Global Perspectives on Education Research

Educational Policies and Practices of English-Speaking Refugee Resettlement Countries explores the challenges and specific practices that help refugee students acculturate in their new countries of resettlement.

Refugees, Asylum-seekers and Migrants

The book provides an overview and descriptive analysis of how selected countries—Germany, the Netherlands, Spain, Norway, UK and Turkey—have responded to the massive inflow of refugees, as well as the policy practices they have developed concerning refugee students’ integration into higher education. Seeking to encourage sustainable policy responses and national frameworks, this report highlights these selected countries’ procedures to ensure access to higher education and also approaches to recognize foreign qualifications. It also examines particular challenges in the case of each country. The report limits its scope exclusively to refugee students, excluding practices developed for refugee academics/university staff. The book offers a contribution to the existing literature on educational policy for refugees and encourages higher education institutions to remember their central role as a driving force for social development and integration.

Challenges and Initiatives in Refugee Education

Examines the psychological adaptation of refugee children; the educational experiences of older refugee students; positive strategies to combat racism and xenophobia and home-school liaison.

Asylum Seeking and Human Development

This practical resource for principals and school leaders provides guidance on how to develop schools into places of belonging for all children, especially children of refugee and asylum-seeker backgrounds. It demonstrates the need for school leaders to be informed, reflective individuals and highlights the role that leaders can play in a school culture that provides a safe place and effective educational opportunities for these students. Written in an accessible manner, each chapter includes a summary of theory and vignettes from school leaders that outline approaches, challenges, critical reflections and suggestions for how their experiences can be adapted to other contexts. Principals’ voices and experiences from across the globe are included, representing a range of school levels including primary and secondary, large and small enrolments, religious and public, and urban and rural settings. This book is intended for use in schools by school principals and aspiring school leaders, and by educational professionals engaged in supporting schools with students with refugee backgrounds.

Educating Students with Refugee and Asylum Seeker Experiences

This practical resource for principals and school leaders provides guidance on how to develop schools into places of belonging for all children, especially children of refugee and asylum-seeker backgrounds. It demonstrates the need for school leaders to be informed, reflective individuals and highlights the role that leaders can play in a school culture that provides a safe place and effective educational opportunities for these students. Written in an accessible manner, each chapter includes a summary of theory and vignettes from school leaders that outline approaches, challenges, critical reflections and suggestions for how their experiences can be adapted to other contexts. Principals’ voices and experiences from across the globe are included, representing a range of school levels including primary and secondary, large and small enrolments, religious and public, and urban and rural settings. This book is intended for use in schools by school principals and aspiring school leaders, and by educational professionals engaged in supporting schools with students with refugee backgrounds.
The Education of Asylum Seekers in Wales

Awarded 2nd Prize, Best Book award, the Society for Education Studies, 2011. Refugees are physically and symbolically ‘out of place’ - their presence forces governments to address issues of rights and moral obligations. This book contrasts the hostility of immigration policy to ‘non-citizen’ children with teachers’ exceptional compassion and ‘citizen students’ ambivalence in defining who can belong.

Educational Policies and Practices of English-Speaking Refugee Resettlement Countries

Refugees in Higher Education

This book provides a critical appraisal of the participation of students from refugee backgrounds in higher education, exploring how global discourses about forced migration play out for students in terms of accessing, participating, and succeeding in higher education.

The Education of Asylum-seeker Pupils

This book discusses the educational systems into which students with refugee backgrounds are placed when relocated into many of their new homelands. It discusses the current climate of neo-liberalism which pervades schooling in many western countries and the subsequent impact on curriculum focus and teaching strategies. It proposes ways in which these students, who are currently the most vulnerable students in school, can be educated with policies and perspectives which respect the diversity and uniqueness that characterises the world today as the result of the global unrest and subsequent diaspora. The impact of power, politics, people and pedagogies on the prospects of these is investigated and a model for holistic education, which includes the wisdom and care of pedagogical love is discussed as way in which a more human and compassionate approach to education for these and all students of difference can be integrated into school communities despite neo-liberal imperatives in education. Research indicates that schools which are spaces of safety and belonging, through leadership of care and empathy, can provide successful educational opportunities for students who have asylum seeker and refugee backgrounds and experiences.

