KADIR HAS UNIVERSITY

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REFUGEE AND MIGRANT CHILDREN IN EVERYDAY SPACES: ANALYSIS OF STUDIES BETWEEN 2009-2019

THARAA ALSHUKREE

MASTER'S THESIS

ADVISOR

ASSOC. PROF. DR. ORÇUN KEPEZ

ISTANBUL, February, 2021

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ABSTRACT

This study aims to understand complex relations between everyday spaces and the social learning of refugee and migrant children through literature review and focuses on living space (home), playing spaces, and social learning in the context of refugee and migrant children. The study is significant in its explorative nature of studying research methodologies preferred to understanding the refugee and migrant children in diverse contexts. The criteria for the selection of the articles were determined by literature search with keywords such as refugees, migrant, children, play, and home. 36 systematically chosen research articles published between 2009-2019 on everyday spaces and refugee and migrant children were treated as metadata for further analysis. There are vital practical implications that might help policymakers and architects to design living spaces that help refugees and migrants to establish a sense of belonging to quickly adapt to the new environment. A participatory design approach was proposed as an alternative design strategy to meet the needs of refugee and migrant children.

Keywords: Children, Refugee, and Migrant, Participation, Play, Home, Social Learning

GÜNLÜK YAŞAMDA MÜLTECİ VE GÖÇMEN ÇOCUKLAR: 2009-2019 ARASINDAKİ ÇALIŞMALARIN ANALİZİ

ÖZET

Bu çalışma, gündelik yaşam ile mülteci ve göçmen çocukların sosyal öğrenimi arasındaki karmaşık ilişkileri literatür taraması yoluyla anlamayı amaçlamakta ve bu bağlamda yaşam alanı (ev), oyun alanları ve sosyal öğrenmeye odaklanmaktadır. Çalışma, mülteci ve göçmen çocukları farklı bağlamlarda anlamak için tercih edilen araştırma metodolojilerini incelemenin keşif niteliği açısından önemlidir. Makalelerin seçim kriterleri, mülteci, göçmen, çocuk, oyun ve ev gibi anahtar kelimelerle literatür taramasıyla belirlendi. 2009-2019 yılları arasında günlük yaşam ve mülteci ve göçmen çocuklar üzerine yayınlanan sistematik olarak seçilmiş 36 araştırma makalesi, daha ileri analizler için üst veri olarak ele alındı. Mülteci ve göçmenlerin uyum sağlamalarını kolaylaştıracak bir aidiyet duygusu geliştirmelerine yardımcı olacak yaşam alanları tasarlamak için mimarlara ve politika yapıcılara yönelik pratik çıkarımlar da çalışma bulguları ile beraber sunulmaktadır. Mülteci ve göçmen çocukların ihtiyaçlarını karşılamak için alternatif bir tasarım stratejisi olarak katılımcı tasarım yaklaşımının izlenmesi önerilmektedir.

Anahtar Kelimeler: Çocuklar, Mülteci ve Göçmen, Katılım, Oyun, Ev, Sosyal Öğrenme

ACKNOWLEDGEMENTS

DEDICATION

To my superhero, who raises me to reach the stars and my magic wand, who makes all my dreams come true to my dear Father.

To my guardian angel my beloved Mother, who lavishes me with her love, care, and prayer.

To my Uncle and Aunts, who supports and looked after me throughout my study.

To the light of my life my precious Sisters, who help me a lot.

To my Brother-in-law, who lifts my spirits and encourages me.

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1. INTRODUCTION

Forced migration has been becoming a common issue across the globe, with several wars, other conflicts, and economic insecurities in the past two decades. There are more than 25 million refugees in the world out of which 11 million are children (UNICEF, 2020). The challenges and risks of living as a refugee and uprooted life greatly affect the children. The challenges that refugee and migrant children face can be categorized into five major parts (1) quality education (2) mental health and early loss of childhood (3) vulnerability (4) changed dynamics of family and responsibilities, and (5) isolation (Burke, 2020).

Quality education is essential to succeed in life and refugee and migrant children have been lacking access to quality education. It is an obvious challenge for rehabilitation organizations as these children are five times more likely to remain outside school compared to citizens because of the barriers such as language and culture, lack of finance, and safety (Burke, 2020, Wilkinson & Garcea, 2017). For instance, the Syrian refugee children in Lebanon suffered emotionally, trauma, and the long asylum-seeking process which ends up in child labor leaving school behind (Marshall, 2015).

Mental health and early loss of childhood are outcomes of forced migration and trauma. It is hard for refugee and migrant children to bear psychological outcomes since they are at the early stages of emotional and mental development (Mares, 2001). The lengthy exposure to violence, fear, and uncertain events affects the ability to learn, behavior, emotions, and social development for several years (Cleveland et al., 2018). Therefore, most of the refugee children rapidly lose their childhood during the coping process of never-ending struggle. The displacement has its challenges that affect the mental health of children as the surviving mechanisms develop harmful approaches in the response to the amplified vulnerability (Daud, 2008).

Vulnerability is even a bigger threat for children who are separated from their families. These 300,000 registered unaccompanied children in 80 countries and several thousand are separated from their families (Burke, 2020). Generally, all of

the refugee and migrant children are vulnerable to violence, exploitation, and abuse—but unaccompanied children are highly vulnerable (Crea et al., 2017).

Changed dynamics of family and responsibilities as circumstances of overly crowded housing, the aftermath of trauma, altogether different economic conditions are common situations that refugee families encounter—this leads to a dysfunctional shift in dynamics of families (Daud et al., 2008). The effect of this change in family dynamics is large on children (Kira & Tummala-Narra, 2012).

Isolation in a new community with a completely unfamiliar culture poses the challenge of discrimination isolating the refugee and migrant children (Burke, 2020). The sense of isolated conditions seriously affects life and regains a normal life. Moreover, the untrue representation of the children in numbers further affects the unique needs during the policymaking, social service, and protection of children.

The challenges that refugee and migrant children face are pressing and the role of politics and the philanthropists are vital to address these issues—but the design perspective is equally important. The purpose of the refugee shelter spaces immediately provides safety for refugees and migrants; however, there is a disregard of social aspects to create the spaces in facilitating the identities and expressions of refugee and migrant children (Alwan, 2016). It is pertinent to note that the refugees and migrants stay in temporary shelters for several years (Dowd, 2008). Therefore, the babies, young children, and the newborn spend most of their developmental years in isolation as a refugee without belonging to the host country. Further, the shelter designs isolate, victimize, inactivate, and make children vulnerable (Alwan, 2016). The dependence on humanitarian agencies and other associated challenges leaves refugee and migrant children with no choice but to pursue a life within the given environment (Meredith, 2009). The most vulnerable segment is the refugee and migrant children since they survive without any power and do not have control over their lives. Accordingly, all these factors isolate and violate the refugee and migrant children and hinder their adaptability to everyday spaces and social learning.

1.1 DEFINITION OF TERMS

Literature offers several terms to express the status of people who left their countries to seek a place in another country. For instance, the displaced, immigrants, asylum seekers, and refugees used for a similar group of people, though, these terms vary across diverse circumstances. However, UNESCO (2020) indicated that displaced is the person who forced to leave his/her country based on different causes. There are several definitions for an immigrant as an immigrant is a person who lives in a country was not born in it. There is also a broader definition for the immigrant that a person who decided to immigrate based on special causes without subjected to external factors or forced to leave his/her country (IOM, 2020). An asylum seeker, on the other hand, is a person who has left his country of origin and has applied for protection from another country who is waiting for acceptance or rejection of their application. The refugee is the one whose application has been approved (UNESCO, 2020).

Refugees and migrants, in general, are considered vulnerable groups in society. On the trace of that, researchers have been studying this issue to understand children's problems and respective solutions i.e., home (living space), playing space, and social learning. The literature on refugee and migrant children focuses on health conditions (psychological distress, mental health, and trauma), school (education programs, learning process), home (settlement, wellbeing), and play (practices, meaning, culture). Refugee and migrant children suffer from almost the same issues across the world with some possible exceptions. This study reviews the literature on refugee and migrant children in the context of everyday spaces i.e., home, play space, and study their relations with social learning.

Social learning is significant in terms of adaptability to the new place. The theory suggests that learning takes place from observations and exposure to the powerful models in and around a particular environment. Refugee and migrant children, as per theory, learn by observing, imitating, and modeling. Learning impacts the behavior of the individuals, therefore, children's freedom to move and interact with the everyday spaces influences to shape the behavior either good or bad.

In response to refugee children issues, the United Nations Convention on the Rights of the Child (UNCRC) singed on 30 November 1989—the treaty is a human rights treaty that serves the "political, economic, social, health, and cultural rights of children" (UNCRC, 2004, p. 85). The definition of a child, as per the Convention, is any human being under the age of eighteen. The literature on refugee and migrant children indicates a general approach towards rights. Moreover, the UNCRC treaty has four articles that are relevant to the forced displacement of children and its effect. The articles are as follows (UNCRC, 2004, p. 210):

- Article 02: *"the principle of non-discrimination"*
- Article 03: *"best interests of the child"*
- Article 06: *"right to life and survival and development"*
- Article 12: *"the right to child participation"*

Therefore, the scientific literature and the United Nations Convention on children's rights indicate a general approach towards the problems of refugee and migrant children regardless of their geographical differences because the children are equally vulnerable.

1.2 PURPOSE OF THE STUDY

The purpose of this study to conduct a comprehensive review of the literature between 2009-2019 on refugee and migrant children in the context of everyday spaces and their relationship with social learning. This study approaches the literature towards the spatial rights of refugee and migrant children regardless of the geographical regions. Further, the study establishes the importance of everyday spaces for social learning of refugee and migrant children.

Research Questions

The research dimension is designed to gain from the key constructs of this study, to provide insights into the research questions. The research that guides this study as follows:

RQ1: How everyday spaces (home and playing space) related to the social learning of refugee and migrant children?

RQ2: How improved designs of everyday spaces enhance the social learning of refugee and migrant children?

RQ3: What are the research designs that have been used in the selected literature (36 articles)?

1.3 SIGNIFICANCE OF THE STUDY

The study is significant in terms of reviewing the literature on refugee and migrant children from diverse geographical regions and providing insight on the home (living space), playing space, and its relationship with social learning. Moreover, there are important practical implications that might help policymakers to enable human-centered standards for living spaces to help refugee and migrant children to quickly adapt to the new environment and establish feelings of a citizen instead of a displaced person. The literature review also provides insights that can open future avenues for research. Further, the practical implications of the study help architects to understand and design for the needs of refugee and migrant children, the importance of everyday spaces, and their role in social learning.

2. LITERATURE REVIEW

This chapter provides a comprehensive literature review on the experiences of refugee and migrant children in the context of everyday space. It specifically addresses how refugee and migrant children adapt to a new home (living space), the familiarity with the playing spaces, and how the everyday spaces are related to the social learning of those children. The chapter provides conceptualizations of everyday spaces (home, playing space) and social learning, the relationships among these notions, and how everyday spaces are related to social learning.

2.1 EVERYDAY SPACES

The concept of everyday spaces used differently across disciplines, though, Lefebvre (2008) stated that "everyday spaces as whatever remains after one has eliminated all specialized activities" (p. 20). The description of everyday spaces, thus, refers to space and territory with an ordinary sense that facilitates informal and routine daily life (Lloyd & Wilkinson, 2019). Moreover, the conceptualization of social space is based on three factors, perceived space refers to space where people undertake activities, conceived space is not involving any symbols and without any depiction, and lived space include symbols and emotions (Wilkinson & Lloyd- Zantiotis, 2017).

Schatzki (2010) combines the concepts of lived space and perceived space to suggest the nature and the physical existence of space—as "this space is perceived and acted in by both actors and those who observe their activity" (p. 12). Moreover, Schatzki (2010) suggested, "people also live through perceived spaces and these spaces are meaningful physical spaces" (p. 15).

Literature indicates that there are other explanations as everyday spaces are the places that refugees and migrants visit e.g., common public places or institutes. From the perspective of development, refugees and migrants are categorized into four groups that these are, lost, rehabilitated, contested, and personal (Chattopadhyay, 2019). The concept of everyday spaces, thus, is beyond the psychical spaces and includes aspects of thought, emotions, actions, roles, and the relationship with social learning (Wilkinson & Lloyd-Zantiotis, 2017).

The concept of everyday spaces in this study is according to the informational perspective and therefore, the core element of presented literature is information and knowledge construction—since information and knowledge are essential for social learning. For instance, the information as "any difference that makes a difference", indicates that the home space, playing space, and social relationships help realize the information and subsequently transform it into knowledge (Bateson,1972, p.19).

The characteristics and resources of information define the everyday spaces. They are physically, affectively, and cognitively significant for those who live with it and share with involved people in similar efforts e.g., living space, playing football) (Wilkinson & Lloyd-Zantiotis, 2017). Therefore, the concept of everyday spaces may be physical i.e., home or playing space, it can also be emotional—though, they are temporal and spatial. Also, there is a twisting thread among spaces that shape information that is shared with all the involved people (Sampson & Gifford, 2010). For instance, the impact of home (facilities or deprivation) impacts the behavior of the children which is also connected with the play space and vice versa. Therefore, the interaction with every space develops information and believes of refugee and migrant children that is also useful for regulators, policymakers, and designers. This study chose two everyday spaces (home and play space) that are conceptualized in the next sections.

2.1.1 Home

The loss of a home is the simplest definition of the situation of a refugee or a migrant. Despite the infinite circumstances and differences in social, culture, and personality that might differentiate the stories of displacement, but the only truth is that all refugees are forced to leave their homes either temporarily or permanently (Bhimji, 2016). However, the migrants have the choice not to leave their home but the external factors (as mentioned above) force them to move. For children, the meaning of home and losing it may have similar emotional complexities—moreover, the adaptation of the new place and culture is equally

difficult. The loss of home for refugees and migrant children is the center of attention in architecture and social sciences (Beak & Lee, 2008).

The concept of home is not limited to a living space that might be permanent or semi-permanent for individuals (children or adults) instead, the most basic right is the right to have privacy—which is protected in article 12 of the Universal Declaration of Human Rights (UDHR) stated that (1948) no one can violate your property. Therefore, the meaning of home would be very different for refugees especially for refugee children since the home they found are simply beyond the living space, size, and shape.

Children are active and subjective beings who actively involve and shape their social-cultural worlds; therefore, they are not passive recipients of social standards, cultural norms, identity, and socialization (Ní Laoire et al., 2010). These research contributions lead to questions about how refugee and migrant children formulate their identity, belonging, and sense of space. Social science literature on refugee and migrant children indicated the multidimensional nature of children based on their racial attributes such as identity, social structures, housing, and education (Ossipow et al., 2019).

The concept of home for children is beyond the simple spaces and it is associated with a sense of security, belonging, attachment, and locality (Morley & Robins, 1993; Rutherford, 1990). Home is also a source of nostalgia, romanticism, and ethnocentricity that gives children peace (White and Bushin, 2011). However, the concept of home can be re-conceptualized from a fixed physical place to a moveable concept despite the attachments and belonging. Children encounter various stages of life in everyday life that are connected with belonging (Olwig, 2003), and they exercise diverse identities such as gender, racial, local, and common, and these are based on context (Skelton & Valentine, 1998; Valentine et al., 2009).

The home literature is multifaceted, however, there are four key common elements of the home which change by exile i.e., spatial home, temporal home, relational home, and material home (Crea et al., 2017). However, these categories are not definitive and explored in the literature from diverse perspectives. Nonetheless, the use of these elements demonstrates the interconnectivity of

components of the home—while it also maintains that the refugee and migrant children's belonging to the nation-state does not comprehend the living experience of home.

The spatial home is one of the four elements of a home, it is perhaps debatable, but it refers to the place where the refugee and migrant children live or from they come. The spatial home can be a village or town, or other kinds of residential arrangements; it is usually a house, a tent, or temporary structures (Crea et al., 2017). The concept of spatial home is simultaneous to the concept of home as it is "always a localizable idea…which starts by bringing some space under control" (Douglas, 1991, p. 289). The argument is that wherever refugee and migrant children are in their home. The concept of culture that is rooted in every community separates the localities and inducts the logic of the natural relationship between people and place. The space is not permanent and anyone who is forced to leave their native residence feels lost and unjust (Maqusi, 2017). The process of losing a home even makes the bonds stronger to a particular place. Therefore, it is paramount for refugee and migrant children to use energy and emotions to attribute their sense of self to the environment around them.

The temporal home is a cycle and repetition of events such as daily routines, seasons, birthdays, festivals, and the experience of home over the life cycle of an individual (Taylor, 2013). The cyclical nature of the events affects the future based on the past and from childhood to old age. Therefore, the circumstances that force the refugee and migrant children to leave their society, space, and people challenge their thoughts about where is the temporal home for them. Moreover, the displacement of people puts them into a social non-being, and those refugee and migrant children are seen as a problem for the host communities. Their current circumstances remind the past events of their lives, therefore, the connections to the native home remain alive.

The relational home entails the social relationships, social practices, and subsequent feelings of social resources that emerge from social networks (Taylor, 2015). The refugee and migrant children experience home every day based on the daily life interactions, family relationships, talks, intimacy, broader associations. The sudden forced movement immediately removes the social relationships and

produces a feeling of lost companions, family support, and familiarity with the places which are necessary to function as a human being (Archambault, 2012). The most vulnerable segments are the children and women, though, literature indicated the capability of these segments to rebuild and adapt to the new place.

The material home refers to the material element of the home. For instance, the formation of landscapes, trees, or other material objects forms the economics, nutrition, and visual senses. The material surroundings create a context in which humans live and sustain their lives. For refugee and migrant children, these material belongings provoke emotions (Ní Laoire et al., 2010). The nature of the material home can be a symbol of loss, the new material objectives can lead to the intense emotions of loss to the homeland. The loss of their personal space in the homeland house, the playing spaces, and the social relationships can create a strong feeling of lost spaces (Moskal, 2015). Moreover, food is also a significant aspect of material home since it relates to culture and identity (Blunt, 2015).

The four elements of the home represent the nature of home for refugee and migrant children. Home is a complex construct with multiple characteristics, particularly, displaced people who continuously negotiate with the circumstances. Literature, therefore, concludes that the concept of home cannot be solely associated with any one of the elements because the forced exile, context, and complexities in the new space provide distinct perspectives.

The four elements of home differentiate the interpretation of home and house— since a home is a valued space and an environment that suits the needs of residents (Fox O'Mahony & Sweeney, 2010). For instance, the relational aspect (social dimensions) is equally important to the spatial aspects (Saunders & Williams, 1988). Moreover, any one of the missing components of the home can enable or constraint the patterns of living (Saunders & Williams, 1988). Refugee and migrant children are more prone to the experience of the feeling of homelessness (Blunt, 2005), the basis of such a feeling comes from the imagination of a house as a home. Therefore, the houses that are designed for refugees lack the conventional characteristics of a home that leads to a limit in the ability to smoothly carry out household activities.

The bad experiences of housing for refugee and migrant children not only depend on the expectations of the ideal home but rules and anticipations also limit the autonomy to independently use the space (Veness, 1993). The governmental regulations and control of adults also limit the freedom and independence of using time and space (White, 2012). Therefore, the inclusion of stakeholders (e.g., government, institutions, or society) may lead to problems of sense of home, belonging, and identity for refugee and migrant children. The lack of design thinking (particularly the participatory design) makes asylum centers like pure institutions—which give an experience of homelessness since they lack in qualities of imagined home and respective conditions (van der Horst et al., 2014). Previous research has been increasingly emphasizing the involvement of children attributed to the home (e.g., Holloway & Valentine, 2000; Valentine et al., 2009). Specifically, the understanding of children regarding the home, personal space, ad privacy. Besides the characteristics of a home, it also provides an opportunity to make and boost social relationships—how proper housing provides the chance to socialize with family and friends. Interestingly, the freedom and privacy of personal space for children to engage them in activities such as preparation of food for shared mealtimes, and entertainment (Helavirta, 2011). This develops the confidence of refugee and migrant children to adapt to life outside the asylum centers—such as engagement with the local children, interests in the local food and try new tastes at home, and observe the mealtimes in the local community. Therefore, the proper home for these children is extremely important to adapt to the local environment and gradually negotiate their rights.

