University]. Council of Higher Education National Thesis Center.
- *Lai, F., Liu, C., Luo, R., Zhang, L., Ma, X., Bai, Y., Sharbono, B., & Rozelle, S. (2014). The education of China's migrant children: The missing link in China's education system. *International Journal of Educational Development*, (37), 68-77. <https://doi.org/10.1016/j.ijedudev.2013.11.006>
- *Langer-Buchwald, J. (2019). The situation of migrant children in the Hungarian and the Austrian education system: Multilingualism, interculturalism, and integration. *Hungarian Educational Research Journal*, 9(3), 434-461. <https://doi.org/10.1556/063.9.2019.3.39>
- *Lehman, B. R. (2015). *Teaching migrant children: Debates, policies, and practices in West Germany and Europe, 1949-1992* (Publication No. 3745982) [Doctoral dissertation, The University of North Carolina at Chapel Hill]. ProQuest Dissertations & Theses Global.
- *Li, L. (2022). To comply or not to comply? Migrants' responses to educational barriers in large cities in China. *Eurasian Geography and Economics*, 63(2), 271-284. <https://doi.org/10.1080/15387216.2021.2004183>
- *Li, M., & Xiong, Y. (2019). Producing the morally captive guest: Discourse and power in gratitude education of migrant children in Beijing. *The China Quarterly*, 240, 1018-1038. <https://doi.org/10.1017/S0305741019000304>
- *Li, S. (2018). *Education and identity of Myanmar migrant children in Samut Sakhon province* (Master's thesis, Chulalongkorn University). https://digital.car.chula.ac.th/chulaetd/2630?utm_source=digital.car.chula.ac.th%2Fchulaetd%2F2630&utm_medium=PDF&utm_campaign=PDFCoverPages
- Liu, J., & Jacob, W. J. (2013). From access to quality: Migrant children's education in urban China. *Educational Research for Policy and Practice*, 12(3), 177-191. <https://doi.org/10.1007/s10671-012-9136-y>
- *Liu, S., & Zhao, X. (2019). How far is educational equality for China? Analysing the policy implementation of education for migrant children. *Educational Research for Policy and Practice*, 18(1), 59-74. <https://doi.org/10.1007/s10671-018-9226-6>
- Liu, S., Liu, F., & Yu, Y. (2017). Educational equality in China: Analysing educational policies for migrant children in Beijing. *Educational Studies*, 43(2), 210-230. <https://doi.org/10.1080/03055698.2016.1248904>
- *Liu, T., Holmes, K., & Albright, J. (2015). Urban teachers' perceptions of inclusion of migrant children in the Chinese educational institution: A comparative study. *International Journal of Inclusive Education*, 19(9), 994-1008. <https://doi.org/10.1080/13603116.2015.1024762>
- *Liu, W., & Su, Y. (2014). School-based primary school sexuality education for migrant children in Beijing, China. *Sex Education*, 14(5), 568-581. <https://doi.org/10.1080/14681811.2014.934801>

- *Lwin, S., Sungtong, E., & Maitreephun, W. (2021). Accredited non-formal basic education for out-of-school migrant children in Thailand. In *Proceedings of the 6th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2021)* (pp. 547-550). Atlantis Press. <https://doi.org/10.2991/assehr.k.211110.140>
- Ma, G., & Wu, Q. (2020). Cultural capital in migration: Academic achievements of Chinese migrant children in urban public schools. *Children and Youth Services Review*, (116), 105196. <https://doi.org/10.1016/j.childyouth.2020.105196>
- Ma, Y., Hou, X., Huang, J., Wang, W., Li, Y., Zhou, X., & Du, X. (2018). Educational inequality and achievement disparity: An empirical study of migrant children in China. *Children and Youth Services Review*, (87), 145-153. <https://doi.org/10.1016/j.childyouth.2018.02.026>
- Malandrino, A. (2023). *Migrant languages in education: Problems, policies, and politics*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-031-15794-3>
- *Mao, X. (2022). *The role of school migrant composition in migrant students' school-related well-being* (Publication No. 29261842) [Doctoral dissertation, University of Missouri-Columbia]. ProQuest Dissertations & Theses Global.