Refugee Education

Refugees and Higher Education provides a cross-disciplinary lens on one American university’s approach to studying the policies, practices, and experiences associated with the higher education of refugee background students.

Refugee Children in The Uk

As a result of the massive refugee flows in 2015-2016, more than 50,000 refugees and asylum seekers were stranded in Greece, awaiting decisions regarding their status. Meanwhile, the Greek state itself was completely unprepared to provide shelter and education to these populations. This collection of papers presents educational initiatives undertaken by both official and unofficial agencies in order to provide Greek language courses to refugees of students of various ages. The studies presented here highlight various challenges such as the teachers’ inexperience and lack of material and infrastructure, the students’ diversity in terms of ethnic, social and educational background, and their lack of motivation and sense of stability. Moreover, the contributions here point to the importance of adopting innovative and holistic approaches to teaching refugee populations. Such approaches take into account their linguistic and cultural capital, as well as the need to empower them through the learning process. This volume will be of interest to researchers, policy makers and practitioners involved in refugee education in Europe and beyond.

The Treatment of Asylum Seekers

This volume explores the shared expectations that education is a panacea for the difficulties that refugees and their receiving countries face. This book investigates the ways in which education is both a dream solution as well as a contested landscape for refugee families and students. Using comparative, cross-national perspectives across five continents, the editors and contributors critically analyze the educational structures, policies, and practices intended to support refugee youth transition from conflict and post-conflict zones to mainstream classrooms and schools in their new communities.

The Education of Arabic Speaking Refugee Children and Young Adults

International Advances in Education: Global Initiatives for Equity and Social Justice is an international research monograph series of scholarly works that primarily focus on empowering students (children, adolescents, and young adults) from diverse current circumstances and historic beliefs and traditions to become non-exploited/non-exploitive contributing members of the global community. The series draws on the research and innovative practices of investigators, academics, and community organizers around the globe that have contributed to the evidence base for developing sound educational policies, practices, and programs that optimize all students’ potential. Each volume includes multidisciplinary theory, research, and practices that provide an enriched understanding of the drivers of human potential via education to assist others in exploring, adapting, and replicating innovative strategies that enable all students to realize their full potential. This volume provides the reader with promising policies and practices that promote social justice and educational opportunity for the many displaced populations (migrants, asylum seekers, refugees, and immigrants) around the globe. The volume is divided into four sections that offer: (1) insights into the educational integration of displaced children in industrialized nations, (2) methods of creating pedagogies of harmony within school environments, (3) ways to nurture school success by acknowledging and respecting the cultural traditions of newcomers, and finally (4) strategies to forge pathways to educational equity. Overall, this volume contributes to the body of knowledge on equitable educational opportunities for displaced youth and will be a valuable resource for all who seek to enable the displaced a place at the political, economic, and social table of civil society.
Refugees and Asylum Seekers

This book discusses the educational systems into which students with refugee backgrounds are placed when relocated into many of their new homelands. It discusses the current climate of neo-liberalism which pervades schooling in many western countries and the subsequent impact on curriculum focus and teaching strategies. It proposes ways in which these students, who are currently the most vulnerable students in school, can be educated with policies and perspectives which respect the diversity and uniqueness that characterizes the world today, as the result of the global unrest and subsequent diaspora. The impact of power, politics, people and pedagogies on the prospects of these is investigated and a model for holistic education, which includes the wisdom and care of pedagogical love is discussed as way in which a more human and compassionate approach to education for these and all students of different cultures can be integrated into school communities despite neo liberal imperatives in education. Research indicates that schools which are spaces of safety and belonging, through leadership of care and empathy, can provide successful educational opportunities for students who have asylum seeker and refugee backgrounds and experiences.