Personal space is a major issue that research has been emphasizing from all the regions of the world and it is understood as a separate room and a bed for each child (Karlsson, 2019). This is emphasized by children and parents since access to personal space is important to have privacy to engage in the desired activities without any interference. Karlsson (2019) indicated that children referred to their lived experiences in actual homes and describe the importance of privacy. Further, when there is no personal space then there might be no personal objects within and outside the space. The overcrowded asylum centers with people from diverse backgrounds share the common spaces that pose an additional concern for

children. For instance, insecurities, noise, and abuse make the situation worsen (Karlsson, 2019). Therefore, refugee and migrant children articulate their demands for all kinds of privacy in a house, passable space for each member, and enough place to keep personal objects (Mifflin & Wilton, 2005).

The kitchen and dining room are also being stressed in the literature in the context of the physical structure of the home (Hammond, 2018) and it is relevant in the context of design aspects (Thym, 2016). The spatial aspect (specifically food practice) is significant with a house because it enables social practices of the family to create a sense of home. The practice of making food at home is deeply associated with the meaning of a house for refugee and migrant children. For instance, Karlsson (2019) found that children associate food preparation with having a house and relate it to freedom and influence. The pieces of evidence indicated that the ability to lack cooking and eating food with their choice at the asylum centers strongly impact the feeling of not having a home (Karlsson, 2019). Moreover, the unavailability of a private kitchen and dining facility creates negative feelings about not experiencing the food of their native home and learning about the food of the new home. The strictly regulated mealtimes at the asylum centers with controls by security guards affect the refugee and migrant children's experience of regulating their routines. The aspect of the personal kitchen and dining space emphasizes the need for better-designed asylum centers because these aspects are related to family life and an important part of the psychical structure of a home.

Safety and dignity are paramount for children. Earlier research on the home and refugee children has provided insights into how safety and dignity are comprised in the asylum centers. The bad living experiences of children revolve around the threats from staff that they can impose sanctions on the family. One of the most emphasized points is to prohibit children from playing since they cannot play within the premises—this affects the access to play and independent use of space (Pinelli, 2018).

The comprehensive literature review on home indicates discrepancies among how children think about home and what are their living experiences at the asylum centers. The housing at asylum centers lacks both the spatial and social

dimensions of the home. The themes that emerged from this section i.e., elements of home, spatial, temporal, and social dimensions in relationship with children perspectives facilitate that data analysis section. The next section is about playing space that is the second concept of everyday spaces.

2.1.2 Playing Space

Play denotes the activities that help to achieve recreational pleasure and enjoyment and it is significant for proper adulthood (Lloyd & Howe, 2003). Moreover, play is a spontaneous activity that children spend a large amount of energy to discover and understand the world around them—for instance, children invent various places to mimic play as airports, shopping malls, restaurants, buses, or car parking. Play can take several forms ranging from pretense, interactive, mimicry, games, and sports—this is how children express themselves and their identity. This illustrates the importance of playing for migrant and refugee children and its role in achieving belonging within the host country.

The conceptualization of play indicates that it is socially and culturally constructed with complex backgrounds (Burke, 2012). It is interesting to note that every region and country has domestic games and expressions that are unique in representing a particular culture. Further, the games or playing is not only just for recreation but also to preserve and feel the historical association. The adults of any community define the play and children just play what has been tacit, recognized, and anticipated coupled with the appropriate places and time. The construct of play continuously evolves and it does not have a fixed identity. Therefore, the refugee children when playing the games of their home countries indeed give the feeling of belonging to their culture. The expression of ones' culture through games and playing not only contribute to the happiness of refugee and migrant children but also collectively share the culture among each other (Cutter-Mackenzie, 2009; Kirova, 2010).

The importance of play is far more significant than the definitional aspects of play—because the play has different notions for different geographies and therefore it is a contested concept. This study emphasizes the importance of play

and playing space instead of definitional complexities. The significance of play in terms of world knowledge and the recognition is of "play at the intersection of being and becoming" (Tootell et al., 2014, p. 58). The definitional aspects of play contain power relations that define, recognize, and establish it. Even in normal circumstances, the playing spaces are shrinking, becoming commercial, and controlled (McKendrick et al., 2000). The traditionally established temporal spaces i.e., time after leaving school and reaching home, and holidays have been becoming controlled and strict supervision by facilitating children in the clubs or daycares (Smith & Barker, 2000). Hence, the structured activities in particular clubs limit the choice of children since adults make decisions (Skelton, 2009).

Play, for refugee and migrant children, is further constrained as isolated beings, limited playing spaces, and natural pressures to adapt to the new environment for a different kind of games. This can be harmful to the development of cognitive abilities and socialization in children. The importance of socialization and developing social relationships are imperative for the belonging of refugee and migrant children. The lack of activity and social interaction most likely end up in depression and anxiety. Similarly, there is a high correlation between the amount of time used for playing and health, psychology, studies, and social relationships (Allport et al., 2019). Therefore, the play needs participation and dialogue to get to know other children and create world knowledge (Allport et al., 2019).

The construct of play is doing and a socially desired practice, however, the refugee and migrant children with extensive environmental controls and adult supervision spend much of their time hanging out, gossiping, and sitting and chatting in playing spaces. The misappropriation of playing spaces as they have not been designed for the mentioned activities indicates the lack of belonging based on their diverse origins and types of play.

There can be several determinants of playing spaces but they can be generally understood as spatial, temporal, and hegemonic (Skelton, 2009). Moreover, the age of the children, the provision of playgrounds, and the mobility of children also explain the construct of play. The adaptability of the refugee children in their new environments has been under examination for the past few decades. Scholars have been attempting to explore effective ways to bring refugee children into the

mainstream learning atmosphere. Also, scholars have been consistently testing and improving the established playing methods e.g., board games, drawing, storytelling, and sand play to provide direction to policymakers (Neag, 2019; Rousseau & Heusch, 2000; Kronick et al., 2018).

The age and gender of refugee and migrant children are one of the most important and significantly studied elements in refugee and migrant children and playing spaces. There is a further division as children with different age ranges, unaccompanied children, and detained children. The most vulnerable segment is the unaccompanied refugee and migrant minors—who require safe playing spaces e.g., online games, artisanal board games (Svensson et al., 2009). The difference of gender in the same age group of refugee and migrant children have distinct relationships with the playing spaces, particularly, the context of cultural and social laws—for instance, Marshall (2015) established two groups based on gender—an only boys group and an only girls group with age range 10-13 years old to study the restrictions to access the spaces based on gender. The results indicated that girls were more restricted to access the spaces and embedded in social inequality (Marshall, 2015). Similarly, the young children have a great deal of freedom to play while the children with age less than five prone to imaginative play and the places such as balconies or shop (Gallacher, 2005). Therefore, age and gender are major determinants of playing spaces.

Mobilities of children have been restricted over the years because of safety issues, risky public spaces, and irresponsible use of spaces. However, the literature indicates that mobility is extremely important for children in terms of exploration, investigation, and engagement with outside spaces (Skelton & Valentine, 1998). The personal experiences of children in the shape of independent interaction with space contribute to their social and personal development—this contributes to the over life as to form the social relationships and decision making (Thompson, 2007). In the context of refugee and migrant children, Alloport et al. (2019) found the Somalian culture facilitates fearless playing spaces, socialization, and safety for children in their homeland while after moving to the UK, there is a lack of knowledge, language, and financial problems that constraint the children's mobility. Similarly, MacMillan et al. (2015) explored the playing habits of

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refugee children in their home country and after migration to Australia and found almost all of the refugee and migrant children play outside even pre-and post-migration. One of the significant studies that addressed mobility based on gender by Marshall (2015) explored the lifestyle of children both boys and girls in the camp with a relationship to the everyday spaces. The results suggested that girls are more restricted to access the spaces and embedded in social inequality, oppositely, and boys privileged to have mobility in the camp.

This study considered the multifaceted concept of playing spaces age, gender, and the mobility of refugee and migrant children. These aspects are significant since most of the literature shaped their research design based on the age group of refugee children and the gender aspect. The purpose is to examine the spatial practices and the mobilities of children and how they are associated with the spaces. The age range and gender are directly related to the mobility of the children, for instance, Middle Eastern culture provides limited access to girls for public spaces (Gregg & Matsumoto, 2005). Similarly, Allport (2019) Somalian mothers had reservations about restricted playing opportunities for their children and their potential interactions with teenagers.

It is pertinent to note that refugee and migrant children are generally vulnerable but girls are more sensitive. Refugee parents think and pretend the equal treatment of all children regardless of age and gender but girls and minors are overprotected. For instance, girls and minors are subject to strict controls in the Batala camp such as access to public spaces, mobility, cause family shame if girls play in the streets, and internal social inequality (Marshall, 2015).

The overall restrictions of space, as discussed in-home, cause privacy and personal space issues—which independently contribute to the mobility of minors and girls for playing. It is to note that girls and minors are patrolled by parents even in the public parks and playing spaces that hinder the privacy of those children to play independently. This also depends on the external environment and the situation of the asylum center—for instance, Moskal's (2015) study suggested that geography is a significant variable as some displaced families in Ireland tended to live in rural areas, so that, children can have more outdoor spaces with little supervision. Therefore, the concept of age and gender is independent of the

external environment such as political instability, region, and urban or rural context. Likewise, the concept of playing space is also influenced by several external factors that make it safe or not.

Being the only child in a family in the context of playing is one of the reasons that push them to gain enough mobility. Moreover, other factors help the refugee and migrants to pursue mobility that are personal realities of a family and another personal aspect. Contrary, refugee girls use spatial restrictions to stay at home and study will provide them significant mobility in life (Marshall, 2015). Further, the literature emphasizes the spatial equality between refugee and migrant children regardless of age and gender—design aspects further emphasize the development of spaces that make a bridge between the refugee and local children (Rose, 2019).

Regarding the playing spaces, refugee and migrant children use various tactics to expand their mobility—for instance, the literature suggests the other ways as Kronick et al. (2018) study address the psychiatric health of refugee children 1-13 age and parents in Canada. The results indicated that immigration detention produces trauma in children (Kronick et al., 2018).

Similarly, the context of refugee and migrant children and the local children in playing spaces also provide significant insights such as Due and Riggs (2010) indicated that both New Arrival Program (NAP) and Non-New Arrival Program (non-NAP) students found playing in the same playing space but very few instances showed both the groups playing together. Moreover, non-NAP students played in the same playing space as NAP students—but the NAP students found playing on the edges of the space. Accordingly, it was observed that there was little interaction between NAP and non-NAP students in the classes and playing spaces. Therefore, the local children and how they accept the refugee and migrant children also define the playing spaces.

The adaptability of the refugee children in their new environments has been under examination for the past few decades. Scholars have been attempting to explore effective ways to bring refugee children into the mainstream. In conclusion, the age, gender, and the mobilities of children are important determinants of play space for refugee and migrant children.

2.2 SOCIAL LEARNING

One of ten children, generally, have learning problems that may result from an intellectual impairment, difficulties in some domains of learning, problems in behavior, and social interactions (Graham, Minhas, & Paxton, 2016; Goswami, 2008). Refugee and migrant children are more prone to learning and development issues (Crisp, Talbot, & Cipollone, 2001). The effects of displacement have an intense impact on the children and caretakers because of broken family structures and trauma (Correa-Velez, Gifford, & Barnett, 2010). The troubles of relocation coupled with no resources increase stress and the potential difficulties of adjustment within the new social structures increase helplessness (Berthold, 2000). In these circumstances, the refugee and migrant children enter into an altogether new environment e.g., home, playing space, education—and they have to cope with multiple transitions. The most important aspect that facilitates the adaptation of the new environment is social learning—which is also contingent on other factors such as home and playing space. The relationship among these factors correlated and vice versa, as the comfortable personal space and freedom to access the playing spaces, help quickly improve the social learning, similarly, the enhancement of social learning improves the transition to a new environment.

The construct of social learning is broad and can encompass any social process. The early research on behavioral psychology emphasized learning by direct experiences with the environment and subsequent reinforcement (Maisto et al., 1999). However, the social learning theory suggested that learning can happen without any direct experience because it happens when someone sees others perform certain actions (Akers & Jennings, 2016). The construct is important for this study since learning of the new environment and the society is crucial for those refugee and migrant children to adapt. It is used with the home space and the playing space—if children have access to proper living spaces (according to the standards of the host societies) and the playing spaces, then, they can quickly learn through their observation of social elements (Bandura & McClelland, 1977).

One of the major aspects of learning theory indicates "observational learning is vital for both development and survival" (Bandura, 1978, p. 14). In the context of this study, observational learning is vital as it studies refugee and migrant children—they observe the people and environment around them behaving in diverse ways. What children observe and experience reflects in their actions, as the Bobo Doll experiment indicated that what children watched they subsequently behaved, in the same way, to the doll (Bandura, 1977).

Social learning theory identifies three models for observation learning based on the experiments (Bandura, 2008):

- The models are actual individuals such as parents, siblings, friends, or other people—who behave in front of you (taking actions).
- The symbols—that can be characters in books, TV, media.
- The verbal model is a description or explanation of behavior.

Children observe different models (individuals) around them but the most influential model in the family (parents and siblings)—and children observe and imitate the behavior of those models (Pratt et al., 2010). As far as the refugee and migrant children are concerned, they observe misery, abuse, hunger, and homelessness and observe unexplainable scenes and models through this process, therefore, the asylum centers or the host society is fundamental in providing the good spaces and models—so that these children can form the proper behavior based on their observation (Rotter, 2017).

The quality of living and playing spaces is significant to establish the behavior of the refugee and migrant children, particularly, the reinforcement can be internal and external (Nicholson & Higgins, 2017). The internal reinforcements (personal beliefs and approval) of refugee and migrant children can be negative (based on some criminal observation or incident) and it can be dangerous when it does not require external reinforcement (parents). Therefore, beyond the spatial concepts of spaces (living and playing), they strongly impact what and how those refugee and migrant children will behave in society (O'Connor et al., 2013).

How vulnerable the refugee and migrant children can be in the context of social learning theory is alarming since hearing instructions or listening to something

also leads to observational learning. Besides the impact of all the bad happenings in the lives of the refugee and migrant children, the semi-permanent asylum centers without necessary facilities can shape the children learning in aggressive or bad ways that may lead to violence and depression (Nicholson & Higgins, 2017).

Ison and Watson (2007) defined social learning as "achieving concerted action in complex and uncertain situations" (p. 85). In the context of refugee and migrant children, the concept refers to the individual learning influenced by the external environment e.g., physical surroundings, social norms. The context of social learning in this study is related to home (living space) and the playing space that is a process of social change. For instance, individual experiences play a deep role in establishing abstract concepts. On the other hand, the process of communication is instrumental in learning new skills and reinterprets the knowledge to change potential attitudes (Mezirow, 1997). Therefore, learning is the outcome of specific actions that challenge the established values and beliefs— the change process can facilitate the refugee and migrant children if their living space and playing space provide enough opportunity to act.

Cutter-Mackenzie (2009) conducted an experimental study to explore a learning space inside a school based on a program of agriculture and plant study to find a common point to achieve communication between children from diverse communities. This enables children to learn about different cultures and gain information about agriculture, plants, and cooking, as well as gain a new habit such as healthy eating. On the contrary, Riggs and Due (2010) discovered that having a special class for new arrival program (NAP) children separated from the remaining children does not benefit the purpose of belonging instead it reinforces the idea of isolation and neglecting the children that lead to psychological discomfort.

Kirova (2010) examined the pre-school period and how children helped to feel a sense of belonging. She introduced a learning program in which refugee children shared their own culture with their colleagues and teachers. The program was based on the different games from each culture and children have to engage the other children (from diverse cultures) to signify their culture (e.g., shopping and

cooking). Consequently, children were able to learn about different cultures and teach their culture. In addition, the practice of cultural activities during play is an expression of the identity and acceptance that endorse belonging (Eryaman & Evran, 2019).

The engagement of refugee and migrant children with language classes, history of the host country, famous landmarks, museums, and significant architectural structures significantly facilitate the affiliation and help children to create a bond with the host country. Further, it is equally important for refugee and migrant children facilitated by the school to arrange events to let these children talk about their lost homes, history, and civilization of their home country—that will create a spirit of partnership with other students.

Pointedly, social learning theory indicates that the mental states of the individuals are important in learning and it is not a solely external environment that shapes the behavior (Reed et al., 2010). The existing mental states and the motivations are important elements to determine the learning. Thus, the social learning process of refugee and migrant children is complex and based on several factors—however, home and the playing space are the significant variables that provide immediate space for observation and interaction and it leads to the positive learning of behavior. Thus, this study emphasizes that good living and playing spaces positively impact the social learning of refugee and migrant children. Mover, social learning theory is an interesting point of reference for architects to design the spaces for refugee and migrant children since those designs greatly impact the learning behavior of the children.

3. METHODOLOGY

This section comprehensively explains the methodology of the study that includes the search of the relevant literature based on keywords, inclusion and exclusion criteria to choose the most relevant articles, and the data analysis.

3.1 INCLUSION AND EXCLUSION CRITERIA

The study has used inclusion and exclusion criteria, in the boundaries of research questions and the scope of the review. The study includes articles that were published in 2009-2019 about refugee and migrant children, everyday living spaces, home, playing space, learning. The selected studies for this study involve the adaptation to living spaces and playing spaces in a new environment with multiple age groups and gender along with the relationship to learning. All the included studies were published in English.

3.2 EXTRACTION OF DATA

The data extraction and synthesis were conducted systematically by using the produced annotated bibliography shown in Appendix A. Extracted data presented in different periods. This helped to present the literature logically and identify necessary themes. Moreover, it helped to identify the gaps in the literature, limitations, and the contributions to address the research questions. The presentation of data over different periods supported the pattern making with the selected literature.

Summary of Included Studies

Figure 3.1 illustrates the details of the process and selection of the studies, the initial Google Scholar searches produce 232 articles out of which 155 with relevant keywords, with nine articles from previous years. The search also utilized the references of the search articles to find further relevant studies. The references of studies provided some interesting studies which were labeled as 'referred to' while the studies that cited the searched articles were categorized as 'cited by'.

There were 33 studies found through the references of the searched articles and there were 35 studies that cited the searched articles. Moreover, the criteria to choose the articles were data of publication, relevance to the study variables (everyday spaces, social learning), age group, and gender. The further scrutiny based on keywords, cited by and refers to—reduced the number of articles to 91. The articles were assessed by narrowing the criteria to select (space-related articles chosen from the physical, social, and psychological aspects)—this provides the final 36 articles that were the most suitable for the study.