- Martin, S. F. (2018). Forced migration and refugee policy. In G. Hugo, M. J. Abbasi-Shavazi, & E. P. Kraly (Eds.), *Demography of refugee and forced migration* (pp. 271-303). Springer International Publishing. https://doi.org/10.1007/978-3-319-67147-5_14
- *Martin, S., Horgan, D., O'Riordan, J., & Maier, R. (2023). Refugee and migrant children's views of integration and belonging in school in Ireland – and the role of micro- and meso-level interactions. *International Journal of Inclusive Education*, 1-20 <https://doi.org/10.1080/13603116.2023.2222304>
- *Maw, T. L. T. (2018). *Internal migrant children and their access to education: A case study of Hlaing Thar Yar township, Yangon, Myanmar* [Master's thesis, Chulalongkorn University]. <https://digital.car.chula.ac.th/chulaetd/2432>
- McClain, S. N., Bruch, C., Daly, E., May, J., Hamada, Y., Maekawa, M., Shiiba, N., Nakayama, M., & Tsiokanou, G. (2022). Migration with dignity: A legal and policy framework. *Journal of Disaster Research*, 17(3), 292-300. <https://doi.org/10.20965/jdr.2022.p0292>
- McIntyre, J., & Abrams, F. (2020). *Refugee education: Theorising practice in schools* (1st ed.). Routledge. <https://doi.org/10.4324/9780429263811>
- McMichael, C., Barnett, J., & McMichael, A. J. (2012). An ill wind? Climate change, migration, and health. *Environmental Health Perspectives*, 120(5), 646-654. <https://doi.org/10.1289/ehp.1104375>
- *Medarić, Z., Sedmak, M., Dežan, L., & Gornik, B. (2021). Integration of migrant children in Slovenian schools (La integración de los niños migrantes en las escuelas eslovenas). *Culture and Education*, 33(4), 758-785. <https://doi.org/10.1080/11356405.2021.1973222>
- *Mercado, R. M. (2019). *Who are the champions of migrant education, lea, and migrant housing center partnerships and what do they do for partnerships?* (Publication No. 13896591) [Doctoral dissertation, California State University, Stanislaus]. ProQuest Dissertations & Theses Global.
- *Migliarini, V., D'Alessio, S., & Bocci, F. (2020). SEN Policies and migrant children in Italian schools: Micro-exclusions through discourses of equality. *Discourse: Studies in the Cultural Politics of Education*, 41(6), 887-900. <https://doi.org/10.1080/01596306.2018.1558176>
- *Migliarini, V., Stinson, C., & D'Alessio, S. (2019). 'SENitizing' migrant children in inclusive settings: Exploring the impact of the Salamanca Statement thinking in Italy and the United States. *International Journal of Inclusive Education*, 23(7-8), 754-767. <https://doi.org/10.1080/13603116.2019.1622804>
- *Nawarat, N. (2018). Education obstacles and family separation for children of migrant workers in Thailand: A case from Chiang Mai. *Asia Pacific Journal of Education*, 38(4), 488-500. <https://doi.org/10.1080/02188791.2018.1530191>

- *Nguyen, T. (2022). *An exploratory study of internal migrant children's educational experiences and achievements in primary school settings in Vietnam* [Doctoral dissertation, Queen's University Belfast]. <https://pure.qub.ac.uk/en/studentTheses/feba0fe5-f424-41a8-99e5-7c2d187efd24>
- *Notoprayitno, M. I., & Jalil, F. (2020). Understanding the legal barriers to the education for children of Indonesian migrant workers in Malaysia. *International Journal of Innovation, Creativity and Change*, 14(7), 557-573. https://www.ijcc.net/images/Vol_14/Iss_7/14734_Notoprayitno_2020_E_R.pdf
- *Osadan, R., & Reid, E. (2015). Primary education of migrant background children in the lingua franca a random survey. *International Journal of Humanities and Social Science*, 5(9), 208-216. http://www.ijhssnet.com/view.php?u=https://www.ijhssnet.com/journals/Vol_5_No_9_September_2015/23.pdf