EBOOK: Refugee Children in the UK

What is the relationship between education and those seeking asylum or refuge? What is the impact of education being marginalized during conflict situations? Drawing on international research in numerous countries, including Thailand, North Korea, Lebanon, Africa, the USA and the UK, the contributors consider, conceptually and empirically, the provision of education to refugees and asylum seekers in their homeland or in host countries, analyzing the internal and external factors affecting educational provision during and after emergencies. Each chapter contains a summary of the key points and issues within the chapter to enable easy navigation, key contemporary questions to encourage you to actively engage with the material and an annotated list of suggested further reading to support you to take your exploration further. A companion website supports the text and provides updates and additional resources.

Aiming High

The last twenty years have seen unprecedented numbers of refugee children entering Western countries. Many of these children will have experienced the atrocities of war and issues concerning their care and treatment are high on the agenda of research bodies, policy makers and service providers. Refugee Children is the first book to offer a wide ranging analysis of the context of care and the measures taken by nation states and intergovernmental bodies to address perceived problems. Drawing on a detailed examination of practices, the book outlines a model of good practice in the care of refugee children. Topics covered include the treatment of asylum seeking children at the borders of industrialized countries, socio-cultural problems, social capital, education, and issues relating to cultural diversity and integration. A critical analysis of responses to these problems including the development of special programmes for refugee children, and elements of good practice in the field. The transfer of good practice between countries, implications for the development of services and academic research in this area, is examined. With a series of case studies examining practices from a number of countries, Refugee Children makes a vital contribution both to the social care literature in this field and to theory and research in refugee and migration studies. As such it is essential reading for academic researchers in a range of disciplines including social policy, education, migration and refugee studies, as well as service providers in health care, social care, housing and education. Charles Watters is Director of the European Centre for the Study of Migration and Social Care in the School of Social Policy, Sociology and Social Research at the University of Kent.

Integration of Refugee Students in European Higher Education Comparative Country Cases

Refugees and Higher Education

This is a revised handbook providing the caring practitioner with information on refugees in Britain, with chapters on welcoming refugee children into schools, mother tongue teaching, emotional needs of refugee children, early years provision and working with 16-19 year-olds. Further new material has been included on healthcare issues, emotional and psychological issues, using the expressive arts with young refugees, parental involvement and family literacy.

Educational Development and Infrastructure for Immigrants and Refugees

Global Perspectives on Education Research echoes the breadth and scope of education research worldwide. It features the work of established and emerging scholars from a range of universities and research institutions in Africa, Europe, and North America. The book’s ten chapters are organized around four themes: Education Policy, Teaching and Learning, School Context and Student Outcomes, and Assessment and Measurement. Each chapter offers cross-cultural, transnational, or comparative insights on some of the most pressing challenges and promising opportunities for improving education around the world. Across thematic areas, these perspectives shape new ways of understanding context as an influence on, and a framework for, conceptual insights into education policy and practice at the international, national, and local levels. With chapters on topics including the cultural complexities of literacy, the effect of socioeconomic inequality on student learning, and the tension between education for global competitiveness and education for global citizenship as national policy strategies, Global Perspectives on Education Research addresses issues and questions that will interest education researchers, educators, policy makers, and societal leaders worldwide. This volume is a publication of the World Education Research Association (WERA). WERA is an association of major national, regional, and international specialty research associations dedicated to advancing education research as a scientific and scholarly field. WERA undertakes initiatives that are global in nature and thus transcend what any one association can accomplish in its own country, region, or area of specialization.

Supporting Refugee Children in 21st Century Britain

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Asylum migration causes intense media and political debate. However, little attention has been paid to how forced migrants can rebuild their lives in the UK or elsewhere. This timely book analyzes the social policies that impact on refugee children’s education, and: Provides the background to the migration of refugees; Explores how dominant discourses about trauma homogenize and label a very diverse group of children; Examines how policy towards refugees is made, and how it relates to practice; Offers alternative visions for refugee settlement; Drawing on case studies of the experiences of refugee children, Refugee Children in the UK brings a much-needed insight into the needs of refugee children. It is valuable reading for academics, policy makers, students of education, sociology and social policy as well as education, health and social work professionals.