Figure 3.1 Flowchart of Stages Applied in Selecting Articles
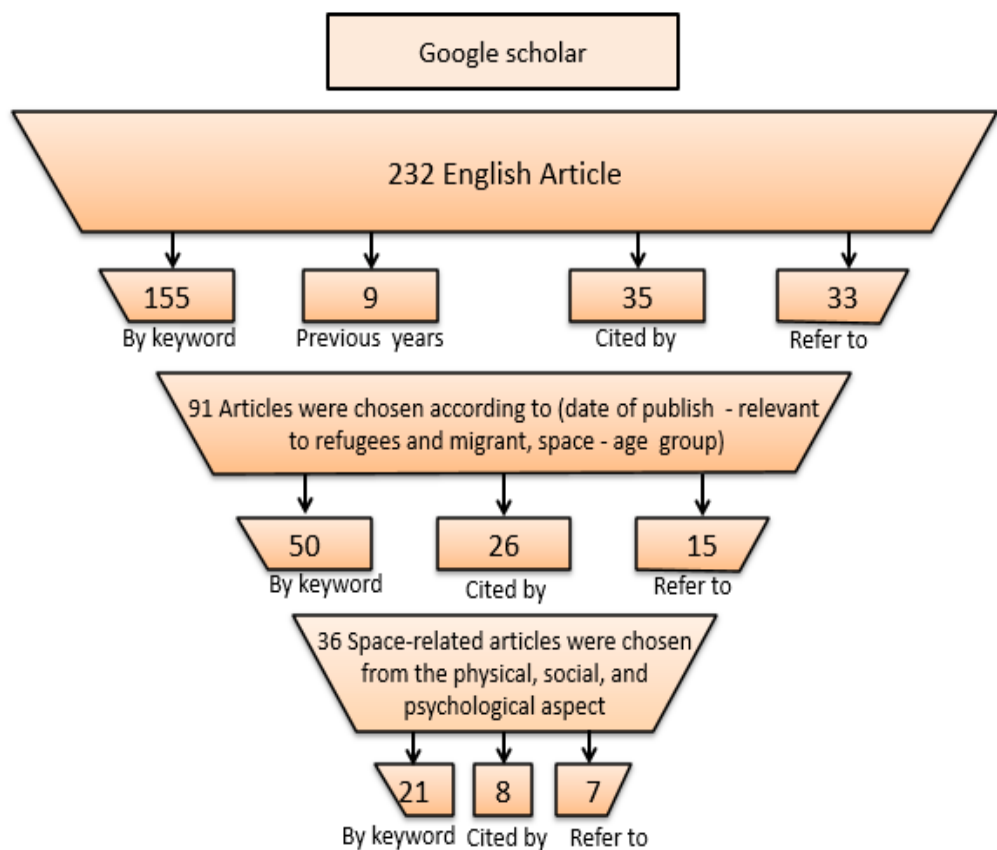
Overall, 36 studies have been included in the data analysis section to answer the research questions. The chosen studies spread from 2009 to 2019 as four articles from 2009, ten articles from 2010, four articles from 2011, two articles from 2012, one article from 2013, five articles from 2015, 1 article from 2017, five articles from 2018, and four articles from 2019 shown in Table3.1. The year 2010 offered the largest number of articles while the search with the stated keywords has not generated any significant

research article in the year 2014-2016 Table 3.1 illustrates the division of the article taken along with the respective years.

Table 3.1 Number of Articles Found Each Year

2009	4 Articles
2010	10 Articles
2011	4 Articles
2012	2 Articles
2013	1 Article
2015	5 Articles
2017	1 Article
2018	5 Articles
2019	4 Articles

The chosen articles both cover refugee and migrant children. The refugee children, migrants, and asylum seekers have different definitions but the core common similarity is the forced exile, therefore, the difficulties of all these groups are alike i.e., a new environment, a new society, and a new language. Moreover, they also face identical problems such as trauma, being distant from family, safety, homelessness, and poverty. Thus, this study does not differentiate among refugee and migrant children on a definitional basis, thus, the chosen literature includes all the studies that address these diverse groups.

Table 3.1 and Figure 3.1 illustrate the details of the search process. The first group of keywords used to start the search was 'refugee children, space'. The second group of keywords was 'refugee, children, play, and spaces' with the addition of the concept of play. The third group of keywords 'refugee, children, and home' offered literature that addresses the concept of home and a relationship with space. The group of keywords is 'refugee, children, landscape' that provided literature about urban spaces, landscapes, and outdoor. The research process became more rigorous with adding new keywords. The search process with all the mentioned keywords to find those articles presented in Table 3.2. Further, the search also included both skimming each article's references and looking to the articles that cited it by on Google Scholar engine as shown in Figure 3.2.

Table 3.2 Articles found by keywords

Keywords	Authors
Refugee children, space	Metzler et al. (2019)
	Crivello (2015)
	Neag (2019)
	Allport et al. (2019)
	Yohani and Larson (2009)
Refugee, children, play, space	Besten (2010)
	Marshall (2015)
	Fearn and Howard (2012)
	MacMillan et al., (2015)
	Bozkurt (2018)
	Sampson and Gifford (2010)
	Kirova (2010)
Refugee, children, spaces	Archambault (2012)
	Moskal (2015)
	Wernesjo (2015)
	Hatfield (2010)
Refugee, children, landscape	Cutter-Mackenzie (2009)
	Svensson et al. (2009)
Refugee, migrant, child, space, place	Wrench et al. (2018)
Migrant, children, place making	Denov and Akesson (2013)
Refugee children, space stories	Kanji and Cameron (2010)

Figure 3.2 explains the method of finding the article, the figure explains how the search was started with a keyword and moved forward. For instance, the keyword 'refugee and children's play' found three articles namely MacMillian et al. (2015); Crivello (2015); Neag (2019); Allport et al. (2019); and Yohani and Larsen (2009). Further, MacMillian et al. (2015) helped to find a relevant article in the references i.e., Due and Riggs (2010)—it is therefore called 'referred to". Moreover, MacMillian et al. (2015) was searched using Google Scholar and found cited in Kronick et al. (2018). Thus, it is labeled as 'cited by'. The same pattern follows the whole diagram.

Figure 3.2 Method of finding cited article within the articles found by keywords of refugee, children, and play

Keyword

Refugee, Children, Play

Found

| Due and Riggs (2010) | ←Referred— | MacMillian et al. (2015) | —Cited by→ | Kronick, Rousseau, and Cleveland (2018) |

Bozkurt (2018)

| Mand (2010) | ←Referred— | Sampson and Gifford (2010) |

Besten (2010)

| Kirova (2010) | —Cited by→ | Kalkman and Clark (2017) |

Kauko and Forsberg (2018)

Cena, Heim and Trandafoiu (2018)

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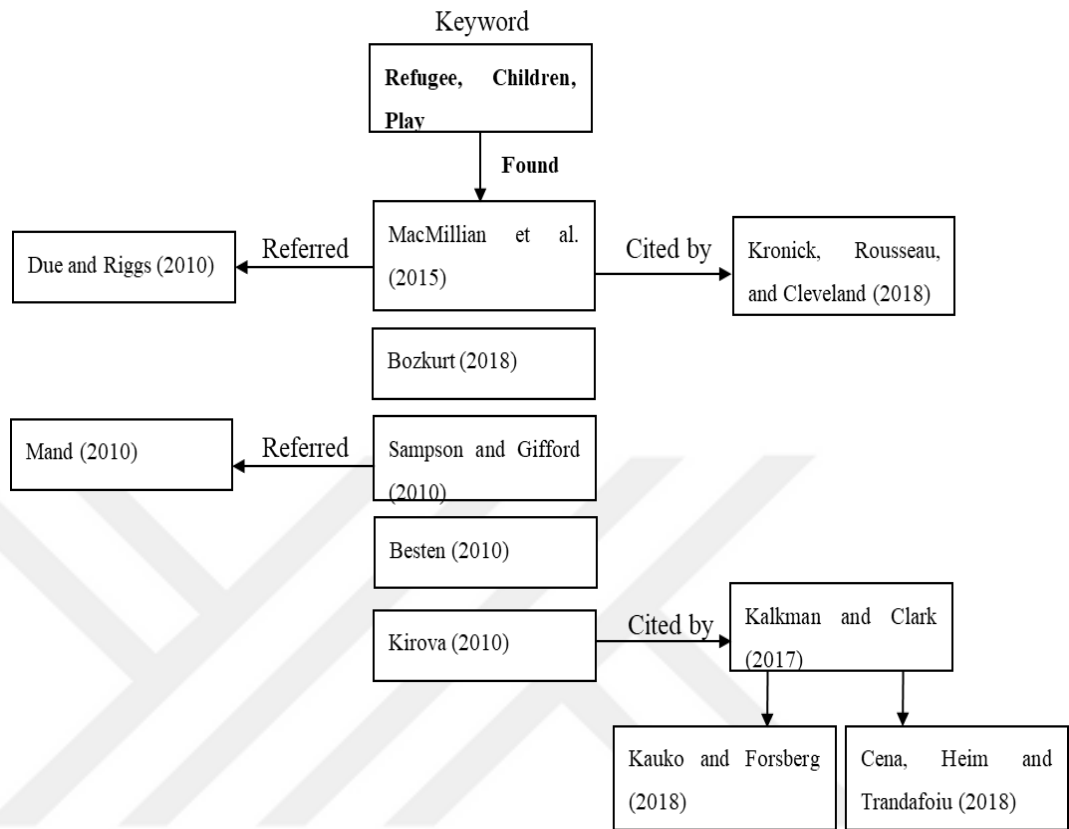
Figure 3.3 explains the method of finding the article, the figure explains how the search was started with the keyword 'migrant, children, landscape'—for instance, the keywords found article namely Burns et al. (2015). This article helped to find three articles that are illustrated in the diagram—the articles are Besten and Olga (2011); Vanderstede (2011); and Lim and Barton (2010).

Figure 3.3 Method of finding cited article within the articles found by keywords of migrant, children, and landscape
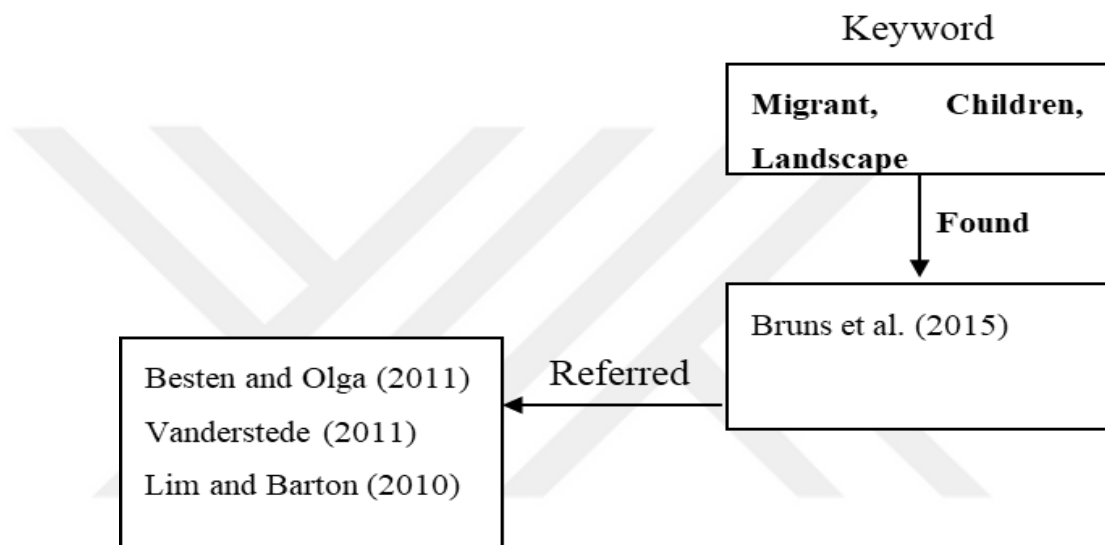
Figure 3.4 explains the method of finding the article with the keywords 'refugee, children, home'. The search for the articles provided a significant work i.e., Archambault (2012) and it was further suggested an article mentioned in referred to that is Laoire et al. (2010). Moreover, Laoire et al. (2010) further provided an interesting article i.e., Valentine et al. (2009). Further, Valentine et al. (2009) four major studies that cited this work are Gina (2015); Tereshchenko and Araujo (2011); Besten (2010); and Giralt (2011). Similarly, Archambault (2012) also cited in Kronick et al. (2018).

Figure 3.4 Method of finding cited article within the articles found by keywords refugee, children, and home
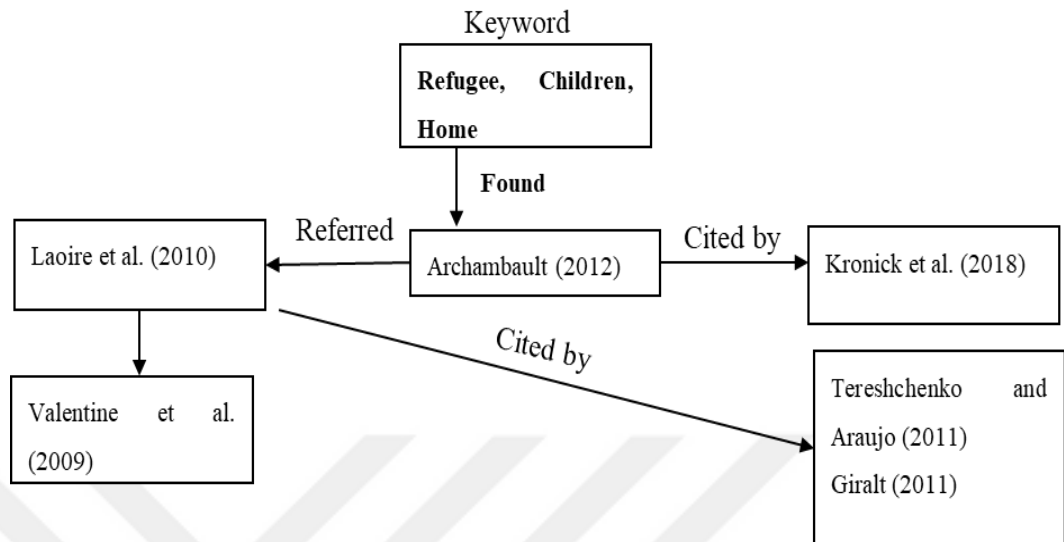
3.3 DATA ANALYSIS

The literature review and data collection set the stage for data analysis. The selected 36 articles and analyzed in two axes—first, the leading axis explained the method of research used in each study, how it was carried out, and why it is used. The second axis approached the relationship between children and their respective space in each article, the spaces (outdoor and indoor), personal belonging (toys, room furniture) their emotions toward the spaces. Further, these relationships are related to the characteristics of the needed space to make it more suitable and welcoming for the children.

The in-depth investigation of the selected literature showed that most of the 36 articles used qualitative methods compared to quantitative methods. The reason behind such a trend is to explore the problems of refugee children in detail in the context of spaces, therefore, the qualitative method is the most appropriate to interview and observe the living of the respondents. Further, the researchers participated in physical activities with children and let the children participate in

writing, drawing, and sharing stories. These techniques of qualitative methods set the base for real communication between researchers and the children leading to the sharing of experiences naturally.

The purpose of most of these qualitative studies on the refuge, migrant, and asylum seeker children was to understand the relationship between spaces and the feeling, thoughts, interests, and lifestyle of the children. The main question that previous research approached aimed at the relationship that connects refugee and migrant children with space—specifically, what is their idea of it? What did it mean to them? How did refugee and migrant children see these spaces as per their attitude and behavior? How did refugee children's feelings such as safety, comfort, belonging, and freely associate with specific space? What type of spaces required to facilitate emotional and psychological relief to refugee and migrant children? Additionally, the selected research articles had mainly used writing, drawing, images, and audio and video recordings for data collection.

The next sections will rigorously discuss the selected studies in terms of research methodologies and techniques to study refugee and migrant children. There were several novel methods used employed to gain in-depth insights.

3.3.1 Interview Method in Selected Studies

The interview technique was the most commonly used method and it is divided into structured, semi-structured, and unstructured—the choice of the interview technique depends on the research design.

Structure interviews comprised of establishing specific, unified, and detailed questions used for each interview (Bryman, 2003). This interview can be conducted online by using any kind of social media application e.g., video or voice call and/or the on-sight interview.

Semi-structured interviews characterized a more flexible approach based on a set of questions prepared in advance, however, the interviewer probe the respondents to get more information and these probing questions emerged from the conversation between the interviewer and respondents (Bryman, 2003). Moreover,

the semi-structured interview is suitable for a focus group, shared group, multiple participants, and a single participant.

An unstructured interview is an open conversation since the interviewer does not have enough prior information and the purpose is to explore the topic to understand the nature of the phenomena (Bryman, 2003). The unstructured interviews give a lot of room to respondents to speak freely and describe their knowledge and observation in detail.

Interview as a data collection technique is in 30 articles out of the total of 36 articles (83%). Among the 30 articles, 6 studies used a structured interview guide while five used unstructured interviews (four articles used the one-to-one interview approach while one used a focus group). Additionally, 23 articles out of 36 used a semi-structured interview guide—further, 12 of 23 uses a focus group and 16 of 23 uses personal interviews. Table 3.3 illustrates the type of interview approached used in all 36 articles as percentages of studies employed structured, unstructured, semi-structured, and no interview methods. The interview is the most suitable method is to study a selective sample of refugee and migrant children, the studies have subjective and explorative nature with carefully designed tools to assess the respondents. Moreover, it is unusual to have a reliable and valid scale that can quantitatively measure a large sample of refugee and migrant children in any context e.g., everyday spaces or social learning.

Table 3.3 Number of articles and respective interviews method

Articles Employing interviews method					
Structured		Semi-Structured		Un-Structured	
6 Article		23 Article		5 Article	
Online	Onsite (one by one)	Focus group	One by one	Focus group	One by one
1	5	12	16	1	4

The vast difference between studies employing semi-structured interviews (23) and structured interviews (6) represents the difficulty of collecting data from this

special population with fixed questions. The use of research methods in the articles and literature on refugee and migrant children suggests that the problems seem similar but are contextual; therefore, the choice of the researcher is to talk openly to the respondents to probe further information.

The use of unstructured interviews (six studies) provides a good starting point to explore the phenomena by gathering background and general information that can draw researchers' attention to a significant problem. Few studies also used this method to get close to refugee and migrant children, get to know them before starting the actual research, remove the barrier of fear and shyness, and help the researcher to initiate simple communication to facilitate the research process. For instance, Cutter-Mackenzie (2009) suggested talking with the guardians of refugee and migrant children, families, teachers, or people from concerned institutions. In Due and Riggs's (2010) article, the researcher met the children during the lunch break in the cafeteria. In addition to Marshall's (2015) article, the researcher went on a walk with the child in the asylum center, listened to his stories, and followed him to several spaces.

The research methods in refugee and migrant research were not limited to interviews but other tools that enriched the interview like drawing, photography, text writing, collage, storytelling, playing, and walking. The drawing method appeared in several studies and the investigator asked questions during or after the drawing process (Karlsson, Lähteenmäki, & Lastikka, 2019; Besten, 2010). However, the drawing method was often used with young children to enable them to express their ideas to the investigator.

Many studies have used the photography method and introduced the idea of technology into the research. The children were allowed to photograph their home, roads that they use for school and playground, the school, and the surroundings where researchers studied the meaning of spaces for refugee and migrant children. Moreover, based on their collected images photography method enable children to observe the spaces and represent them in the form of pictures accordingly (Kanji & Cameron, 2010; Svensson et al., 2009; Tereshchenko & Araújo, 2011).

Some studies have used innovative techniques to explore the subjects and they produced interesting insights on the problems of refugee and migrant children. For instance, the diary-keeping method that appeared In Karlsson et al. (2019) allowed children to freely choose how they express their ideas and experiences, whether through drawing, narration, or writing. This method is similar to writing a diary and allows children to express thoughts and relieve their repressed feelings. The collage method used in Yohani and Larsen's (2009) study encouraged children to collect and paste the pictures and other materials to assess and enhance their intelligence and artistic sense.