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372(8284), n71. <https://doi.org/10.1136/bmj.n71>
- Park, H., & Sandefur, G. (2010). Educational gaps between immigrant and native students in Europe: The role of grade. In J. Dronkers (Ed.), *Quality and inequality of education: Cross-National perspectives* (pp. 113-136). Springer. https://doi.org/10.1007/978-90-481-3993-4_5
- Pásztor, A. (2008). The children of guest workers: Comparative analysis of scholastic achievement of pupils of Turkish origin throughout Europe. *Intercultural Education*, 19(5), 407-419. <https://doi.org/10.1080/14675980802531598>
- *Petchot, K. (2014). The right to education for migrant children in Thailand: Liminal legality and the educational experience of migrant children in Samut Sakhon. In T.-D. Truong, D. Gasper, J. Handmaker, & S. I. Bergh (Eds.), *Migration, gender and social justice: Perspectives on human insecurity* (pp. 307-323). Springer. https://doi.org/10.1007/978-3-642-28012-2_17
- *Pong, M. (2015). *Educating the children of migrant workers in Beijing: Migration, education, and policy in urban China*. Routledge. <https://doi.org/10.4324/9781315770215>
- Portes, A., & Rivas, A. (2011). The adaptation of migrant children. *The Future of Children*, 21(1), 219-246. <https://doi.org/10.1353/foc.2011.0004>
- *Proyer, M., Biewer, G., Kreuter, L., & Weiß, J. (2021). Instating settings of emergency education in Vienna: Temporary schooling of pupils with forced migration backgrounds. *International Journal of Inclusive Education*, 25(2), 131-146. <https://doi.org/10.1080/13603116.2019.1707299>
- *Qian, H., & Walker, A. (2015). The education of migrant children in Shanghai: The battle for equity. *International Journal of Educational Development*, (44), 74-81. <https://doi.org/10.1016/j.ijedudev.2015.07.009>
- *Qian, H., & Walker, A. D. (2017). Leading schools with migrant children in Shanghai: Understanding policies and practices. *International Journal of Educational Management*, 31(5), 564-579. <https://doi.org/10.1108/IJEM-08-2016-0178>
- *Qiang, H., Liu, L., & Ma, F. (2022). Neglected part of education sustainability: Social work intervention on the quality of extracurricular life of migrant workers' children. *Sustainability*, 14(5), 2486. <https://doi.org/10.3390/su14052486>
- *Rakhmonov, A. Kh. (2021). Education of migrant children as a contribution to Russia's future. *Upravlenie / Management (in Russian)*, 9(3), 137-146. <https://doi.org/10.26425/2309-3633-2021-9-3-137-146>
- *Rivera-Singletary, G. (2014). *Interagency collaboration for the provision of educational services to migrant children with disabilities: An exploratory study* (Publication No. 3617613) [Doctoral dissertation, University of South Florida]. ProQuest Dissertations & Theses Global.

- *Rodrigues, R. G., Meeuwisse, M., Notten, T., & Severiens, S. E. (2018). Preparing to transition to secondary education: Perceptions of Dutch pupils with migrant backgrounds. *Educational Research*, 60(2), 222-240. <https://doi.org/10.1080/00131881.2018.1463144>
- Ruiz, I., & Vargas-Silva, C. (2013). The economics of forced migration. *The Journal of Development Studies*, 49(6), 772-784. <https://doi.org/10.1080/00220388.2013.777707>
- *Salinas, J. P. (2013). The impact of social capital on the education of migrant children. *Family and Consumer Sciences Research Journal*, 42(1), 29-39. <https://doi.org/10.1111/fcsr.12036>
- *Schmitt, A. M. (2017). *The impact of summer programs on the English language scores of migrant children in Northwest Ohio* (Publication No. 10592369) [Master's thesis, Bowling Green State University]. ProQuest Dissertations & Theses Global.