*Without Education They Lose Their Future*

This volume will provide educators at all levels with a research and evidence based understanding of the educational opportunities and challenges facing refugees. The chapters focus on language, teaching and pedagogical issues surrounding refugee education.

**Education, Asylum and the 'Non-Citizen' Child**

This new edition of Education, Law and Diversity provides extensive updated analysis, from a legal perspective, of how the education system responds to social diversity and how the relevant social and cultural rights of individuals and groups are affected. It spans wide ranging areas of school provision, including: types of school (including faith schools), the school curriculum, choice of school, out-of-school settings, and duties towards children with special needs and disabilities. It gives extensive coverage to children’s rights in the context of education and includes considerable new material on issues including relationships and sex education, exclusion from school, home education, equal access, counter-extremism and academisation. The new edition also retains and updates areas of debate in the book, such as those concerned with multiculturalism and the position of religion in schools. It continues to focus on England but also makes reference to other jurisdictions within the UK and internationally. It is essential reading for anyone interested in the legal and related policy issues surrounding children’s education today.

**Refugee Education**

This work is an analytical study of the education and training for asylum seekers in Denmark. The Education and Activation policy was introduced in 2003 in the Danish asylum system. Among other things, the policy was to enable asylum seekers receive lessons in Danish and English languages as well as participate in unpaid work in Danish institutions. This book is a multi-staged ethnographic study of these training programs. Theoretically, arguing out the Danish asylum system as a Total Institution, asylum seekers are positioned as vulnerable people. The research continues to find out how these vulnerable asylum seekers are empowered through their participation in this training program. Using the Capabilities Approach in Human Development, analysis and conclusions are made that there is a level of empowerment which ultimately helps in the integration of refugees in Denmark. However, two suggestions are made in relation to the program. Adherence to these suggestions is believed to increase the level of empowerment and freedom for asylum seekers - ‘freedom within the asylum walls’.

**Creating Spaces of Wellbeing and Belonging for Refugee and Asylum-Seeker Students**

**Education for Refugees and Asylum Seekers in Hong Kong**

Refugees, Interculturalism and Education focuses on the sensitive issue of forced migration and education from an intercultural perspective. The volume comprises diverse projects and classroom experiences in different countries, involving today’s ever-increasing population of human beings who, for different reasons, are compelled to abandon their homelands and seek better living conditions in strange places where they are not normally welcome. Such a reality poses great challenges to the nations and educational systems that receive these groups and brings intercultural education to the centre of the discussion. The contributors to this book call attention to the importance of providing these refugee populations with a humanistic, stimulating and transformative educational setting in order to let them know that their lives are important and that their histories matter. The chapters in this book were originally published in Intercultural Education.

**Education, Refugees and Asylum Seekers**

In the last five years, more child refugees have made perilous journeys into Europe than at any point since the Second World War. Once refugee children begin to establish their new lives, education becomes a priority. However, access to high quality inclusive education can be challenging and is a social justice issue for schools, policymakers and for the research community. Underpinned by strong theoretical framings and based on socially just principles, this book provides a detailed exploration into this ethically charged, emotive and complex subject. Refugee Education offers an interdisciplinary perspective to critical debates and public discourse about the topic, contextualized by the voices of young refugees and those seeking to support them in and out of education. Shaped by practitioners, the book develops an inclusive model of education for refugee children based on the concepts of safety, belonging and success, and presents practical tools for planning and operationalizing the ethics of inclusive education. This book includes a wide range of case study examples which reveal the positive outcomes that are possible, given the right inputs. It is essential reading for teachers, senior leaders and policymakers as well as academic researchers in education, social policy, migration and refugee studies.

**Education, Law and Diversity**

What is the relationship between education and those seeking asylum or refuge? What is the impact of education being marginalized during
Conflict situations? Drawing on international research in numerous countries, including Thailand, North Korea, Lebanon, Africa, the USA and the UK, the contributors consider, conceptually and empirically, the provision of education to refugees and asylum seekers in their homeland or in host countries, analyzing the internal and external factors affecting educational provision during and after emergencies. Each chapter contains a summary of the key points and issues within the chapter to enable easy navigation, key contemporary questions to encourage you to actively engage with the material and an annotated list of suggested further reading to support you to take your exploration further. A companion website supports the text and provides updates and additional resources.