Similarly, the Storytelling method was present in Moskal's (2015) research through listening to stories of refugee and migrant children about their lives and experiences in enforced movement from one place to another and the challenges they faced—since the investigator had not intervened or directed anything during the process. However, the necessary arrangement for a safe and comfortable place and sufficient time to hear children's stories fundamental.

The playing method is an observational and interview approach to study the children when they are in the playground. Kronick et al. (2018) study used the sand play method and interview the children while they were playing. The use of this method reduced the direct exposure to the questions and it eliminated the parent's consent to interview the children. Moreover, the findings indicated the usefulness of this method in terms of treating the trauma for refugee and migrant children (Kronick et al., 2018).

The walking method is one of the very interesting ways to collect data were the subject act as an investigator. For instance, Lim and Barton (2010) studied the refugee and migrant children to walk around the neighborhood and the city to observe the activities, take notes, draw, and take photographs of the everyday spaces. The method proved to be successful in strengthening the children's relationship with the city and spaces, particularly to determine the intensity of feelings towards those spaces. It also provided an opportunity to engage with society and public activities (Lim & Barton, 2010).

3.3.2 Observation Method in Selected Studies

Observation mainly involves studying a phenomenon in a natural setting by monitoring the actions of individuals and tracking their activities. Bryman (2003) has described three types of observation techniques.

Structured systematic observation is similar to the structured interview uses pre-determined characteristics that needed to be observed (Bryman, 2003). Moreover, the individuals or a group of individuals, the nature of the phenomenon, and the setting of the phenomenon must be decided before the observation. The researcher is responsible to observe and record in the structured schedule without any bias.

Unstructured observation is a method to conduct the observation of the phenomenon without specified observation codes in advance and/or without any observation schedule (Bryman, 2003). Unstructured observation can be designed on some pre-defined themes, however, it also possible that the investigator explores the phenomena and then form the research questions.

Semi-structured observation is a mix of structured and unstructured approaches. It uses a semi-structured schedule containing observation guidelines, questions, and respective notes (Bryman, 2003). Simply, a combination of the observation and organization is prepared in advance and organized but there remains a flexible side in it that can modify the note as per the real observation of the individuals.

According to the interference status of the observer participant, the observation is further divided into two contexts as a participant and non-participant observation. First, the participants can be visible to the observing individuals and sometimes contribute activities with them during the observation. Second, it is when a researcher observes from distance and does not interfere that called non-participants (Bryman, 2003).

The 17 (47%) articles of 36 articles taken for this study used the observation method. Further, no article has used structured observation while seven (19%) of 36 articles used unstructured observation. One of seven of these articles included the investigator in the observation (participant) while six of them don't include the investigator in the observation (non-participant). Table 3.4 describes the articles

along with their distribution as per structured, semi-structured, and un-structured technique.

Table 3.4 Distribution of Articles as an Observation Technique

Articles Employing observation method					
Structured		Semi-structured		Un-structured	
0 Article		10 Article		7 Article	
Participant	Non-Participant	Participant	Non-Participant	Participant	Non-Participant
0	0	1	9	1	6

The distribution of articles that have used the observation method to study the refugee and migrant children is similar to the interview method—as most of the articles used semi-structured observation like semi-structured interviews. None of the studies used structured observation; though, seven studies used unstructured observation. Therefore, it indicates that research design of studies on refugee and migrant children could not be relied on standardized instruments. Moreover, a few of the many factors such as contextual factors, time of the enforced exile, the position of the family before and after the exile, and the emotional state of children let researchers to adopt the flexibility in their research designs.

Furthermore, the nature of the observation method provides flexibility to investigators to explore complex phenomena. For instance, if an investigator exploring the behaviors of refugee and migrant children in the playground, the observation method can be useful to note how those children behave, react, and express themselves. As in Riggs and Due's (2010) study noticed that children from the new arrivals program (NAP) student program preferred not to share the same spaces of play with the refugee and migrant students. The other context is observing when children were given a task of drawing—that help the investigator to measure how children approach their drawing, the use of colors, the use of expressions, and what kind of everyday spaces (MacMillan et al., 2015). The study of Lim and Barton (2010) was also interesting employment of observation method where the children walked along with the investigator through the neighborhood and the city and share what attracts them.

3.3.3 Research Patterns for Selected Literature

The previous section provided an analysis of selected literature with a particular focus on research methods, the apparent relationship among different methods, and the respective findings. The emphasis remains on the identification and appropriateness of multiple methods used in the selected articles in the context of refugee and migrant children. The division of selected articles into periods is also useful to understand and related how science responded to the refugee and migrant influx in the past decade. The analysis presented in different periods also helps to identify the trends in a timeline.

The division of the studies into three different periods was based on the author's curiosity to see the spread of the studies over these periods. The reason behind this was the new and going armed conflict and the respective influx of refugees across the world. For instance, the period of 2009-2011 is significant in terms of insurgencies in Somalia, Nigeria, Yemen, and Gaza and an increase in the population of refugees and migrants. Moreover, the year 2012-2016 is most significant in terms of two major wars i.e., Syrian civil war and Libyan Civil war—these wars have created a global crisis of refugees. The third, 2017-2019 has seen a slowdown in refugees, however, the interior conflict in Iraq in 2017 was important in terms of human crises. Therefore, the division of selected literature was made to see how the scientific community has responded.

3.3.3.1 Studies between 2009-2011

The 2009-2011 period as per the selection of articles for this study contains 19 articles. All the articles used qualitative research methods—particularly, the interviews, observations, qualitative surveys, subjective mapping, story-crafting, case study, and mental mapping.

Besten (2010) used a multilingual survey on the first and second generation of the immigrant, expatriate, and transnational family children in Berlin, as a part of the mental maps drawn by them describing their way from school to home. The survey was not only administered with children but also included teachers, parents, and other people for wider research in rural areas. The conclusion

recommended the use of the subjective maps designed with the "emoticons" does not require any use of language. In contrast, Cutter-Mackenzie (2009) adapted a very novel way to use the qualitative methods that trained children to interview their colleagues to explore the thoughts and inner voices. All the participants were trained to collect data by conducting interviews, observing, and taking photos. The participants were asked to document their personal experiences within the multi-cultural school gardening program in the form of photographs, notes, interviews, and observations of activities of students, parents, and teachers—a longitudinal study that spanned over two years.

The use of ethnographic design is an interesting way to engage the respondents to become part of the research. The ethnographic design is important to evaluate the feelings, perceptions, emotions, and experiences over a specific time—and is the most relevant type of interview for refugee and migrant children who suffered from uncertain situations. For instance, Svensson et al. (2009) adopted the ethnographic childhood research design. The sampling was intended to recruit 10-20 children but the regional ethical committee of Child and Adolescent Mental Health Services (CAMHS) at Karolinska Institutet and Stockholm that limit to three respondents only in Sweden (Karlsson, 2019). The data was collected using photos taken by respondents and unstructured interviews conducted with them. The research provided in-depth and rich information about the effects on the life of individuals and their personalities. The authors' emphasized further research since the study was not carried out as originally planned.

The research has been adapting a combination of qualitative research methods in a single research design to gain in-depth insights. Moreover, the longitudinal studies are usually designed to employ several methods with different intervals of their design. A similar example the longitudinal study of Metzler et al. (2019) that spanned over 18 months adapted a combination of focus groups, workshops, collection of stories, and personal photography from respondents, asked respondents to write the visuals of their documents and photography, and semi-structured interviews (Yohani & Larsen, 2009). The longitudinal studies in this research also opt for a small sample size so that they can draw accurate conclusions. Comparatively, Valentine et al. (2009) have opted for a simple

qualitative research design to interview and observe a sample of 50 Somali refugee, migrant, and asylum seeker children to explore the differences in children's lives and the experiences of forming identity, attachment to places, and a sense of belonging in two different national contexts i.e., UK and Denmark.

The pragmatic adaptation in research methods provides flexibility offering a mixed-methods approach that combines quantitative and qualitative data to study the phenomena (Cresswell, 2014). For example, Due and Riggs (2010) used mixed methods to survey schoolteachers with a questionnaire of multiple-choice and open-ended questions proving room for expression. Later, the researcher started a systematic observation of children's playgrounds for 15 minutes twice a week. Likewise, a mixed-methods study that investigated the social determinants and contexts of psychological well-being in refugee settlement gather in-depth information and questionnaire (Sampson & Gifford, 2010).

The researchers have always been experimenting with the research methods to make them useful to find the answers. For instance, subjective mapping (cognitive and mental) coupled with a task-based approach engaged refugee and migrant children to draw their mental and cognitive maps (Besten, 2010). The novel method is so effective to engage children in task-based, child-centered, and child-friendly activities. They used the mental mapping method to study migrant children and asked them to draw maps for their everyday spaces and mention how they feel about it (Besten, 2010). The novelty of the method is interesting since mental maps are ideal for communication with children from diverse backgrounds and remove the barriers of speaking and writing. Therefore, both studies used and emphasized the novelty and effectiveness of mind mapping methods.

Hermeneutic photography is a novel psychiatric rehabilitation method used to understand the experiences of Afghan children using photo conversations (Kanji & Cameron, 2010). Kanji and Cameron (2010) interviewed teenagers using hermeneutic photography asking them to take pictures of anything they considered important or to choose pictures that already have at home with a special meaning to them. However, the established qualitative research methods are equally effective to study modern phenomena—for instance, the qualitative methods used by Lim and Barton (2010) to study the sense of place for urban

children relied on ethnography by using interviews, walking and observing mapping, and photography. Further, Due and Riggs (2010) also used the ethnographic approach to observe the students in play yards note the interaction between students of two different groups. This research also used questionnaires with a Likert scale, interviews, and diary entries.

One of the most favorite qualitative research methods is a case study (single case study or multiple case studies). An exploratory single case study of the city Mechelen was conducted by Vanderstede (2010) to develop geographies for teenagers based on marginalization and invisibility. The study conducted focus groups, interviews, and observation for data collection. Correspondingly, Tereshchenko & Araújo (2011) also used an exploratory case study to explore one class (a case) at a school in Lisbon, Portugal. However, this study only conducted group interviews. In line with the qualitative methods, Mas Giralt (2011) only used semi-structured interviews to explore the concept of visibility and invisibility by migrant children to achieve belonging, identity, and similarity in their place of living.

This section indicated the most of the studies were focused on the education and adjustment of the refugee and migrant in everyday places (home and play). However, the studies were diverse in both the methodologies and the subjects. For instance, there was significant participation of teachers and parents to explore the thought processes, behavior, and reaction of children. Further, the major research questions were how refugee and migrant children play and interact with others, how the existing life of children impacts their identity formation.

3.3.3.2 Studies between 2012-2016

Seven studies used qualitative research methods to explore the refugee and migrant children and spaces. The use of methods was similar to the previous section the articles in sections 2009-2011 used novel methods such as multilingual survey experimental design, hermeneutic and subjective mapping. A brief review of the used research methods in these years and the articles is as follows.

Archambault (2012) used the longitudinal method to explore the experiences of asylum seeker children and placemaking experience. The research took semi-

structured interviews with asylum-seeking children before approval of their application and then after six months of settlement approval. Similarly, Marshall (2015) conducted an earlier research project that started in 2010 and divided the respondents into two groups based on gender. This was also a longitudinal study based on interviews with children and caretakers, focus groups, mental mapping, photographs, videos, and records of daily life.

Furthermore, a longitudinal study that spanned over 2007-2014 in Peru with a sample size of 3000 children collected data through several surveys (Crivello, 2015). Therefore, longitudinal surveys facilitate the investigators to analyze the different variables at intervals decided in the research design. Longitudinal surveys are extensively used in the research context of refugee and migrant children because of the high essentiality of the sequence of events. Further, the extensive inspection of research subjects before concluding anything requires relying on observational surveys.

Ethnography has been the favorite method in anthropology research (LeCompte & Goetz, 1982). It contains several techniques ranging from informal interviews, direct observation, participation in the life of the group, group discussions, and analysis of the documents related to people, historical details of life, diaries, and transcriptions to investigate the phenomena (Williamson, 2006). Observations are usually used in longitudinal studies and range from months to years. The extended use of observation leads to access to detailed and accurate information about the studied group, in this case, migrant and refugee children.

One of the studies used a qualitative research design employing the case study method with three case studies of three different locations in Beirut, Lebanon (Fearn & Howard, 2012). Similarly, Moskal (2015) used qualitative research methodology with a sample of schoolchildren and youth who migrated from Poland. A group of displaced Polish children and youth were selected from several schools for unstructured interviews, storytelling, drawing, and maps techniques used to collect the data. Moreover, a qualitative study construct of data collection tools based on the exploration of place and place-making realities in the lives of separated children—using semi-structured interviews and focus groups (Denov & Akesson, 2013). Further, a qualitative description research

methodology asked participants to draw how they used to play before migrating to Australia and how they play now. The analysis of the drawings based on play presence, location, and the details of the drawing.

This section specified the transformation from cross-sectional design to more in-depth studies. For instance, there were a couple of longitudinal studies that explored the experiences of children about placemaking. Further, the division of children based on gender indicates the thorough exploration of problems. The previous section mostly presented studies from the EU; however, this section also has a study with a sample size of 3000 children and the study spanned over seven years. To conclude, there is a clear transformation in the research questions and the nature of studies over the years.

3.3.3.3 Studies between 2017-2019

Ten studies selected for this study published in 2017-2019—nine studies used the qualitative research methods. Studies that used qualitative research methods use the same methods in earlier studies that were a case study, phenomenological approach, and longitudinal method.

Kalkman and Clark (2017) used an ethnographic research method to explore the concept of the suitability of migrant children and the way newcomers connect to social and cultural relationships. Similarly, Kronick et al. (2018) use the ethnographic method to address refugee children in immigration detention and concentrated on the impact of detention on the psychiatric health of refugee children. The study used in-depth interviews, observation, and sand-play method i.e., a powerful therapeutic technique that facilitates the natural capacity of mind and healing.

Cena and Trandafoiu (2018) conducted a longitudinal study with participatory qualitative research methods using follow-ups with participants explored the idea of returning home for the migrant children. Moreover, rigorous interviews about transition, case studies, and experiences of respondents were conducted. Allport et al. (2019) used a phenomenological approach to gain descriptive information about the geography of refugee Somali children in the UK by the perspectives and

experience of their Somali mothers using semi-structured interviews (Allport et al., 2019).

The rest of the studies also employed the similar qualitative methods (see annotated bibliography). It is pertinent to note that there is no clear pattern of evolution of research methods based on the articles selected in this study. The rigorous description and analysis indicate that most of the studies used qualitative research methods with a combination of multiple methods, an adaptation of research methods from other research areas such as psychology, sociology etc. Therefore, it is obvious that researchers choose to experiment with a different method. It is common to use multiple tools to collect the data accurately i.e., the combination of interviews, observations, task-based activities, and mental mapping.

4. CONCLUSION

This study has comprehensively reviewed the selected literature (see Annex I) home and the playing spaces for refugee and migrant children from 2009 to 2019. To design and build useful everyday spaces for refugee and migrant children, it is necessary to understand how users think about. It is even more important to take on board the vulnerable groups and communities because they had had trouble and survived. This study mainly focused on three broad research questions: RQ1: How everyday spaces (home and playing space) related to the social learning of refugee and migrant children? RQ2: How improved designs of everyday spaces enhance the social learning of refugee and migrant children? RQ3: What are the research designs that have been used in the selected literature (36 articles)? This chapter first addresses the research questions based on the selected literature, secondly, the limitations found in the selected literature, thirdly this section provide the practical and theoretical contributions to the refugees and migrants, the architects, and policymakers. Moreover, the study also suggests a participatory design approach that includes all the stakeholders in the design process of everyday spaces.

The distinct nature of the needs of refugee and migrant children is altogether different from children in the host population. The body of academic research bringing diverse insights into the need for everyday spaces for refugee and migrant children should be followed by the practical applications designed by architects. Thus, architects should access the research to touch the lives of these children by understanding the needs and ensuring that they are met by design.

4.1 DIVERSE BACKGROUND AND NEEDS OF REFUGEES AND MIGRANTS

The nature of the refugee and migrant crisis, place, and background of refugee and migrant children are extremely important factors to design adequate environments for them. The design then should ensure social norms of refugee and migrant children's background, representations of the culture and historical symbols of the home country, and similarly the creation of a sense of belonging to the new place

(host country). Further, the establishment of new bonds facilitated in the host country based on everyday space design—which may provide flexibility to interact and cooperate for social learning. It also supports strengthening the personality and help children to consolidate existing friendships and build new ones. Everyday space using participatory design can help to create a multi-cultural environment and bringing together children from diverse backgrounds within the same space.

The selected literature suggests several factors that help refugee and migrant children to create a sense of belonging to the host county i.e., local language classes (Cutter-Mackenzie, 2009), historical knowledge of the host country and landmarks (Skelton & Valentine, 1998), and effective architectural structures (Beak & Lee, 2008). Further, the school should arrange events to let refugee and migrant children talk about their lost homes, history, and civilization of their home country create a spirit of partnership with other students (Wrench et al., 2018; Neag, 2019).

The concept of home is not limited to a living space that might be permanent or semi-permanent for individuals (children or adults) instead, the most basic right is the right to privacy. Home has a significant impact on the transformation of everyone as it supports behavior, emotions, and overall mental health (Boutruche et al., 2008). The meaning of home which would be very different for refugee children is simply beyond the physical attributes and qualities associated with it.

Similarly, the meanings that migrant and refugee children give to the home are different and often related to their circumstances and personal experiences. A handful of literature on refugee and migrant children belonging and home suggested that social relationships are important to form a meaningful home (Valentine et al., 2009; Mand, 2010) and the immediate social relationships are strong families' ties (Ní Laoire, Carpena-Méndez, Tyrrell, & White, 2010). Therefore, refugee and migrant children consider their families a source of support and strength that facilitates their acceptance of their new place and gives them the power and confidence to express themselves and learn (Archambault, 2012).

4.2 IMPACT OF SOCIAL LEARNING

The social learning theory also emphasizes that models (people around) and their actions make the attitude of children. Any discriminatory spatial actions and/or rules for children will led them to inappropriate experiences and incidents which influence the cognitions, confidence, and behaviors. For instance, Riggs and Due (2010) discovered that having a special class for new arrivals program (NAP) separating them from the children of host country did not benefit the purpose of belonging instead it reinforced the idea of isolation and neglected the children that led to psychological discomfort. It is pertinent to note that environmental factors play an important role in social learning.

The interaction among refugee and migrant children and between local children help them to feel a sense of belonging. Communication among children from different cultures provides them an opportunity to share culture and learn from each other. For instance, Kirova's (2010) study indicated that children from diverse cultures learn from each other and develop a sense of belonging. The findings support the social learning theory that suggests that "when children watch others, they learn many forms of behavior, such as sharing, aggression, cooperation, social interaction, and delay of gratification" (Bandara, 1977, as cited in Yagcioglu, 2017). Moreover, the practice of cultural activities during play is an expression of the identity and acceptance that endorse belonging (Eryaman & Evran, 2019).

Social learning is not only associated with the closes people (parent, siblings, relations) but the external environment also impacts the refugee and migrant children in all terms e.g., sense of home. For instance, children observed and learn from the people around them e.g., society, teachers, peer groups. A group house (in a rural village in Sweden) prepared for unaccompanied migrant children to shape the learning experiences of the children not only with the physical space but with each other to facilitate the social learning process (Wernesjö, 2015). Consequently, this can help to reduce the pressure and give them more space to express themselves—which aid with the feeling at home.