- Schon, J. (2019). Motivation and opportunity for conflict-induced migration: An analysis of Syrian migration timing. *Journal of Peace Research*, 56(1), 12-27. <https://doi.org/10.1177/0022343318806044>
- *Segal, J. E. (2018). *A case study of the collaborative efforts between the migrant education program and a Pennsylvania school district to promote active engagement and a supportive environment for the migrant families* (Publication No. 13855780) [Doctoral dissertation, Neumann University]. ProQuest Dissertations & Theses Global.
- *Shan, C. (2022). The current situation and improvement path of family education support for preschool migrant children. In *Proceedings of the 2022 2nd International Conference on Enterprise Management and Economic Development (ICEMED 2022)* (pp. 637-642). Atlantis Press. <https://doi.org/10.2991/aebmr.k.220603.102>
- *Shi, Y. (2021). *The impact of school characteristics on academic performance of migrant children in China* (Publication No. 28418898) [Master's thesis, Georgetown University]. ProQuest Dissertations & Theses Global.
- *Smith, J. (2019). Voices from the harvest: The role of language, identity, and life experience in the education of young children of migrant farmworkers. *Journal of Latinos and Education*, 18(3), 277-292. <https://doi.org/10.1080/15348431.2017.1390463>
- *Song, Y. (2018). *Children of migrant workers in urban high schools: An analysis of the dual role of education* [Doctoral dissertation, University of Glasgow]. <https://theses.gla.ac.uk/id/eprint/9141>
- *Sprong, S., & Skopek, J. (2022). Academic achievement gaps by migration background at school starting age in Ireland. *European Societies*, 24(5), 580-604. <https://doi.org/10.1080/14616696.2022.2084558>
- *Sun, F., Liu, Z., & Schiller, K. S. (2020). Parental migration and children's educational aspirations: China and Mexico in a comparative perspective. *Chinese Sociological Review*, 52(4), 462-486. <https://doi.org/10.1080/21620555.2020.1779052>
- Tereshchenko, A., & Archer, L. (2014). *New migration, new challenges: Eastern European migrant pupils in English schools*. King's College London. https://kclpure.kcl.ac.uk/portal/files/35855858/Final_report_for_online_use.pdf
- Tienda, M., & Haskins, R. (2011). Immigrant children: Introducing the issue. *The Future of Children*, 21(1), 3-18. <https://doi.org/10.1353/foc.2011.0010>
- Triventi, M., Vlach, E., & Pini, E. (2022). Understanding why immigrant children underperform: Evidence from Italian compulsory education. *Journal of Ethnic and Migration Studies*, 48(10), 2324-2346. <https://doi.org/10.1080/1369183X.2021.1935656>
- *Tuangratananon, T., Suphanchaimat, R., Julchoo, S., Sinam, P., & Putthasri, W. (2019). Education policy for migrant children in Thailand and how it really happens; A case study of Ranong province, Thailand. *International Journal of Environmental Research and Public Health*, 16(3), 430. <https://doi.org/10.3390/ijerph16030430>
- Valenta, M., Jakobsen, J., Župarić-Iljić, D., & Halilovich, H. (2020). Syrian refugee migration, transitions in migrant statuses and future scenarios of Syrian mobility. *Refugee Survey Quarterly*, 39(2), 153-176. <https://doi.org/10.1093/rsq/hdaa002>

- *Vimala, R., & Salini, C. (2023). A critical study of right to education for migrant children in India. *SUPREMO AMICUS*, 33. <https://supremoamicus.org/wp-content/uploads/2023/05/R.Vimala-and-C.-Salini-.pdf>
- *Wang, T. (2015). *Walking out of the mountain: Cultural identification and education of rural migrant Muslim students in Northwest China* (Publication No. 10000102) [Doctoral dissertation, University of Washington]. ProQuest Dissertations & Theses Global.