**Educating Students with Refugee and Asylum Seeker Experiences**

**Comparative Perspectives on Refugee Youth Education**

**CSD Brief No 36: Educational Integration of Refugee and Asylum-Seeking Children: the Situation in Bulgaria and the Experience of Other European Countries**

**The Education of Refugee Children**

This volume examines how universities and colleges are working towards implementing various interventions to integrate refugees along with non-governmental organizations and local governments to achieve an optimal level of integration with host communities.

**The Rights of Refugees under International Law**

This book presents the first comprehensive analysis of the human rights of refugees as set by the UN Refugee Convention. In an era where States are increasingly challenging the logic of simply assimilating refugees to their own citizens, questions are now being raised about whether refugees should be allowed to enjoy freedom of movement, to work, to access public welfare programs, or to be reunited with family members. Doubts have been expressed about the propriety of exempting refugees from visa and other immigration rules, and whether there is a duty to admit refugees at all. Hathaway links the standards of the UN Refugee Convention to key norms of international human rights law, and applies his analysis to the world’s most difficult protection challenges. This is a critical resource for advocates, judges, and policymakers. It will also be a pioneering scholarly work for graduate students of international and human rights law.

**Refugee Background Students Transitioning Into Higher Education**

Includes statistical tables and graphs.

**Language, Teaching and Pedagogy for Refugee Education**

Education is a pivotal influence on all members of society. However, in the case of immigrants and refugees integrating into a new country, allowing proper learning opportunities can offer specific challenges that must be overcome. Educational Development and Infrastructure for Immigrants and Refugees is an innovative source of scholarly research on the role of education for refugees and immigrants, and it examines methods to develop effective learning processes for these students. Highlighting a range of perspectives on topics such as lifelong learning, legal considerations, and multiculturalism, this book is ideally designed for teachers, policy makers, researchers, academics, and professionals actively involved in the education sector.

**Education, Refugees and Asylum Seekers**

This book is one of the first of its kind to examine the aspirations of refugee background students and accompanies them as they journey through the on-shore stage of settlement, enrolment and participation in the Australian education system. It begins with students’ experiences of on-shore settlement, followed by the move into schooling and finally, the subsequent transition into Australian higher education. Transitioning into higher education is a challenge for many students, particularly for those from under-represented equity groups. For refugee background students, navigating through and out of higher education can be particularly complex and challenging. Drawing on rich case studies from longitudinal research into refugee youth and the academic and professional staff in schools and universities who support them, the book provides powerful and compelling narratives and insights into this journey. It untangles the complex nature of transition for students of refugee background in higher education, locating it within broader social trends of increasing social and cultural diversity, as well as government practices and policies concerning the educational resettlement of refugees.

**Refugee Education**

This book offers substantive insights for researchers, policy makers, and teachers concerned with the effective inclusion of refugees within education by systematically collecting and comparing the growing body of knowledge that is emerging from eight European countries.

**Challenges and Opportunities in Education for Refugees in Europe**
Sustained political and socioeconomic crises can potentially deprive generations of young people and adults of their economic and employment prospects, stability, mental health and freedom. The Education of Arabic Speaking Refugee Children and Young Adults provides a comprehensive overview of the situation of Arabic-speaking refugee children and their psychosocial, schooling and employment experiences in three case countries: Australia, Italy and Indonesia. The book considers what education arrangements were put in place for refugee children, how were they supported in schools for physical and psychological needs, how the school environment hindered or assisted their learning experience and the way in which these students were affected by the global COVID-19 pandemic. The authors provide recommendations for educational practices and employment pathways as informed by the refugee children and young adults themselves, teachers, parents, schools and state officials. This book will be of great interest to academics, researchers and post-graduate students in the fields of comparative education and refugee and migrant education. It will also be beneficial for educators, teachers and policy-makers.