The type of activities at home also contributes a lot to the meaning of the home—not only for the refugee and migrant children but for all. The improper living spaces can quickly shape those children's behavior erroneously. For instance, Karlsson, Lähteenmäki, and Lastikka (2019) provided insights by documenting the behavioural patterns of refugee center that where children faced a lack of activities with the family such as watching TV in the living room, talking and sharing their opinions and ideas, and in addition to the helping daily activities like cooking and food. This inactivity limited the ability of the children to be socially active and to learns. The successful practice of household activities and the common culture of refugees in the host country provide a ground for children for social learning and achieving a sense of home while resolving the native cultural dynamics that restrict them.

4.3 HOME, PLAYING SPACE, AND REFUGE

The sense of home is further related to physical and mental health. The focus was on the need for a high quality of health in the host environment. However, the context of losing home and becoming a refugee might have more psychological and behavioral impacts than the impact on physical health (Sampson & Gifford, 2010). The hopes and aspirations about the future home (permanent) provide psychological motivation to refugee and migrant children (Riggs & Due, 2010). It's significant in the context of shelter houses where children feel dissatisfied and the negative experiences can reinforce the behavior. However, the meaning of home keeps linking to the growth of hope in refugee and migrant children (Crivello, 2015).

One of the main differences between children's experience of their actual houses in the home country from the exile houses is privacy. The need for privacy varies depending on the person's desire, culture, or environment (Altman, 1975; Archambault, 2012). Social learning theory suggests that children reinforce the behavior, thus, refugee and migrant children do need privacy in their family life and personal space to avoid the unwanted scenes that they may think of copying (Nicholson & Higgins, 2017).

It is also important that possession of personal belongings and utilization of playing and studying spaces with the home significantly affects social learning (Svensson et al., 2009; Valentine et al., 2009). Therefore, the role of privacy is central for children to develop an attachment to the physical environment that leads to a sense of belonging resulting in a more positive behavioral outcome. Further, the idea of the need for privacy at home is not solely met until privacy exists for all the family members are met (Karlsson, 2019).

Freedom has been extensively studied and emphasize in shelter homes in terms of movement (Marshall, 2015), playing space, time of play, and eating hours (Maqusi, 2017). Children face severe issues about freedom in gathering, playing, studying, or hanging out, security of minors and girls of all ages (Marshall, 2015). The shelter homes usually full of all kinds of people with criminal backgrounds and children are the most vulnerable group (Kalkman & Clark, 2017).

Safety has multiple interpretations i.e., home safety indicates the ability of the house or a building or shelter that can protect humans against the weather or invasions while safety may indicate internal security (Kronick et al., 2018). Further, the children who have already experienced violence, loss of homes, and family and friends are more prone to fear and negative emotions (Kauko & Forsberg, 2010). Therefore, the idea of a home for these children is not just a shelter but must have a feeling of home

Play is a spontaneous activity that children do to discover and understand the world around them and also has a great role in imitating the behavior of people around them. It can take several forms ranging from pretends, interact, mimic, in games and/or sports. Play is also a way that children use to express themselves and their identity (MacMillan et al., 2015). This illustrates the importance of playing for refugee and migrant children and its role in achieving belonging within the host country and earns enforcement from the internal and external stimuli. The use of play as a means of belonging by children varies according to the type of play (Mas Giralt, 2011). Imaginary play can help children to create a virtual reality, an alternative to their real reality in which they feel safe and free (Neag, 2019). Moreover, the children's imagination helps identify other peoples' behavior, values, and beliefs and ease the adaptation process.

Thus, the games or playing is not only just for recreation but also to preserve and feel the association with the home (Marshall, 2015). When playing the games of their home countries, the refugee children indeed give the feeling of belonging to their culture. The previous knowledge of playing coupled with the input from the new environment is mediated by mental events that lead to new behavior. The expression of ones' culture through games and playing not only contribute to the happiness of refugees, migrant, and indigenous children but provide an opportunity to share their culture with colleagues—that create social experiences (Kirova, 2010). The lack of activity and limited social interaction most likely end up in depression and anxiety. Similarly, there is a high correlation between the amount of time used for playing and health, psychology, studies, and social relationships (Kanji & Cameron, 2010).

Technological advancements greatly support research methods in the past ten years. The electronic devices influenced the refugee and migrant children's lives and providing better opportunities to facilitate communication between the investigator and the children (Tootell et al., 2014). For instance, the language constraints were resolved by translators, pictures, or other applications that helped easily express their ideas and experiences. Several research studies adopted photography tools using one-time cameras, give them to the children to serve as diaries, record their daily lives, and the interesting spaces (Besten & Olga, 2009; Karlsson et al., 2019). In addition to creating multicultural cooperative spaces for children, the common interests in games, mobile applications, social media applications can transform the research methods. The adaptability of the refugee and migrant children in their new environments has been under examination for the past few decades. Scholars have been attempting to explore effective ways to bring refugee children into the mainstream learning atmosphere.

4.4 THEORETICAL IMPLICATIONS

The selected literature that mainly comprises 36 studies indicates contextual models for refugee and migrant children, particularly, the everyday places (home and playing space) in the perspective of social learning. The analysis and

conclusions of this study support the view that social learning is a dynamic process that depends on complex and inter-related factors such as home and playing spaces, instead of direct associations. Despite the differences between the contexts and background of the refugee and migrant children, most of the studies found that the materiality of the home is a significant element that contributes to the social learning of children. One of the examples is the Norwegian authorities who offered apartments to refugee and migrant families with children instead of a room in the asylum centers. This application produced positive results for adaptability and social learning (Archambault, 2012).

One of the substantial inferences is how lack of play and playing spaces with other children affects social learning negatively. Literature showed that the refugee and migrant children in urban areas have more opportunities to interact with other children compared to distant asylum centers (Lim & Barton, 2017; Mifflin & Wilton, 2005). The frequent interaction with the everyday spaces and other children helps to recreate the sense of community support and help them relate to the native home. Early intervention of delivering an appropriate home and playing spaces can be highly effective to make these children a valuable resource for the host country.

The theoretical approaches to develop and adapt the interventions to modify the environment for refugee and migrant children must be further advanced and tailored the policies address the aspects of design, housing, and development of the neighborhood. Moreover, the role of geography and experience of refugee and migrant children is an interesting area that can improve the social learning theory and development of the whole population. For instance, how spatial freedom and localities are helpful for adjustment to a new geography? Moskal's (2015) study suggested that geography is a significant variable as some displaced families in Ireland tended to live in rural areas, so that, children can have more outdoor spaces with little supervision. What if the refugee and migrant children belonged to a rural area before migrating? How would they experience living in a city? Or they will also prefer to live in the rural areas?

In contrast, Vanderstede's (2011) study on children's geographies focused on young teenagers suggested that they had a strong orientation to move to the urban

area, recreational areas, and city center. The comparison of the results of Moskal (2015) and Vanderstede (2011) is interesting as some of the refugees and migrants in Ireland preferred to move to rural areas. Whereas, Vanderstede (2011) indicated that teenage children had a strong orientation to move to the cities. Therefore, the background of refugees, their previous lifestyle, and culture can impact the choice of living in a new place. For instance, Castiglioni et al. (2015) explored emotional mapping and belonging based on a sample from two different cities using subjective maps. The results suggested that the experiences and representations by children varied by age, gender, length of stay, social infrastructure, architectural structures, and urban planning.

The diverse background of the refugees and migrants, culture, religion, norms, status, past lifestyle, social values, and others are critical for architects. The differences in lifestyle and beliefs make refugees distinct from the counterparts, therefore, it would be better to explore which refugees and migrants are psychically close. It will help to not only create healthier communities but also facilitate the architectural designs.

4.5 LIMITATIONS

The selected literature was found by searching in the keywords. Moreover, the limitations of this study are also presented. The limitations in research studies do not vary significantly until unless the studies use enormously different research designs. Thirty of 36 (83%) of studies of the total selected literature are based on the qualitative design. Therefore, there are limitations about the research design such as a limited population and sample size, purposive sampling, lack of generalizability, and no consideration for gender differences. Moreover, the controlled access to the participants, limitations of particular techniques (use of technology, collection of data from the perspective of subjects e.g., collecting photos or drawings or quality of the provided devise), and lack of knowledge about past experiences of subjects were limitations. The limitations of this study are as follows:

- The search for literature for 2009-2019 taken on certain keywords, therefore, the selected literature only partially addresses the variables.

- Most of the selected studies used qualitative methodology, thus, this study has limited insights quantitative methodologies employed (generalizable).

- The study only tried to attempt the concepts through the theory of social learning theoretical lens and no empirical data was used.

- The study based on the published literature and did not collect any data to test the research questions empirically.

- The study did not differentiate the literature based on geography, years in exile, or schooling level.

4.6 DESIGN IMPLICATIONS

Valentine et al. (2009) suggested that imposing restrictions and limitations on the refugee by the British government led to slowing and making difficult for their integration with society. The government policy for displaced people caused feelings of discomfort, insecurity, and isolation. On contrary, the earlier example of Norwegian authorities that offered apartments to refugee and migrant families with children instead of a room in the asylum centers produced positive results for adaptability and social learning (Archambault, 2012). The literature offers insights for the policymakers, governments, aid agencies, and the local people to support the refugees and migrants. However, several factors hinder the generalized approach towards displaced people as the constitution, resources, security conditions, and perceptions of the local people. For instance, Somalians who live in Denmark are unable to adapt to the environment due to constant exposure to ethnic and religious discrimination Valentine et al. (2009). Therefore, there are no generalized practical implications for policymakers, though, regional or country-based studies can suggest appropriate solutions.

The context is a significant phenomenon in refugee and migrant children research—for instance, the age of children, gender, background, preferences, geography, family perceptions, unaccompanied children, and host community are critical for research designs. Further, the spatial context also increases

complexities. However, several common areas might be interesting for architects and urban planners i.e., community squares, green spaces, shopping areas, and playing spaces. The consideration of the variations of everyday spaces depends on the scale of the community, characteristics of design, and assumptions of other stakeholders.

4.7 PARTICIPATORY DESIGN

Participatory design is an attitude that helps and create and manage change in the people's environment. The approach is beyond the traditional boundaries of professionalism and induces active community participation to tackle the environment instead of a passive role of citizens (Sanoff, 2011). From a more practical point of view, participatory design is an excellent way to build equitable communities through the participation of the users in the design process. This architectural practice perfectly explores spatial needs in the given context to accommodate uncertain situations. Participatory design is vital for the development of social relationships among all stakeholders. Architects can approach the challenges of design for refugee and migrant communities by aligning it with the particular mission creating healthy communities with equal opportunities. It is interesting to note that the findings of all the selected literature lacked in using the participatory approach theoretically. Further, the projects used in those studies are based on other design approaches. Therefore, it might be interesting to study the refugee and migrant projects which were realized by following on participatory design to provide practical insights to the design professionals and stakeholders.

The use of traditional methods to understand the built environment study users using interviews, focus groups, test the usability, questionnaires, analysis of users' needs, and other statistical data. This data is analyzed to identify the problems and accordingly improve the designs. However, these methods may not get valid results when applied to children as:

Beak and Lee (2008) suggested that the children's skills (cognitive, social, emotional, language, and speech) are different. Thus, the participatory design methods do not effectively present the needs of children.

The children's participation in the last stage of the design process has less direct impact compared to the adults, who can decide about the implementation. However, early-stage participation of children offers them more flexibility to impact the design activities and more likely to make it user friendly.

Lack of language skills of children limits their ability to express themselves, particularly, when the conversation about design is abstract. Therefore, other methods such as patterns of behavior, photography, and drawings help to understand children's needs (Druin, 2002).

Participatory design involving refugee and migrant children is a perfect way to not only identify the problems but possible solutions that may not otherwise be considered (Druin, 2002). Moreover, the mutual participation of adults and children can inspire and empower children as active design partners to contribute to the design process.

Literature has been providing insights into the severe problems of refugees and migrants across the world and there is no significant difference between these problems. These mainly revolve around the housing, schooling, safety, and playing spaces. Why did these problems are consistent with all the efforts of governments, NGOs, and the UN? The neglect of refugees and migrants from the whole process of architecture indeed produce faulty facilities. The professionals and the related institute when to conduct a community project have misaligned procedures as financial agency propose a model, reports present different facts, designers further experiment with the design, planners take a different approach, and implementation of the project is different—though, all the stages ignore the needs of the community (Azevedo, 1990 cited in Sanoff, 2006).

 Therefore, participatory design plays a significant role in taking all stakeholders on board rather than relying only on the creativity of the designer (Sanders, 1999). Participatory design is particularly useful in context-dependent situations such as refugee and migrant children's housing in asylum centers or lack of playing

spaces. Therefore, the participation of children in the process of design generates ideas and stimulate interest that helps them to overcome shyness.

The participatory design promotes democracy and facilitates collective decision making taking into consideration all such as refugees, local communities, planners, and architects, moreover, it helps individuals to learn the skills to participate in the decision process that affects them (Sanoff, 2006). It equalizes the power relations by allowing weak and invisible actors in the power structures (Sanoff, 1999). Moreover, it also facilitates the action-based situations related to housing or public spaces in actual settings (Luck, 2018). It also helps participants to enhance their understanding to find mutual ground for working (Luck, 2018). In the area of refugee and migrant children, their voice must be heard in shaping the built environment they are hosted which later will shape their behaviors including social skills that help them to be member of the community.

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APPENDIX A

A.1 ANNOTATED BIBLIOGRAPHY (CHRONOLOGICAL)

1. **Cutter-Mackenzie, A. (2009). Multicultural School Gardens: Creating Engaging Garden Spaces in Learning about Language, Culture, and Environment. Canadian Journal of Environmental Education, 14(1), 122-135.**

The study focused on multicultural school gardens that create and engage garden spaces to let children learn language, culture, and environment. The gardening programs are intended for children from multicultural schools in Australia. The study aimed at finding common cultural heritage and features of the environment among students from different cultural backgrounds—leading to giving them a sense of acceptance and belonging to the new society. The study survey divided into four phases—the first and the last phase used a survey on all schools, however, this study approached the second and third phases. The second phase of the program and the major element of this study have used children as a researcher to interview with colleagues using photographs and journals. The novelty of the study lies in the design of the research that uses children to interview other children to find thoughts and inner voices. The same method can be useful for adults and it may have different results. The study spanned over two years and five schools had participated. All the participants were trained to collect data, interviews, observations, and photo taking. The participants were asked to document their personal experiences within the multi-cultural school gardening program in the form of photographs, notes, interviews, and observations of activities of students, parents, and teachers. The third phase of the gardening program engaged researchers to visit the schools to conduct semi-structured interviews with participant teachers responsible for the program, findings of observations, and take notes. Moreover, the focused group sessions were conducted to assess the experiences with each other and opinions. The study has a major limitation that is the use of the English language by immigrant students—

the poor language skills caused a lack of detail. Similarly, it is also an advantage for the students to learn and adapt to the language.

2. **Svensson, M., Ekblad, S., & Ascher, H. (2009). Making meaningful space for oneself: photo-based dialogue with siblings of refugee children with severe withdrawal symptoms. Children's Geographies, 7(2), 209-228.**

The study aimed to explore how can children create a space that helps them feel comfortable and safe despite having siblings suffer from withdrawal symptoms. The research has used an experimental design with three refugee children living in Sweden and has ill siblings with SWS. The experiment gave two cameras to each of the children and the third camera to the parents of the third child. Moreover, there were instructions given to the participants. After three weeks, the researcher interviewed the participants about the taken photos. The first child selected nine out of 27 photos—the researcher identified that a particular student has taken a picture that is similar to the pictures he liked. The pictures had taken in the metro with his girlfriend and a picture in a mosque at night to show the snow crystals. This indicated that the participant felt more comfortable in a mosque than in his house. The second child took 21 out of 27 pictures and indicated that he felt comfortable in places that have a beautiful mix of nature and buildings. The third child took 25 pictures out of 27—she expressed through interviews and photos that the best place for her is the classroom and the place where she hangs her bag. Moreover, the insight into the behavior of the third child indicated that she likes school as her home. Interestingly, the choice of photographs by all three participants had a connection with social relationships. The unstructured interviews provided further information about the daily life of children and the photograph taken. The experimental design helps to explore the potential of communication to gain ideas of children.

3. **Valentine, G., Sporton, D., & Nielsen, K. B. (2009). Identities and belonging: a study of Somali refugee and asylum seekers living in the UK and Denmark. Environment and Planning D: Society and Space, 27(2), 234-250.**

The study explored the differences in children's lives and the experiences of forming identity, attachment to places, and a sense of belonging in two countries. The study has used a qualitative method to observe and in-depth interviews with 50 refugee, migrant, and asylum seeker children. The observation took place in the natural environment and everyday spaces. Further, the researcher had conducted in-depth interviews with people responsible for local institutions.

4. **Yohani, S. C., & Larsen, D. J. (2009). Hope Lives in the Heart: Refugee and Immigrant Children's Perceptions of Hope and Hope-Engendering Sources during Early Years of Adjustment. Canadian Journal of Counselling, 43(4), 246-264.**

The study focuses on the role that hope and hope-engendering sources play in the daily lives of refugee and migrant children at the beginning of their arrival in the new country and its impact on enhancing their belonging. The qualitative research design was used to conduct two focus groups. The sample consisted of 10 refugee and immigrant children with the age group of 8-18 years old and the gender distribution of seven girls and three boys. After the focus group, workshops were arranged to collect stories and children's photography to collect data spanned over 10 weeks to develop a sense of hope. Following focus groups and workshops, the semi-structured interviews were conducted based on the photographs that children had taken. Moreover, children were also asked to write their visuals of the photographs effectively to understand the denotations of children.

5. **Due, C., & Riggs, D. W. (2010). Playing at the edges: use of playground spaces in South Australian primary schools with new arrivals programs. Social Geography, 5(1), 25-37.**

The article finds the difference in the behavior and use of playing spaces between NAP and ordinary students in two primary schools in South Australia. The study used the mixed method as a survey questionnaire for teachers in two schools. The questionnaire consisted of multiple choice and open questions to allow respondents to express themselves. The focus of the survey was on teachers' views on handling the NAP program by management, the general atmosphere of the school, and the use of play spaces by students. Later, the researcher started observing the playground for 15 minutes twice a week during lunch break—and half an hour after lunch while students play in the schools' yard. The objective of this observation concentrated on the relationship and behaviors of NAP and non-NAP students. Importantly, it was a structured systematic observation as the nature of the phenomenon and setting of the phenomenon has to be decided before the observation. The students knew that the researcher is observing them as she had a free initial dialogue with students before observation—the researcher already gathers information from students about their names, color of hair, daily life. The initial dialogue makes children comfortable and creates a beautiful relationship without taking notes. The notes taken as students spontaneously talked about how they play and what is the preferred game.

6. **Den Besten, O. (2010). Visualizing social divisions in Berlin: Children's after-school activities in two contrasted city neighborhoods. Paper presented at the Forum Qualitative Sozialforschung/Forum: Qualitative Social Research.**

The study disclosed the affiliation of children with the local space and their associated feelings. The study used a survey technique for mental mapping of 233 migrant children asking them to draw maps for their everyday spaces and mention how they feel about it—the 85% sample belonged to age 10-13 years. The survey also included the parents of these children. The novelty of the method is

interesting since mental maps are ideal for communication with children from diverse backgrounds and remove the barriers of speaking and writing the English language.