- *Wang, X., Luo, R., Zhang, L., & Rozelle, S. (2017). The education gap of China's migrant children and rural counterparts. *The Journal of Development Studies*, 53(11), 1865-1881. <https://doi.org/10.1080/00220388.2016.1274395>
- *Wang, Y., & Sercombe, P. (2023). Social justice and migrant children: Exploring the design and implementation of education policies for migrant children in China. *Regional Science Policy & Practice*, 15(9), 1941-1956. <https://doi.org/10.1111/rsp3.12680>
- Warner, K., Hamza, M., Oliver-Smith, A., Renaud, F., & Julca, A. (2010). Climate change, environmental degradation and migration. *Natural Hazards*, 55(3), 689-715. <https://doi.org/10.1007/s11069-009-9419-7>
- Watanabe, S. (1998). The economic crisis and migrant workers in Japan. *Asian and Pacific Migration Journal*, 7(2-3), 235-254. <https://doi.org/10.1177/011719689800700206>
- *Waters, J. (2015). Educational imperatives and the compulsion for credentials: Family migration and children's education in East Asia. *Children's Geographies*, 13(3), 280-293. <https://doi.org/10.1080/14733285.2015.972646>
- *Wei, Y. (2016). *Under the dual system: Children of Rural-Hukou migrants in China* (Publication No. 10162225) [Doctoral dissertation, University of Washington]. ProQuest Dissertations & Theses Global.
- *Wiseman, A. W., Damaschke-Deitrick, L., Park, M. F., & Bell, J. C. (2023). Caught between a rock and a hard place: The gap between rights-related policies and educational opportunities for unaccompanied im/migrant children in detention. *Journal of Latinos and Education*, 22(2), 855-869. <https://doi.org/10.1080/15348431.2020.1850458>
- Wright, C. F., Groutsis, D., & Kaabel, A. (2022). Regulating migrant worker temporariness in Australia: The role of immigration, employment and post-arrival support policies. *Journal of Ethnic and Migration Studies*, 48(16), 3947-3964. <https://doi.org/10.1080/1369183X.2022.2028356>
- *Xia, H., Ma, K., & Feng, T. (2023). Comparison of migrant children education in China and the United States. *SHS Web Conf.*, 168, 02015. <https://doi.org/10.1051/shsconf/202316802015>
- *Yang, D., & Wang, Q. (2013). The post-junior high school education of migrant children in Beijing. *Chinese Education & Society*, 46(4), 83-91. <https://doi.org/10.2753/CED1061-1932460408>
- *Yu, H. (2017). *From access to quality? The enactment of school enrolment policy for internal migrant children in urban China* [Doctoral thesis dissertation, University College London]. <https://discovery.ucl.ac.uk/id/eprint/10038374>
- *Yu, M. (2021). Education as community mobilization: *Minjian* society and the education of migrant children in China. *Educational Studies*, 57(3), 299-309. <https://doi.org/10.1080/00131946.2021.1892688>
- *Yu, M., & Crowley, C. B. (2020). The discursive politics of education policy in China: Educating migrant children. *The China Quarterly*, 241, 87-111. <https://doi.org/10.1017/S0305741019000742>
- *Yuan, S. (2014). *The education issues of the children of internal migrant workers in China* (Publication No. 1563986) [Master's thesis, The University of North Carolina at Chapel Hill]. ProQuest Dissertations & Theses Global.
- *Yun, L., Jingxun, Z., & Rongguang, Z. (2017). An examination of distributive and relational justice in the issue of education fairness for urban migrant workers' children. *Chinese Education & Society*, 50(4), 368-392. <https://doi.org/10.1080/10611932.2017.1382135>
- *Zhang, Z., Luan, W., Tian, C., Su, M., & Li, Z. (2022). Education equality and its influencing factors for migrant children in the compulsory education stage based on multi-source data: A case study of Dalian, China. *Frontiers in Earth Science*, 10, 950853. <https://doi.org/10.3389/feart.2022.950853>