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RECEIVED 26 June 2025
ACCEPTED 08 July 2025
PUBLISHED 18 August 2025

CITATION
Solbue V, Kenny A and Kitayama Y (2025)
Correction: Mapping the educational
landscape for forced migrants in Norway,
Ireland and Japan. *Front. Educ.* 10:1654509.
doi: 10.3389/feduc.2025.1654509

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Correction: Mapping the educational landscape for forced migrants in Norway, Ireland and Japan

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KEYWORDS

forced migrants, Norway, Ireland, Japan, refugees, asylum seekers

A Correction on

[Mapping the educational landscape for forced migrants in Norway, Ireland and Japan](#)

by Solbue, V., Kenny, A., and Kitayama, Y. (2025). *Front. Educ.* 10:1594921.
doi: 10.3389/feduc.2025.1594921

In the Introduction numerals should have been used for the sentence “One hundred- and forty member states have signed this, including Norway, Ireland, and Japan.”

This sentence has been updated to: “140 member states have signed this, including Norway, Ireland, and Japan.”

A paragraph was omitted from the section “Japan”. The full section now reads:

“Japan is located in East Asia with a population of ~124 million, of which 2.9% (3.58 million) are registered as foreigners. This figure does not include naturalized immigrants or children of international marriages who have Japanese nationality. Japan has officially accepted a very small number of refugees, except for the Indochina refugee crisis in the 1970s and 1980s. In 2024, out of 12,373 refugee applicants, 2,186 were granted residence. Only 190 were accepted as refugees. People fleeing war and political persecution have also settled in Japan without refugee status. During the Korean War (1950–1953), for example, the Korean population in Japan increased by 30,000. In recent years, an estimated 3,000 Kurds have lived in eastern Japan with precarious residency status.

This review seeks to provide insights into education for forced migrants by mapping the educational landscape in Norway, Ireland, and Japan. The analysis used in this review is inspired by the Bray and Thomas Cube (Bray and Thomas 1995, p. 475), which shows three different dimensions in a cube; geographic/location levels for comparison, non-locational demographic groups, and three aspects of education and of society as the third dimension (Bray et al., 2014, p. 10). The landscape that is mapped is: educational law, immigrant recognition, and how school systems are organized for forced migrants. We believe in the importance of cultural, political, and social conditions for education, and the importance of understanding education in the context of the local culture (Fairbrother, 2014, p. 77). Therefore, the mapping presents the description of the three landscapes, and does not compare statistics of inclusion and education for forced migrants.”

In the Section 2 Forced migration and education, *first paragraph*, a quotation from [Kenny \(2022\)](#) was accidentally omitted. The full paragraph now reads:

Education infrastructures are often ill-prepared for new arrivals through forced migration (Crul et al., 2019). In recent years, research has focused on the overt, subtle and hidden barriers that forced migrant children encounter within formal education, such as how children are racialized, “othered,” segregated and discriminated against (Arar et al., 2019; Scourfield et al., 2005; [Kenny, 2022](#)). Teachers play a major role with findings in a German study of Kurdish asylum-seeking children for example stating, “children were viewed in very limited ways and

referred to in deficit terms by their teachers” ([Kenny, 2022](#), p. 591).

The original article has been updated.

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