7. **Kanji, Z., & Cameron, B. L. (2010). Exploring the experiences of resilience in Muslim Afghan refugee children. Journal of Muslim Mental Health, 5(1), 22-40.**

The study focus to clarify ways that Muslim Afghan refugee children have used to achieve resilience in their lives in Canada. The study indicated that children are subjected to adversity, however, they approach it as a challenge instead of letting it control them. The study used Hermeneutic photography to understand the experiences of Afghan children using photo conversations. The sample consisted of seven children five girls and two boys the age of 13-17 years—every child speaks English and was living in Canada for two years or more. They conduct 2 to 3 interviews with them using hermeneutic photography by asking teenagers to take pictures of anything they considered important or to choose pictures that already have at home with a special meaning to them. The analysis of recorded conversation to establish a general look based on the gathered data then focused on each sentence and returning the sentence to the original text to form a broad understanding. Later, they divided the inferred information according to its similarities and differences

8. **Hatfield, M. E. (2010). Children moving 'home'? Everyday experiences of return migration in highly skilled households. Childhood, 17(2), 243-257.**

The study explored the experiences and practices of migrant children returning to their home countries—simultaneously, discover their daily life and activity. The study addressed two invisibilities in migration research as children experience migration as an equal mover by studying them in their domestic spaces. The experiences of children from their perspective in promoting everyday practices that underpin return migration. Ten households participated in the study using one

to one interviews and focus groups based on the personal photographs and the photos taken by all the members of the household. The conclusions revealed differences between parents that highlighted the lost accounts of migration by experiences of children.

9. **Lim, M., & Barton, A. C. (2010). Exploring insideness in urban children's sense of place. Journal of environmental psychology, 30(3), 328-337.**

The study focused on urban children and their relationship with the urban environment—how they demonstrate "insideness" in their sense of place? The study employed qualitative research methods informed by phenomenology and ethnography. The study chose the population of middle school-aged children because teenagers are more independent, separated from families, and enthusiastic to expand place-based experiences. Therefore, the sample size of 19 (age 11-13) low-income immigrant children from two schools with 5+4 female children and 4+6 male. The ethnicity of the children was Asian, Black, and Latina with a history of living in a place 1 year to 3+ years from immigrant neighborhoods in New York City. The study has conducted interviews, walking, mapping, and photography. The findings stated that children nurture the sense of place including understanding the environment, understanding of the place, navigation, strongly emotional, and effective relationships with the place. The study has implications based on the multidimensionality of sense of place in children and endorses insiderness a possible variable to explore the development of the children's sense of place.

10. **Kirova, A. (2010). Children's representations of cultural scripts in play: Facilitating the transition from home to preschool in an intercultural early learning program for refugee children. Diaspora, Indigenous, and Minority Education, 4(2), 74-91.**

The study challenged the established view of "culture-free" play to achieve a "universal" child—instead, the study based on the work of Vygotsky and

Leont'ev presented that play is an important cultural activity that develops children that are culturally situated. The research was framed and based on a community-initiated project that provided opportunities to learn their first language (L1) and a second language as English. The study has conducted a pilot study incorporating the home language of children and English language for continuity in culture and linguistic—and a smooth transition from home to school cultures. The pilot program engaged four languages in a city elementary junior high school including pre-kindergarten to Grade 9. There was a mix of 16 children from different backgrounds. Later, qualitative design with data collection methods of conversations, focus groups, field notes, and focus observations. The findings suggested that children actively moderated the role between their home country culture and the host culture. Kirova, A. (2010)

11. **Due, C., & Riggs, D. W. (2010). Playing at the edges: use of playground spaces in South Australian primary schools with new arrivals programs. Social Geography, 5(1), 25-37.**

This a significant study in understanding the refugee and migrant children's attempt to establish themselves or develop a sense of belongingness to the new communities—and how they are provided with a welcome and the terms of inclusion hinder significantly. The study used the two primary schools of 16 with the NAPs program in South Australia. The first school had 222 students in total with 75 NAP students out of which 29 were refugee NAP students. The second school had 294 students and had a small playground with 70 NAP program students—18 students were refugees. The study used the ethnographic approach to observe the students in play yards note the interaction between NAP and non-NAP students—further, how students use the playground space. The direct conversation with the students also took place to ask questions about their names, day activities, and what they like. Moreover, teachers were also asked to fill out a questionnaire detailing the study on Likert scales and open questions. The findings indicated that both NAP and non-NAP students found playing the same playing space but very instances showed both the groups playing together.

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Moreover, non-NAP students played in the same playing space as NAP students—but the NAP students found playing on the edges of the space. Accordingly, it was observed that there was little interaction between NAP and non-NAP students in the classes and playing spaces.

12. **Mand, K. (2010). 'I've got two houses. One in Bangladesh and one in London... everybody has': Home, locality, and belonging (s). Childhood, 17(2), 273-287.**

The study focused on the British-born Bangladeshi children from active transnational families upon their experience of 'home'. The role of mobility between Sylhet (Bangladesh) and London (Britain) is significant to maintain the transnational linkages. The study used a sample of 55 children who have a traveling history to Sylhet two and three times during school holidays. These children had the experience of attending marriages, special events, and family gatherings in Sylhet. The researcher had conducted interviews and diary entries with the children about their perspectives about home. The findings of the research showed that kinship and ancestry are important for the feeling of a sense of belongingness—both embedded in their house in Bangladesh and London.

13. **Ní Laoire, C., Carpena-Méndez, F., Tyrrell, N., & White, A. (2010). Introduction: Childhood and migration—mobilities, homes, and belongings. Childhood, 17(2), 155-162.**

The study explored the extensively researched question of how migrant children living mobile and transnational life can enhance the belongingness and attachments. The article is based on a literature review that contains research on the mobile and trans-local nature of the lives of children in diverse migration contexts and global perspectives. The article has several key contributions in the emerging literature on migrant children, their lives, mobility, diaspora children,

and young people. The importance of the personal perspectives of children and young people in their lives is paramount and acknowledged. Children may have different opinion compared to adults in forming home and belongingness in contexts of mobility. Moreover, the study has emphasized the nature and context of negotiations of migrant children for home and belongingness. Further, the findings suggested that multiple identities of children are intersectional that classifies gender, class, and identity that intersect or supersede those ethnic, national, or migrant identities. The study acknowledges the diverse contexts from the global South to North for experiences of migration and mobility of children. Moreover, it suggested that academics should encourage dialogue within these contexts instead of mapping boundaries in different aspects of migration.

14. **Besten, N.-D., & Olga, N. (2009). Mapping emotions, building belonging: how children with different immigration backgrounds experience and picture their Parisian and Berliner neighborhoods. Building Belonging: How Children with Different Immigration Backgrounds Experience and Picture Their Parisian and Berliner Neighbourhoods (March 7, 2009).**

Besten (2010) has a foremost thesis that argues that there is inherent interconnectivity between local belongingness and emotional attitude to one's neighborhood. The study explored the emotions and experiences of migrant children in their neighborhoods in Paris and Berlin. The research methodology used is subjective mapping (cognitive and mental). It is the children who were engaged in map drawing activity that was task-based, child-centered, and child friendly. The mapping activity was divided into two tasks, first, children were asked to draw their way from home to school and all the objects attached. Second, children draw their neighborhoods. The sample size was 233 children with a distribution of 115 children in Berlin and 118 in Paris. The study chooses 12 groups of schoolchildren from 12 schools. The findings suggested that the emotional attitude about the neighborhood lies under the sense of local belongingness. Moreover, some children imaginatively expressed the emotional attitude towards homeland that was drawn in their maps—therefore, young

migrant does share emotional attachment between different localities and counties.

15. **Sampson, R., & Gifford, S. M. (2010). Place-making, settlement, and well-being: The therapeutic landscapes of recently arrived youth with refugee backgrounds. Health & place, 16(1), 116-131.**

Sampson and Gifford's (2010)'s study explored the newly arrived refugee young people in Melbourne, Australia based on placemaking, well-being, and settlement. The study intended to fill the gap in the literature by focusing on the role of placemaking to promote health and well-being contextualized in resettlement. The study is based on a previous study and data that investigated the social determinants and contexts about psychological well-being in early settlement. The mixed-methods using qualitative and quantitative instruments to gather in-depth information with a sample of 120 young refugees aged 11-19 years who arrived in Australia 2003-2006 on humanitarian visas from 12 countries. The findings suggested that placemaking is extremely important for a smooth settlement process. There are four important kinds of places that need to be considered are opportunity, restoration, sociality, and safety.

16. **Besten, N.-D., & Olga, N. (2009). Mapping emotions, building belonging: how children with different immigration backgrounds experience and picture their Parisian and Berliner neighborhoods. Building Belonging: How Children with Different Immigration Backgrounds Experience and Picture Their Parisian and Berliner Neighbourhoods (March 7, 2009).**

Besten (2011) study explored the immigrant children's emotional relationship with the spaces in their neighborhood in Paris and Berlin. It emphasized the differences in the children's perception of the place and their sense of belonging in the context of their current living place and the migratory background (first

generation, second generation, and expatriate families). The study includes both the children and their parents. The children based on a questionnaire took an explanation role for their emotions about the drawings and give a broader understanding. Secondly, a more detailed dimension of their maps describing the feelings relating to specific spaces. Moreover, parents asked through a questionnaire more details about children to add a different viewpoint in the study. Besten Conduct the multilingual survey (4 languages in particular) on children in Berlin as part of the attached mental maps drawn by them describing their way from school to home. The questions focused on discussing the reasons for the different children's emotions and feelings towards different spaces. The survey was not only used on children but also included teachers, parents, and other people for wider research in rural areas. The use of mental mapping provided an opportunity to understand the favorite spaces of children and their respective use. The method is fruitful since children happy to engage and enjoy sharing their skills and potential. The use of this method is universal because it does not require any use of language.

17. **Vanderstede, W. (2011). 'Chilling' and 'hopping' in the 'teenage space network': explorations in teenagers' geographies in the city of Mechelen. Children's Geographies, 9(2), 167-184.**

The study addresses several research calls on developing teenage geographies—the gap is based on the marginalization and invisibility of teenagers in public debates, research, and practice. Moreover, the study intended to contribute to both teenage geographies and diverse childhood. The study is an exploratory single case study qualitative research that has taken Mechelen as a case where teenager geographies are still in the development stage. The region of Flanders that is suburban and urban has a dense network of smaller cities—Mechelen was chosen from those cities with a population of 80,000. A sample size of 246 teenage students aged 12-16 years taken and took 83 interviews—mostly in a focus group consisting of two to six students. There were 107 students out of 246 having an immigrant background with 62% of boys in the sample. Moreover, the

observation had used as an important aspect to collect data. A semi-structured interview schedule was used with standard interview guidelines for a room for probing. The findings suggested that teenagers cannot be limited to their neighborhoods there was a strong orientation towards spaces.

18. Tereshchenko, A., & Araújo, H. C. (2011). Stories of Belonging: Ukrainian immigrant children's experiences in Portugal. Global Studies of Childhood, 1(2), 129-139.

The study is positioned in the literature of immigrant pupils in the context of inclusion and exclusion experiences in relationship to education and the social environment. The study was placed in Portugal to understand the sense of belongingness of immigrant Ukrainian children. The study is exploratory and only taken one class at a Ukrainian school in Lisbon, Portugal. A sample of 16 students aged 12-16 was taken with the gender distribution of five boys and 11 girls. The data collected through two semi-structured group interviews with Ukrainian immigrant children in two groups. The first part is a four-group interview that discussed the idea of the type and strength of association with the place whether it is in Portugal or Ukraine. Moreover, it also discovered the distinctive places that help in shaping their identity. The second part conducted group interviews that discussed the idea of education, language learning, belonging, self, and social experiences.

19. Mas Giralt, R. (2011). In/visibility strategies and enacted diversity: sameness and belonging among young people of Latin American descent living in the north of England (UK). Children's Geographies, 9(3-4), 331-345.

Mas Giralt (2011) study explored the use of the concept of visibility and invisibility by migrant children to achieve belonging, identity, and similarity in their place of living. Further, the study aimed to contribute by considering the immigrant children and their difference in visual regime influences how negotiating took place to sameness and belongingness in their current society for

settlement. The study took 14 children aged 8-18 years of Latin American descent and taken at least one child (second generation) of an immigrant Latin American parent in the UK. The data were collected using semi-structured interviews with children based on four themes as 1-Interview about the family relationship they use (draw and write). 2-interview about children's attachment to the current and previous places (host country- origin country) use maps draw, write. 3-interview about daily activities (draw diagram about the activity through the week). 4-interview with family use objects has distinctive and common meaning between the family members. The findings of the study indicated that visibility and invisibility strategies are important to navigate the visual regime to understand the differences in culture and respective integration. Based on this visual regime, immigrant children can produce new notions to form diversity in cultures and gain membership in their current communities.

20. **Archambault, J. (2012). 'It can be good there too': home and continuity in refugee children's narratives of settlement. Children's Geographies, 10(1), 35-48.**

It draws on the experiences of refugee children in the form of stories of their settlement after being long stay in asylum centers. The article taken refugee children aged 7-12 years old to explore their experience of homemaking in everyday lives with their parents in Norway. They held semi-structured interviews on two stages after and before settlement. The first stage while waiting for approval in the asylum center—the question (how did they live there? what did they leave behind? when they transfer to their new home? what their inspection for the new home?). They use physical activity before the second stage by walking with children in the neighborhood and observe them at the same time—the reason for using the physical activity was to get close to children to know their interests. The second stage held after three to six months from getting the settlement approval with questions such as: did their new home reach their expectation? are they satisfied with their lives?

21. Fearn, M., & Howard, J. (2012). Play as a resource for children facing adversity: An exploration of indicative case studies. Children & Society, 26(6), 456-468.

Fearn and Howard's (2012)'s study emphasize the role of play in meeting the intellectual and emotional challenges in the context of troubled neighborhoods of Beirut, abandoned children in Romania, and Rio de Janeiro and Cali's street children. Further, it presents a comparison between the playing methods used by children in different situations as a way to adapt and overcome their difficult circumstances, according to their environment. It adopted the case study method to conduct three different case studies from three different locations as refugee children of Beirut aged 1-15 years old, Sighisoura's abandoned children aged 6-10 years old, and Rio and Cali's street children aged 6-15 years old. The analysis is divided into two stages—first, the identification of the children's adversity and the resources to cope with challenges. Secondly, how the role of play as a resource help to cope with and intervene to face adversity. Results support that plays is a significant factor for children to cope with the challenge of adversity. Further, the environment is important for playing opportunities and subsequently the well-being, development, and survival chances of children.

22. Denov, M., & Akesson, B. (2013). Neither here nor there? Place and placemaking in the lives of separated children. International Journal of Migration, Health, and Social Care.

Denov and Akesson (2013) addressed the place and placemaking of around one million refugee children worldwide—who separated from their families. The experiences of separated children through different physical and social environments in which lived and living. It adopted the qualitative methodology and used semi-structured interviews and a focus group to collect data from 17 young respondents (14 boys and 3 girls) in Canada. The construction of data collection tools is based on the exploration of place and place-making realities in the lives of separated children. The research took place in two phases, one before

and during the migration, and the other after migration. The findings suggest that experiences of separated children while living through different circumstances may attribute to the place and placemaking. Further, it showed the effect that place has left on the memory of separated children by exhibit children's stories about their spatial.

23. **Moskal, M. (2015). 'When I think home I think family here and there': Translocal and social ideas of home in narratives of migrant children and young people. Geoforum, 58, 143-152.**

Moskal (2015) aimed at the transfer of migrant children, youth, and presents their understanding of the concept of home and place geographically. This study was conducted in Scotland. The research used qualitative research methodology with a sample of schoolchildren and youth who migrated from Poland age ranges between (5- 17)—18 from them are boys and 23 are girls from different backgrounds (residence place and types of settlement). A group of displaced Polish children and youth selected from several schools. Unstructured interviews, storytelling, drawing, and maps techniques used to collect the data—the method of expression used varies depending on the personality and age of the child. The questions related to daily life experiences and the construction of a home from the perspective of children. Unstructured interviews offered a full space for children to express their views, life stories, presentation of pictures, or drawing mental maps. However, the focus was on the narrative side because it gives a chance for respondents to express feelings and meanings. The method, however, already proved its worth in previous research as a useful way to hear the vulnerable group.

24. **Marshall, D. J. (2015). 'We have a place to play, but someone else controls it': Girls' mobility and access to space in a Palestinian refugee camp. Global Studies of Childhood, 5(2), 191-205.**

A very unique study in the domain of refugee and migrant children and play spaces that focus on the Balata refugee camp in West Bank, Palestine. The study

explored the lifestyle of children both boys and girls in the camp with a relationship to the everyday spaces. Moreover, how the political and cultural situation along with the social laws influence their lifestyle. This study is based on the earlier research project that started in 2010. The research established two groups based on gender—an only boys group and an only girls group with age range 10-13 years old. The interviews were organized with children and caretakers focus groups, mental mapping, photographs, videos, and records of daily life. The division of boys and girls into different groups was an attempt to understand the differences between the two genders through their daily activities; feelings associated with places, spatial challenges, and suffering. The findings indicate that girls are more restricted to access the spaces that are also embedded in the social inequality in Palestine. Moreover, the girls backed the demands to free access to the spaces and applied to Palestine national struggle and gender quality in Islam. Oppositely, boys were more privileged to have mobility in the camp, though, they complained about having no quiet place for study. Marshall, D. J. (2015)

25. **Crivello, G. (2015). 'There's no future here': The time and place of children's migration aspirations in Peru. Geoforum, 62, 38-46.**

Crivello (2015) is based on long term data collection projects using qualitative approaches and surveys to study childhood poverty from children and parents. The study based on the generational perspective with a biographical approach explored the aspirations and the role of migration in the imagined future of Peruvians. Further, the study examined the impact of migration and mobility on children's lives in their social and spatial context and the change they left on their current personality and future aspirations. It is a longitudinal study spanned from 2007 to 2014 in Peru with a sample size of 3000 children aged more than eight years. The data collected through several surveys from children in rural, urban, and forest areas. These surveys contributed to the initial part of the research that includes taking photos, drawings, interviews, notes, and discussions. The choice of these methods is consistent with the long term research containing the factor of

time—since survey can determine the direction of the most common children in addition to determining the difference in their orientation over time.

26. **MacMillan, K. K., Ohan, J., Cherian, S., & Mutch, R. C. (2015). Refugee children's play: Before and after migration to A Australia. Journal of pediatrics and child health, 51(8), 771-777.**

The study explored the difference between the playing habits of refugee children in their home country and after migration to Australia. The study aimed at filling a gap in the literature by exploring how refugee migration affects the play. The qualitative description research methodology was used to conduct data from 19 refugee children who were attending a Refugee Health Clinic. The participants were asked to draw how they used to play before migrating to Australia and how they play now—the analysis of the drawings based on play presence, location, and the details of the drawing. The findings indicated that girls have significantly greater changes in play since migration. Moreover, almost all of the children indicated that they play outside even pre or post-migration. Further, all the drawings showed equal elements of pre and post-migration. The study concluded that the abundance of play opportunities might reinforce the resettlement for both children and parents. MacMillan, K. K., Ohan, J., Cherian, S., & Mutch, R. C. (2015).

27. **Kalkman, K., & Clark, A. (2017). Here we like playing princesses–newcomer migrant children's transitions within daycare: exploring role play as an indication of suitability and home and belonging. European Early Childhood Education Research Journal, 25(2), 292-304.**

The study emphasized the concept of suitability on migrant children and how these newcomers connect to social and cultural relationships. A case study that explores the transformation of a girl (aged 4 years) from a group of migrant children of refugee background to a daycare group (mainstream). The ethnographic research methodology used to investigate the girl for nine months—

the approach chooses to allow the observations related to daily routines and role-play. There was a couple of task-based observation sessions and respective interpretation.

28. **Kronick, R., Rousseau, C., & Cleveland, J. (2018). Refugee children's sand play narratives in immigration detention in Canada. European child & adolescent psychiatry, 27(4), 423-437.**

One of the significant study addressing refugee children in immigration detention concentrate on the detention impact psychiatric health of refugee children. Particularly, understanding of lived experience in detention for children aged 1-13 years and parents in Canada. The study examines the experience of children and families in detention in Canada. 20 families participated with 35 children and it has used the ethnographic data i.e., in-depth interviews, observation. However, the sand-play method was adopted for pre-school and school-aged children. The conclusions confirm the earlier studies that immigration detention is significantly costly for children and generates harmful consequences—such as toxic stress of detention aggregate the children's capacity to overcome the previous harmful experiences and psychopathology.

29. **Bozkurt, M. (2019). "Creating Play Opportunities for Refugee Children: A Discussion of Advice to Local Authorities." Türkiye Sosyal Araştırmalar Dergisi 23 (1): 53–66.**

Bozkurt (2019) explored the role of play activity in refugee children's everyday life and their role to cure their trauma disorder. The researcher depends on experiences that have created solutions to provide spaces for children in critical times, wars, and natural disasters. Based on that the study made 3 proposals: adventure playgrounds, mobile and indoor or outdoor creative play area. The reason for using this method is that relying on solutions from the past can be an opportunity to solve future problems.

30. **Kauko, O., & Forsberg, H. (2018). Housing pathways, not belonging, and sense of home as described by unaccompanied minors. Nordic social work research, 8(3), 210-221.**

Kauko and Forsberg (2018) focus on the transition in the lives of unaccompanied minors and refugees in Finland. There was a special focus on the experiences of the unaccompanied minors in the context of a sense of home and belonging experience. The qualitative research design used to conduct semi-structured interviews with 12 unaccompanied minors aged 15-17 years old belonging to Africa and Asia—the sample consisted of eight boys and four girls. The questions related to the experiences of migration and sense of home and the present experiences—further, the discussion of social, material, environmental, and life. The result indicated that some have no memories of changes at home and some showed a moderate level while some relocated frequently. The arrival of Finland was the most painful experience in terms of belongingness.

31. **Cena, E., Heim, D., & Trandafoiu, R. (2018). Changing places: children of return migrants in Albania and their quest to belong. Journal of Ethnic and Migration Studies, 44(7), 1156-1176.**

The study aimed to explore the idea of return migrant children's belongingness to their parent country at the social and spatial level. The study adopted the longitudinal approach and the participative qualitative research methods in which a follow-up was conducted with participants. The main thesis of the study investigated the sense of belonging to the home country based on their perceptions of local and trans-local spaces. The return migrant children aged 7-12 years participated in the study and three rounds of interviews were conducted over a year. The interviews explored the questions about before transition, straight after transition, and after the transition. Moreover, children were asked to draw their experience in both countries and free to use people and places. Further, there were

interviews and case studies on families and adults. Children were asked to draw their experience in both countries and they were free to use people and places.

32. **Wrench, A., Soong, H., Paige, K., & Garrett, R. (2018). Building spaces of hope with refugee and migrant-background students. International Journal of Inclusive Education, 22(11), 1197-1212.**

The study attempted to recognize Wrench, Soong, Paige, and Garrett (2018) title the idea of space-based schooling with justice to refugee and migrant children as "Building spaces of hope with refugee and migrant background students". Moreover, it examined the principle of justice in the behavior and attitude of teachers. The researcher in-depth interviews with the principals of two schools, teachers, and psychologists over ten weeks—the school was reserved for refugee and migrant children aged 6-13 years old. Each of the teachers, artists, and health professionals participated in the research secondarily. The researcher utilizes the online data of the school to gain further information.

33. **Allport, T., Mace, J., Farah, F., Yusuf, F., Mahdjoubi, L., & Redwood, S. (2019). 'Like living in a cage': Understanding child play and social interaction in Somali refugee families in the UK. Health & place, 56, 191-201.**

Allport et al. (2019) aimed at understanding the geography of refugee Somali children in the UK by the perspectives and experiences of their Somali mothers (resettled in the UK). The research emphasized the Somali mothers and their experiences in Somalia—when they were children and learning about places during the growing up period. The study used qualitative semi-structured interviews coupled with the phenomenological approach to gain descriptive information about lived experiences. Particularly, the asked questions from Somali mothers revolved around their preschool childhood experience in Somalia and the UK, their views on playing opportunities for children, socialization, and development. The findings suggested that Somalian culture facilitates fearless children playing, socialization, and safety while in the UK there is a lack of knowledge, language, and financial problems that constraint the children's play.

34. Neag, A. (2019). Board Games as interview tools: Creating a safe space for unaccompanied refugee children. Media and Communication, 7(2), 254-263.

Neag (2019) explored the attachment of social media live experiences with unaccompanied refugee children's daily life. The research emphasized the use of novel research tools to create safe play spaces for unaccompanied refugee children. The qualitative semi-structured interviews and observations were conducted to collect the data from unaccompanied refugee children aged 14-18 years old. The bespoke artisanal board games are used as an interview tool to examine online media use.

35. Metzler, J., Diaconu, K., Hermosilla, S., Kaijuka, R., Ebulu, G., Savage, K., & Ager, A. (2019). Short-and longer-term impacts of Child-Friendly Space Interventions in Rwamwanja Refugee Settlement, Uganda. Journal of Child Psychology and Psychiatry, 60(11), 1152-1163.

The study explored the effect of child-friendly spaces on refugee children in the short and long period. The impact of emergency interventions on child-friendly spaces is only planned for short-term purposes but also implied for long-term development. The study systematically analyzed both of these on the refugee children in Uganda. The data collected from 430 attender caregivers and 161 non-attending staff of Congolese refugee children by interviewing and observations at three stages. Further, the follow-up assessments were conducted after 18 months with 249 attending caregivers and 77 non-attending staff. The findings suggested that in the short term there was better psychological well-being and developmental increase in girls. The results indicated that story-crafting is a significant method that helped children to express intense and heavy explanations of both positive and negative well-being. Further, story-crafting proved to be a valid method to study refugees, migrants, and asylum-seeking children's views to discuss their well-being.

36. Karlsson, L., Lähteenmäki, M., & Lastikka, A.-L. (2019). Increasing Well-Being and Giving Voice Through Storycrafting to Children Who Are Refugees, Immigrants, or Asylum Seekers Story in Children's Lives: Contributions of the Narrative Mode to Early Childhood Development, Literacy, and Learning (pp. 29-53): Springer.

Karlsson (2019)' aimed at exploring information on well-being and feeling of security from perspectives of asylum-seeking children. Moreover, an open-ended survey based on their writing, drawing, and previous observations constructed to help children understand and promptly express their opinions without confusion.

B.1 ANALYSIS OF SELECTED ARTICLES

N	Reference	Keyword	Research location	Space kind	Aim	Participant				Method	The positivity of the method	Home	Play	Social learning	Space
						kind	Number, Gender	Age	Other participant						
1	Valentine, Sporton, and Nielsen (2009)	None	Sheffield, UK, and Aarhus, Denmark	Home space, Space (acceptance – isolation).	How children's lives and experiences of forming identity, attachment to places, and a sense of belonging in both countries were different.	Somali Refugee, asylum seeker children, and migrant	50	(11 - 18) years	Children's guardian or family member.	The participants were been observed in everyday spaces. Conduct in-depth interviews with people responsible in local institutions.	Photos can be a source to represent past experiences and the use of those photographs can provide a sense of belonging to the homeland.	* People from Somalia living in the UK feel connected and affiliated with the place because it gives them a sense of security and they have their own home in it, so they were able to create their own identity. *Somalis who live in Denmark do not consider themselves part of it because of their lack of sense of belonging and their constant exposure to ethnic and religious discrimination, and therefore it is difficult for them to form an identity there			Imposing restrictions and limitations on the refugee by the British government leads to slowing and making it difficult for their integration with society, as it causes feelings of discomfort and safety while focusing on not to isolate them, accepting them, placing them in society, will make them feel more secure.
2	Cutter Mackenzie (2009)	multicultural school gardens, children's gardens, culture, community, environment, experiential learning, ESL	Australia	Social learning space.Nature space (school),	Show the experience of the multicultural school gardens program and the goals	Refugee and immigrant children (Focus on children from Afghanistan and Sudan(	70 total, 10, as a researcher	(6-12)	Teachers, local students, guardians/ parents.	Used four stages first: a survey to all schools, second: children make interviews with their colleagues and present photograph	to establish a multicultural food gardening, program as a focal point to bring communities together to	-Shows children the value of healthy food and its importance.		-Creating a learning space and opportunity to practice the English language.	using children's energy in activity preserves and helps the environment. Create a space that children feel belongs to it and link them to the local context.Q9

#	Author/Year	Concepts	Country	Space/Place	Aim	Sample	Number	Age	Participants	Method	Rationale/Tool	Finding 1	Finding 2	Finding 3	Finding 4
					achieved by it.					from journals, third: researcher makes field observation and interviews with children and teachers, fourth: a survey to all schools.	garden, cook, learn from each other, - provide the opportunity to children so that they can interact with each other and at the same learn the English language.				
3	Svensson Ekblad, and Ascher (2009)	Photographs, sibling, everyday life, severe withdrawal symptoms (SWS); refugee; resilience	Sweden	house, window view) Space of religious (Mosque,),Nature , metro ,-School (classroom, cloakroom, locker room, schoolyard).	In the middle of all the chaos, explore how can children create a place of their own that makes them feel comfortable and safe. If using photography as a tool in this research is suitable.	Refugee children having a temporary and permanent residence and are treated with SWS.	3 total, 2 boys 1 girl	17,boys - 12 girl)	Children's family member	Using unstructured interviews with 3 children. The interviews are built based on photos taken by the children, in addition to the notes of participative observation. Interview and observation with parents at their home	the combination of photographs and dialogue as a method in this research has A feeling role in understanding children's thoughts and has a positive effect on the child in particular.			-The child's social, space, and time relationship depends on the positive or negative impact of the country's political, economic, and social laws. It also has an impact on his activities and his way of shaping his life in general.	
4	Yohani and Larsen (2009)	None	Canada	Nature space (park, forest),Space (peace, comfort).	Focus on the role that hope plays in the daily lives of refugee and migrant children at the beginning of their arrival in the new country and its impact on enhancing their belonging.	refugee and immigrant children	10 (7 girls-3 boys)	(8-18)	teachers	Case study method, conduct two group semi-structured interviews. They use (photograph text) discerption about collages	Case studies provide in-depth insights into the phenomena. Further, the tools used to collect the data are flexible.	-Feeling of hope and safety is linked, when a child's sense of hope is born, he becomes more able to settle in a specific place.	-The inclusion of children in recreational activities such as sports or art tournaments, thus paving the way for children to generate a sense of hope within them	-Facilitating the process of achieving children's stability through the use of the idea of hope in academic education by stimulating hope within them and giving them a feeling of calm and confidence and also helps them to form good social relationships.	-Understand the idea of hope for refugee and migrant children and what things raise their hopes like specific people - natural elements and activities that strengthen their self-confidence.
5	Lim, and Barton (2010)	Sense of place, Insideness,Positionality Urban children	New York	Space (play-Conflicts), Space (view – function – noise – smell), space	Discussing children's sense of place and their	Immigrant children living in low-income, neighborhood	19	(11-13)	Consulting teachers	Use ethnographic research method: interviews,	Children provided their insights about the neighborhood	.			The result of the research is to help teachers understand the sensory relationship between children and

#	Author (Year)	Keywords	Country	Space type	Focus/Aim	Sample	Number	Age	Others	Method	Method details			Findings	Recommendations
				(playground – street – staircase – social – places of shared history).	relationship to it using the concept of "Insideness".	s from two secondary school in New York				walking, mapping, photographs by children, Choose a neighborhood in New York. Most of the residents are immigrants.Con centration is on the elements that attract the eyes of children in the city.	and revealed the spatial cognitive representatio n through photos.				places and monitor their experiences to become part of the educational process
6	Besten (2010)	activity theory, children's drawings, migrant children, segregation, visual method	Paris and Berlin	Space of play, Space landmark, adaptation class, Space (fear-neglect –social-nostalgia)	Disclosure of the affiliation of children with the local space and their associated feelings.	Migrant children from different backgrounds.	233, an equal number, boys and girls	(85% between10 -13)	Teachers, some parents.	Use survey and mental maps by asking them to draw maps for their everyday spaces and mention whether they feel about it.	The method of mental mapping is similar to photography, however, in mental mapping children think critically before drawing the everyday spaces.		The economic situation affects their ability to reach more suitable spaces. The economic situation affects their ability to reach more suitable entertainme nt spaces.	Teaching children about the city in the "adaptation classes", make them create a kind of association with it and its architectur al symbols.	Children's feelings and sense about spaces are related to their ability to belong to the neighborhood
7	Kanji and Cameron (2010)	Muslim Afghans, photo conversations, refugee children,resilience	Canada	Space of (play-home school-religious places).	Is to discuss the method of gaining resilience by Muslim Afghan refugee children in their daily life.	Refugee children, Muslim Afghan	7	(13-17)	None	They conduct an interview based on hermeneutic photography with	using phone conversations as a method to identify children's needs provide a safe and non-threatening environment.	.		Their resilience appears as a result of the family backup and friends, their religious organizatio ns besides their behavior in preserving their identity, culture, and desire to be active members in the society through education and helping others	
8	Kirova (2010)	None	Canada	-Space of play. Secondary (home – learning).	It's focused on showing the idea of playing as an expression of a child's culture and training him to learn	Refugee children from different nationalities Kurdish, Somali, Sudanese Arabic Participate in an early	16	3½	Their families	They collect data by using (shear groups, observation, and sights notes).	The participatory method is favorable for both the researcher and the participants e.g., children, parents, and	When the relationship between family members is strong, the feeling of children of a home becomes		-Allow the children to create a new mix of culture for them	-Create a space that contains a mixture of cultures in which refugee children can freely express their culture and learn the culture of others through play.

#	Author (Year)	Keywords	Location	Space	Aim	Sample	Number	Age	Interviewed	Methods	Research design		Findings			Recommendations
					about and adapt to other cultures.	learning program. refugee					other members of the community. Further, there was a quantitative method used in combination with the participatory method, thus, making this study a mixed-method study.	stronger				
9	Due and Riggs (2010)		South Australian	Space of play: (playground – school – classroom).	Monitor the difference like play and its relationship to the school playground between the ordinary students and newly arrived ones (new arrived program NAP).	Two schools, 1st Hills Primary School, 222 students (75 patients are NAP students from 6 classes 29 of them were refugees), 2nd Plains School, 294 students (70 NAP students from 5 classes 18 from them were refugees,).	Furst school 222 - Second school 294	(6-11)	teachers	Use interviews with children and observe them at the time of play, food and study try to understand the way of play in the schoolyard.	They used a mixed-methods research design to collect interviews and followed by a quantitative method.		It was observed that the play areas are often not shared by NAP students with other students.	*The school is responsible for providing adequate knowledge to all students related to socio-cultural and geographical aspects.* Setting rules to limit the use of domination and Self-provision principles in dealing with NAP children. * Allowing NAP children to express themselves and to organize their own rules to adapt to the new community.		-The school should provide spaces for children connected to their culture to make them feel like they belong. -The new students of the NAP class feel a sense of lake belonging and spatial separation despite there are no separated spaces in the school because they are treated differently by the students and their families.
10	Mand (2010)	Bangladesh, children, home, London, practices, transnationalism	London	Space (house – home)	To explore the concept of home and its meaning to Bangladeshi children (born in the UK) in both locations Britain	Bangladesh child from Migrant background	60	(9-10)	Contact parents of 53 of them.	Conduct interviews with the migrant children and contact some of the children's parents. Children were asked to take photographs (by the disposable	The study used a couple of tools to collect data such as interviews and self-reported photographs by children about their	In Bangladesh: -Difference in the home, big house, and family practices inside it. In London -	In Bangladesh - In the neighborhood there are no restrictions, children can play freely. In	In Bangladesh : - Feeling of belonging through establishing strong relationships with	

#	Author	Keywords	Location	Space	Aim	Context	N	Age	Participants	Method	Analysis	Findings col	Findings 2	Findings 3	Findings 4	Conclusion
						(London) and Bangladesh (Sylhet).				camera) and write holiday diaries.	holiday experiences.	Homemaking happens through everyday routine. - Forcing them to live in a shared apartment with other families and to adhere to practices and activities (including play).	London - Feeling of belonging by creating strong relationships with family and society in the new country.	family members or relatives in their home country. - Homemaking happens through preserving social relationships with relatives and friends. In London In the neighborhood, there are restrictions, an obligation to the country, and society regulations reflect on the child's freedom.	
11	Laoire Carpena-Méndez, Tyrrell, and White (2010)	belonging, childhood, home, migration, mobility, youth	Ireland	Space of home and between them.	Clarify the type of connection migrant children have with home and their method of achieving belonging.					Use articles that dealt with the experience of migrant children's discuss Home and Translocal ideas with different (sight, context).		Academic research has framed various sides of the child migration process and presented it in a way that allows the evolution of ideas that are subject to discussion related to home and belonging. Resources used (1990-2009)			This article suggested an understanding of the spatial differences that children are exposed to during migration and finding compromises between them.
12	Besten (2010)	migrant children;social divisions;visual methods; subjective maps;children'sdrawings; activity theory; urban segregation	Berlin	Space of play, Space (like-dislike – usually go to, fear).	Discover the children's understanding of space in two, socially diverse neighborhoods.	Children's After-School in socially contrasted neighborhoods	80	(10-13)	teachers, some children's parents	A comparison of two neighborhoods socially contradictory in Berlin. They ask children to draw (mental map or write) about their way to school and their neighborhood. Also of adding	The mapping method has been the favorite method to study refugees because of lacking the language skills, therefore, mental		Engaging in activities may be a crucial factor enabling young people to realize their long-term life goals.	-The results of the study confirm that children's socio-spatial worlds are different in the two segregated city areas. Depending	It is public policies that need to address the problem of children's after-class activities more strategically and follow it more closely.

										emotional symbols related to the spaces.	mapping provides an opportunity for respondents to express themselves and it is suitable for the investigator to capture the data.			on the area where they live which corresponds to the social status of the families where they are being brought up that strategically.	
13	Sampson and Gifford (2010)	Refugees Youth Well-being Settlement TherapeuticLandscapes	Australia	Space (street-house –school).	Explore how young refugee in Australia achieves 'home-making, well-being, and settlement).	Refugee youth recently arrived from Sudan, Iraq , Ethiopia, Afghanistan, Liberia ,Burma ,Croatia,Iran, Uganda ,Bosnia , Burundi ,Kuwait	120	(11-19) age	Children's Parent, guardian	Used qualitative strategy, pictures drawings interviews pictures descriptions or notes from the youth, relating to their house's location, near places, and everyday places. Identify each place according to its comfortable, safe, belonging, relations.	-Visual method -facilities the discussion and explore 'the children ways of seeing' while engaging them in an enjoyable activity				Determined 4 types of places that could help the refugee to achieve their purposes easily. (Place of opportunity, place of restoration, place of sociability, place of safe).
14	Hatfield (2010)	children, everyday practices, home, households, return migration	London	Space of home and house.	Study the experience and practices of migrant children returning to their home country and discover their daily life and activity.	The participant is household	10		None	Conduct focus group interviews and one by one interview-based on photographs they took. They ask all house members to take photographs for the most important thing to them.	The method provides in-depth insights since it used several sources of information from the same respondents.	The approach of children in the homemaking is the central idea of this study since refugee children have to keep moving to different places, thus, their attitude towards homemaking.		The experience of return migration compared to the forced migration provide an understanding of how both are different. Moreover, the return experience and settling down to the homeland is easy either since the adjustment to the new place with all the experiences affect the children.	The conception of home for children may be a bed and a decorated room.
15	Vanderstede (2011)	teenagers; urban planning; Belgium; Flanders; street interviews	Belgium	Public spaces (parks, squares, shopping streets, train and bus stations,	Focus on understanding the type of teenager's relationship	Adolescents with migrant backgrounds	246	(12-16)		This research was conducted in Belgium, which starts by holding 83 semi-				the children bond faster with space when it allows	-creating multilayer maps for the favorite spaces depending on the data collected from teen interviews.

#	Author	Keywords	Country	Space type	Aim	Participants	Number	Age	Role	Methods				Theme	Findings
				entertainment).	with the place and what these places mean to them.					structured interviews with 246 adolescents in public. Focus groups in schools, observation, marking places on maps.				making friends	- Spaces that are specialized in means of transportation, such as buses and railways, are considered a place to meet between scholars, while if you want to discover the city, you can do so by starting from the city center, specific shopping streets, public spaces or secondary schools and Its surroundings, and the relaxing places that attract them are the bridges and spaces overlooking the sea. -The map presented can be a resource for urban planners and architects to create spaces within the city that attract teenagers because it highlights the types of places it needs. -It can also be a reference for government institutions and municipalities for the regions to establish programs that provide this kind of space for adolescents and develop the existing spaces depending on the teen's aspirations
16	Tereshchenko and Araújo (2011)	none	Portugal	Landscape space (parks, old streets, monuments, bridges, churches, old and modern buildings).	Explore how immigrant children create a connection with places (origin country, host country), the way of forming their identity.	Ukrainian immigrant children	16 five boys; 11 girls)	(12-16)	teacher	Conduct two semi-structured group interviews with Ukrainian immigrant children in two parts. The first part is a 4-group interview that While the second part was held group interviews the data collection stage, other interviews were held, photographs				The strength of attraction and attachment of children to specific places depends on the meanings of these places they have, whether (historical-cultural - personal activities - natural)	-The research showed the interest of children in nature in terms of views and climate. It also showed the preference of children for specific places depending on their different interests such as shopping spaces - learning and practicing music - sports clubs and playgrounds)
17	Mas Giralt (2011)	Latin American; children; embodiment; in/visibility;	UK	Culture and social spaces race spaces Multicultural	Discuss the use of the concept of visibility and	Participate in children.	14	(8-18)	parent	Conduct 3 semi-structure interviews with children.				-The silence strategies help maintain	The visibility strategies are also used to negotiate to belong to everyday life in Britain.

										And 1 with family. 1- Interview about the family relationship they use (draw and write). 2- interview about children's attachment to the current and previous places (host country- origin country) use maps draw, write. 3- interview about daily activities(draw diagram about the activity through the week) 4- interview with family use objects has distinctive and common meaning between the family members.				their cultural heritage.	
18	Fearn and Howard (2012)	child development, play, health and well-being, intervention.	UK	Space of play, Space (safe-fear), Space of imagination.	Present the comparison between the playing methods used by children in different situations as a way to adapt and overcome their difficult circumstances, according to their environment.	Refugee children in Beirut abandoned children of Sighisoura1, street children of Rio&Cali.		Beirut (3-15) Sighisoura 110years	None	It was based on a comparison of three case studies of children who tried to achieve adaptation in critical situations.			- Play is part of children's developmen t by using opportuniti es and facing constraints.	Children professional ly need adult help, according to each child.	Play provides a mutual effect relationship between children and the place around them.
19	Archambault (2012)	asylum center; continuity; home; refugee children; settlement	Norway	Space (home - house)	They understand the opinion of refugee children about the idea of a home at the level of relations between family	Refugee children from seven different asylum centers Soma lia, Eritrea, Iraq, Afghanistan, Chechnya, Kosovo,	12 family, 21child,12 girls, 9 boys)	(7-12)	Children's families	Used semi-structured interviews with the refugee children before and after settlement.	-Walking provide an opportunity to break the ice between the child and the researcher and learn about the child interests - the	The article finds that it will be difficult to adapt easily to the new home if there are problems with spatial characteristic s and problems in			

#	Author (Year)	Keywords	Country	Concepts	Study	Sample	Number	Age		Methodology	Interviews			Findings 1	Findings 2
					members and relations with the place, whether it is in the asylum centers or their new home.	Albania, and Palestine					child may know the researcher better.	social relations.			
20	Denov and Akesson (2013)	Place, Placemaking, Separated children, Refugees, Youth, Children (age groups), Canada	Canada	Space (danger – safe), People as place, cultural and historical space.	This research study refugee separated children and their relationships with the place and placemaking.	Separated Children, mainly from Afghanistan, Angola, Ethiopia, Kenya, Nigeria, and Sudan.	17, 14 boy and 3girls	(4 – 17) when they left their origin country		Uses a qualitative research focus group include 17 youth live in Canada use focus,group interviews, visual map.	The interviews allowed children to talk about the places they had lived in.			-The support that is provided to them through the community and the social relationships also contribute to helping them in making a place and feel secure in it. -Express, preserve and reflect their culture and traditions on their new life to make a place that gives them a sense of belonging and inclusion.	-The difference in the places where they had their experiences and feelings towards them caused a change in their identities according to the type of the link with these places, which helped them in the place-making process.
21	Denov and Akesson (2013)	Place, Placemaking, Separated children, Refugees, Youth, Children (age groups), Canada	Canada	Space (danger – safe), People as place, -cultural and historical space.	This research study refugee separated children and their relationships with the place and placemaking.	Separated Children, mainly from Afghanistan, Angola, Ethiopia, Kenya, Nigeria, and Sudan.	17,14 boy and 3girls	(4 – 17) when they left their origin country		Uses a qualitative research focus group include 17 youth live in Canada use focus,group interviews, visual map.	The interviews allowed children to talk about the places they had lived in.			-The support that is provided to them through the community and the social relationships also contribute to helping them in making a place and feel secure in it. - Express, preserve and reflect their culture and traditions	-The difference in the places where they had their experiences and feelings towards them caused a change in their identities according to the type of the link with these places, which helped them in the place-making process.

														on their new life to make a place that gives them a sense of belonging and inclusion.	
22	Marshall (2015)	Gender, honor/shame, Islam, mobility, public space	UK	Space of play (street-school playground), Space of education: (house, school), Space of (danger-safe)	Explore the lifestyle and everyday spaces of children who live in the camp about the politics asocial norms.	Palestinian Refugee children live in Camp	12	(10-13)	Caretakers.	Conducting a focus group interview with children and caretakers. With just children, they use focus groups, mental maps, photos, video, record daily events, daily photos.					Children suggested that there should be special places for girls to play freely and provide safe spaces free of threats to boys.
23	Crivello (2015)	Migration, Aspirations, Poverty,Generation,Children,Latin America	UK	Space of emotion (home, school).	Examine the impact of migration and mobility on children's lives in their social and spatial context and the change they left on their current personality and future aspirations.	Migrant child from 4 location	50	(8-18)		It's relied on research conducted between 2014 and 2002 include 4 rounds in different time this study based on 3 rounds(2007,2008, 2011) on 50 child from 4 location Semi- structure interview, group discussion, group interviews, and use (drawing, mapping, observation, photography).			-Depending on the type of children's future aspirations, the way they live, and the activities they perform in the present day varies.	-Children's ambition and future expectations are linked to their daily life and the strength of their relationship with others.	Using certain places and feeling comfortable and safe in them enhances their ambition(like school or any other place may relate to their ambitions).
24	MacMillan Ohan, Cherian, and Mutch (2015)	community; developmental; general pediatrics; international child health; psychiatry/mental health.	Australia	Space of play: House-playground) or (Indoor-outdoor).	How the children play differ before and after migration.	Refugee Children's mostly from Afghanistan others	19, 11 boys, 8 girls	(5–13)	None	They ask children to draw how they played before and after they travel.	The drawing practice helps children the freedom to express themselves which was otherwise not possible.		All the drawings concentrate on outdoor playing. The drawing before migration has fewer play activities in it		- encourage the Institutions to provide free and safe playgrounds for refugee children.
25	Wernesjö (2015)	belonging; home; negotiation; unaccompanied refugee minors;	Sweden	Space (home, house).	Discusses the ideas of home and belonging for uncombined refugee	Uncombined refuge children. living in a rural village	9 (5) Afghan boys, 2 boys and2 girls From Somalia	(16-18)		Conduct interviews with children, also walking around with them and ask about their most visited	-The investigator and respondents walk together and talk unconvention	The institutions or organizations responsible for caring for unaccompanied children		-A special house was provided for a group of unaccompanied minors	

#	Author	Keywords	Country	Concept	Aim	Population	Sample	Age		Method	Findings				Recommendations	
					children who lives in a rural area.						places especially the ones they mean for them.	ally replacing the interview technique. It offered real-time observation and explanation of places. -The researcher understand the difference between him and the child is experiencing the same space	should provide the comfort children need in their experience to create a new home and feel a sense of belonging.		in Barnsele that gave them a feeling of security and provided them with different social relationships with people like them. This had a great role in giving them a feeling of belonging and considering it a home unlike living with adults and exposing them to isolation.	
26	Kronick, Rousseau, and Cleveland (2018)	Immigration detention · Children · Refugee · Asylum seeker · Sandplay · Mental health	Canada	Space of detention (Lake of protection – human violence).	This article aims to try to understand the feelings and experiences of refugee children in everyday life in the detention of displaced persons.	Refugee children in detention	35 from (20 families)	(3-13)		This study use sand play as a method in addition to interviews and observation	Children in detention may not have enough opportunities to play outside, thus, the sand playing technique help to explore the inner worlds and experiences.			- Putting alternatives to the detention of parents to limit the separation of children from their parents, which has negative effects on them. - Shedding light on the detrimental effects of detention, as it improperly prevents their recovery and growth.	- Providing the basic rights for life for these children, which is the right to obtain (family, education, health)?
27	Kronick, Rousseau, and Cleveland (2018)	Immigration detention · Children · Refugee · Asylum seeker · Sandplay · Mental health	Canada	Space of detention (Lake of protection – human violence).	This article aims to try to understand the feelings and experiences of refugee children in everyday life	Refugee children in detention	35 from (20 families)	(3-13)		This study use sand play as a method in addition to interviews and observation	Children in detention may not have enough opportunities to play outside, thus, the sand playing technique			- Putting alternatives to the detention of parents to limit the separation of children from their	- Providing the basic rights for life for these children, which is the right to obtain (family, education, health)?

No.	Author	Keywords	Country	Space	Aim	Sample	Sample size	Age		Methods			Suggestions/Role-play	Findings	Recommendations
					in the detention of displaced persons.						help to explore the inner worlds and experiences.			parents, which has negative effects on them. - Shedding light on the detrimental effects of detention, as it improperly prevents their recovery and growth.	
28	Kalkman and Clark (2017)	daycare; transition; newcomer migrant children; role-plays; suitability; home;belonging.	Norway;	Space of home, Social space.	Concentrate on how girls by the use of pretend play can express their identity and culture, create social relationships, and create a sense of home.	Migrant girls		Girls (4-5)		Use Ethnographic method They use group observation on the girls in their pretend play.	The nature of the study help decided the researcher to choose an ethnographic approach to observe the daily routines role-play of the children.		-Roleplay as a cultural script. - Practical implications for daycare practitioners.	-The already established friendships influence the sense of suitability. - Newly arrived children's sense of belonging fluctuates	
29	Kauk and Forsberg. (2018)	Unaccompanied children\ Housing pathways\ Home	Finland	Space (house, home).	Focus on the transition in the lives of unaccompanied children, the meaning of places, the idea of their home, and their experience in developing their sense of belonging and lack of it.	Unaccompanied Minors	12 8 boys and four girls.	(15-17)		Conduct a semi-structured interview solo in their (room). they start by asking about the present and went back to the past. All interviews have video records. Observation. Discuss the idea of home on (Social, material, environmental, and life (level.		-Good and wise behavior with children by the responsible institution and trying to listen to them and understand them makes them feel belonging and they are at home.		Involving children in cultural and entertaining activities also help to enhance their belonging. Responsible institutions should provide support for this type of activity.	-Children need a stable safe and proper place as quickly as possible to develop a sense of belonging and home. By doing so they can practice their daily lives naturally and engage with the new community.
30	Bozkurt (2018)	Refugee children, play opportunities, the role of the municipality	Turkey	Space of play	Discover the role of play activity in refugee children's everyday life And its role to cure their trauma disorder.					The researcher depends on past experiences that have created solutions to provide spaces for children in critical times, wars, and natural disasters.			Made three suggestions for providing play spaces for children, adventure playgrounds, mobile play van, and indoor or outdoor creative play area.		
31	Cena, Heim, and Trandafoiu.	Belonging; place; return,migration; children; identity	UK	Playspace, Home space, Public space (parks,	The aim is to explore the idea of	immigrant children Return to	10,2 girls, 8 boys	(7-12)	also of including 3 children	They conduct 3 rounds of interviews in a	-Drawing is a proven method to		Because of the lack of play spaces	The identity of the mobile	- The most associated spaces that stick in their memories from the

No.	Author	Keywords	Country	Space	Aim	Sample	N	Age	Data source	Method	Method rationale	Finding 1	Finding 2	Finding 3	Finding 4
	(2018)			playground, football stadium).	children's belongingness to their parent country at the social and spatial level.	their origin country in Albania			from the case study	different period. (before transition, straight after transition, After a period from transition), They use also interviews and case studies on families and adults.They were asked to draw their experience in both countries and they were free to use people and places.	encourage children to recall and express their experiences.		in Albania, children have created their own play spaces on the street to strengthen their sense of belonging despite the presence of control by adults on the street.	child does not belong to one country or place alone but rather belongs to the two places at the same time. The more children stay in the new country, the greater their sense of belonging to it and the less they belong to the former.	former country are (football stadiums - public parks - playgrounds - homes - spaces that contain trees and natural elements). -Visiting the previous country and the old places reinforces and develops their belonging with the current country. Same to those who did not return to visit the previous country, their memories of which began to fade, and that also helped to increase their sense of belonging to the current country.
32	Wrench, Soong, Paige, and Garrett. (2018)	Refugee/migrant background students; space;justice	Australia	Education space, safe space, school.	Study the changes in the idea of school spaces according to refugee and migrant children. Examine the principle of justice in the behavior and attitude of teachers.	The whole School refugee and migrant children		(6-13)	the principal and therapists, psychologists,Teachers, artists, and health professionals.	Conduct semi-structured interviews with the principal and psychologists at (10 weeks). Teachers, artists, and health professionals.They took information from Parish school's online data.				The particular consequence is the positive relationship that addresses the complexity associated with culture, social, and emotional resources.	Irish School as a lived space or heterotopia reflects vibrant, transformative, and generative possibilities. In part, this conceptualization is framed by hopeful imaginings r 'thinking otherwise' (Slee 2011), located in the present and framed by a sense of the potential (Massumi 2015) to do things differently - We argue that an interplay of spatial, contextual, and localized strategies is central to addressing justice barriers and concomitant equity gaps that may be experienced by refugee and migrant-background students. Where human spatiality is socially produced, so too are advantages and disadvantages.
33	Karlsson, (2019)	House; home; asylum center;children's politics; children's,rights; well-being	Sweden	House space,Private space	Understand the lives of refugee children inside of asylum centers through the concept of	Asylum seeker children	18	(6-12)	family	They used the open method depend on the children's preferences. The method includes an unstructured interview (solo or group), use	the choice of methods was open to the children's different preferences and ways of sharing their experiences.	-The laws and regulations of the asylum center reduce the feeling of children at home, such as (times to provide food -	-The bad and controlled behave of asylum center workers makes it difficult for		-Children need an identity that is independent of their parents, and that is why they need their own spaces, such as bedrooms or play areas, in which to place things that belong to them.

#	Author	Keywords	Country	Space	Aim	Sample	Code	Age		Methodology					Notes	Conclusions
					Home and present the children's rights, realities, and requirements.					(audio record, drawing, writing, walking, answering questioners).	This allows children to use different task-based methods.	a specific menu is different from what you are used to eating in their country.	children to move around or play and use the spaces freely			-Children take care of daily household activities and their own spaces (cooking space - dining space – living room space) The absence of this type of space in the asylum center reduces their sense of home and their belonging to it.
34	Allport, Mace, Farah, Yusuf, Mahdjoubi, and Redwood. (2019)	Migration, Somali, Child, Development, Environment	UK	Space of (play, house) Space (social, safety).	Trying to understand the cultural and spatial impact on children's play activity and their development process. In addition to clarifies the contrast between Somalia and the UK.	Somali Refugee mothers	6			Conduct separated and group interviews with women and asks them about obstacles and opportunities face their children's play and its influence on their development.				-Highlight the need to provide places for parents and their children to form social relationships with other families.	-Support must be provided by government organizations to find safe places for families. -Clarify the health problems that children may suffer, which requires the need to enter health institutions. -Providing an environment that eliminates the isolation of displaced children and supports their growth and development.
35	Neag (2019)	unaccompanied refugee children; board games; interviewing; media literacy; qualitative methods	UK	Create Safe space, play space, cooperative, and shared space.	Discovers the attachment of social media with unaccompanied refugee children's daily life. and to have productive research they establish a new research method "board game", create space of entertainment and safety.	Uncombined refugee children	_____	(14-18)	_____	Conduct a semi-structured group interview and observation.Create a board game as an interview tool to examine online media uses (Facebook, Messenger, Instagram, Google, Gmail, Snapchat, google translation).	Researchers employing creative methods, argue that these methods provide "new ways of,. understanding people's real lived experiences… and offer. ways to give back and contribute to a community" (Vaart, Hoven, & Huigen, 2018, p. 1).		Through this research project, the researchers realized that I need to think out of the box and create a research tool that speaks a universal language: that of "play".		-Denzin (2016) argues "this is a historical present that cries out for emancipatory visions, for visions that inspire transformative inquiries, and for inquiries that can provide the moral authority to move people to struggle and resist oppression" (p. 8). One small step towards this is to modify our research tools to create collaborative spaces for those who have been voiceless for a long time. -the way this data was collected helped in creating an environment that was both safe and at times, whimsical for the participants. This is not to say that traditional interview tools should be replaced when working with refugees. However, I argue for greater openness in bringing in tools from other aspects of life to not just collect research data from our participants but to offer them something in return. In this case, it was perhaps a short respite of playfulness.
36	Metzler, Diaconu,	Humanitarian crisis; refugees;, protection;	Uganda	Child-friendly space	Explore the effect of	caregivers of the refugee	T1633 T2633	(6-12)		Use longitudinal study. Conduct					Those children	-n response to the protection and

		psychosocial support; impact; longitudinal.			child-friendly spaces on the refugee children in the short and long period.	and asylum seeker children , and children	T3447			interview and observation with caregivers on three stages at (18 months) 689 interview as start.Observation of children.				that attended a CFS maintained better psychosocial wellbeing and secured greater developmental assets after 3 to 6 months, with the strongest impacts in the better-run CFSs.	psychosocial support needs of refugee children, humanitarian agencies regularly establish activities in child-friendly spaces (CFSs). However, there is little evidence of their impact in either the short- or longer-term. - there were no significant differences between children who had attended or not attended a CFS in their early months in the refugee settlement, although scoring in the latter showed greater variation. If interventions in humanitarian contexts are to substantially influence longer-term trajectories of well-being and adjustment they will need to be more effective in connecting children to resources in conditions of protracted displacement.

Hermosilla, Kaijuka, Ebulu, Savage, and Ager (2019)